

Free School Proposal 2013

The International Academy of Greenwich

Submitted on 24 February 2012

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Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Files emailed as separate documents

- Figures: Maps showing demand (3 separate files)
- IAG spreadsheet 1: First financial plan – mainstream – International Academy of Greenwich
- IAG spreadsheet 2: Second financial plan – reduced scope – International Academy of Greenwich
- IAG spreadsheet 3: The Academy teaching staff plan

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED] London [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED], mobile [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other		
6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details: N/A		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:		

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Details of company limited by guarantee	
11.	Company name: Greenwich Academy Trust
12.	Company address: c/o Perlin Franco Ltd [REDACTED] London [REDACTED]
13.	Company registration number: 07644077
14.	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details: N/A
Company members	
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
16.	Please confirm the total number of company members:
17.	Please provide the name of each member below (add more rows if necessary): 10
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name: [REDACTED]
	5. Name: [REDACTED]
	6. Name: [REDACTED]
	7. Name: [REDACTED]
	8. Name: [REDACTED]
	9. Name: [REDACTED]
	10. Name: [REDACTED]

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Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: ██████████

2. Name: ██████████

3. Name: ██████████

4. Name: ██████████

19. Please provide the name of the proposed chair of the governing body, if known: ██████████

Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes
 No

21. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

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22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	
	N/A	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
	N/A	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
	N/A	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	
	N/A	

**Please tick to confirm that you have included
all the items in the checklist.**



Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Chair of company / Member of company (please delete as appropriate).

Print name:

Date: 24 February 2012

**NB This declaration only needs to be signed in the two hard copy versions of
your application. Please use black ink.**

Section B: Outline of the school

1.	Proposed school name:	International Academy of Greenwich
2.	Proposed academic year of opening:	September 2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2017
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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9.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
10.	Postcode of the preferred site of the proposed school:	[REDACTED]
11.	Local authority area in which the proposed school would be situated:	Royal Borough of Greenwich
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Neighbouring boroughs: Bexley, Bromley, Lewisham, Southwark and Tower Hamlets
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>N/A</p>	

Section C: Education vision

C1: Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.

The International Academy of Greenwich: Success through language and communication

This proposal is the product of a grassroots campaign by a group of Greenwich parents, teachers and educationalists. We are responding to a growing need for in-depth language teaching and an internationally orientated education which we know to exist in our area of London. We believe we can deliver an imaginative yet cost-effective solution which will complement existing provision and improve outcomes in languages.

The International Academy of Greenwich: key features and rationale

- 3.1 The International Academy of Greenwich is an innovative project for a small non-selective secondary school emphasising modern European languages and teaching an internationally-focused curriculum. It will apply for candidacy as an International Baccalaureate (IB) school and hope to achieve full International Baccalaureate Organisation (IBO) World School status within three years.
- 3.2 Our intention is to open with a Year 7 intake of 100 students. Many will already speak more than one language while others will be keen to learn at least one foreign language to a high level. We plan to use the IB Middle Years Programme (MYP) which is designed for 11-16 year olds and offers a broad and balanced curriculum within a flexible framework. It has been proven to work for pupils of all backgrounds and abilities, notably in US Charter Schools.
- 3.3 We aim to open a Sixth Form in the school's third year of operation beginning with a Year 12 intake of 60 students. They will study the IB Diploma. A primary section is a possibility for the future, offering real scope for English monolingual children to become fluent in a foreign language.

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- 3.4 London is a world city with many residents from different countries, families of mixed culture and global companies. The diverse nature of Greenwich, where 140 languages are spoken in schools¹, and its proximity to Canary Wharf make it an ideal location for our school.
- 3.5 The Academy will also help plug the current gap in language learning. Speakers of languages other than English have difficulty accessing education which develops that linguistic asset to its full potential. The existence of at least seven French supplementary schools in South East and East London, and North Kent² point to this demand. Of the families who said they would opt for our school, almost half were francophone. French is now the fourth most common language in Greenwich after English³, spoken by citizens not only of Europe but also of other francophone regions, such as North and West Africa. We intend for French to be a strength of our school.
- 3.6 Only one in five (20.3%) GCSE students at maintained schools in Greenwich sat French in 2011⁴. Just over 2% took German. Conversely, an increasingly global economy and London's status as a tourism centre point to a real need for language skills. These, we believe, confer valuable career and study advantages in the UK and abroad. It is estimated that improving language skills could add £21 billion a year to the UK economy⁵.
- 3.7 We plan to establish a Language Centre as a separate business unit within the school, with the aim of supporting language learning in the Academy, local schools and the community. Thus our school will be in a strong position to help fulfil a critical component of the English Baccalaureate by increasing provision and raising standards in languages in South East London schools.
- 3.8 Currently, 30.3% of secondary students in Greenwich are educated out of the Borough⁶. Our school aims to reduce this flow to other Local Authorities by widening choice. It will also attract pupils from other boroughs thanks to its distinctive offer, not available in state-funded, non-selective schools in London.
- 3.9 Parental demand is high. As at 15 February 2012, 609 families with 1068 children had recorded their interest. Most were from Greenwich and Lewisham.

¹ Source: January 2010 School Census: Languages spoken by 100 or more children in schools in Greenwich in 2010

² Grenadine, Blackheath; Nouvelles Racines, Greenwich; Boule de Neige, Catford; La Marelle, Dartford; La Petite Ecole de Redbridge; l'Ecole Buissonnière, East Dulwich; Les Crocodiles, Hackney;

³ Source: January 2010 School Census: Languages spoken by 100 or more children in schools in Greenwich in 2010

⁴ Source: DfE, GCSE and Equivalent Results in England, 2010/11 (Revised) January 2012: zip archive: 1 GCSE full, GCSE entries tab

<http://www.education.gov.uk/rsgateway/DB/SFR/s001056/index.shtml>

⁵ Foreman-Peck, J. (2007) Costing Babel: the contribution of language skills to exporting and productivity, Cardiff Business School

http://www.cardiff.ac.uk/carbs/research/centres_units/wired/babel3d.pdf

⁶ Source: DfE National Offer Day 2011, Home applicants with offers to a school in another LA <http://www.education.gov.uk/rsgateway/DB/STR/d000993/index.shtml>

The International Academy of Greenwich: vision and ethos

- 3.10 Our overarching vision is to offer an excellent education which will harness and build on the linguistic and cultural diversity in Greenwich and nearby Boroughs.
- 3.11 The International Academy of Greenwich will enable students to feel at ease in different cultures, and equip them to live, study and work in the UK or abroad. It will impart the skills, outlook and confidence they need to succeed as citizens in a globalised world, while stressing the value of serving the local community.
- 3.12 The Academy will promote the value of cultural understanding and create students who enjoy thinking for themselves. They will excel at the English Baccalaureate and at whatever they choose to do afterwards. We want them to discover a passion for learning and for languages, and be part of a school community which will accompany them on this journey.
- 3.13 We believe that:

Speaking a foreign language well should be considered the norm. All students will learn at least one foreign language to a high level. They can expect an immersive experience through contact with bilingual children and adults. Bilingual students will be able to use and develop both their languages.

Students' education should be tailored to their needs. A system of supervised Personal Time and an extended day will allow monolingual English speakers to learn a language at an accelerated pace, while bilingual students can be stretched with projects in their mother tongue. It will also offer scope to focus on other areas which require work or further challenge.

Children deserve a high-quality education which equips them for a globalised world. Our teachers will be excellent practitioners. They will use IB MYP to provide a holistic approach, looking outwards at the world, while focusing on qualities that will help a young person succeed within it.

Communication is key. We will create an open school which invites parents to contribute, to see their children learning and to value the efforts of students and teachers. We will make sure that parents and children alike know exactly who is responsible for each student's progress and achievement.

A school should care for its students. In our small school, a system of Tutor Groups will ensure students' well-being, monitor their progress and help create a cohesive community in which all teachers know their students.

The International Academy of Greenwich: aspirations

- 3.14 We will have very high expectations of students and staff, and be committed to the success of each pupil irrespective of prior attainment or background.
- 3.15 Our aspirations for The International Academy of Greenwich include:
- An “Outstanding” Ofsted report on our first inspection post opening;
 - Being oversubscribed in all forms of entry on a yearly basis;
 - Achieving IB World Status within three years for the IB MYP;
 - Implementing the IB Diploma Programme in our third year;
 - All students gaining a minimum 5 GCSEs grade A*-C;
 - 75% of students reaching the standard of the English Baccalaureate;
 - All Year 11 pupils gaining at least 32 points in the IB MYP Assessment;
 - All pupils continuing their studies in Year 12 with us or another school;
 - All students gaining at least a grade B in a foreign language GCSE;
 - All students achieving 30 points in the IB Diploma in Year 13.
- 3.16 At the same time, it is our desire that our students should become fully-rounded individuals. To this end we will ask them to aspire to the ideals laid down in the IB Learner Profile which is the distillation of its philosophy into a set of measurable outcomes⁷. As such, they transcend the purely academic.
- 3.17 We believe that setting high academic standards, creating an outstanding environment in which to pursue them and developing the whole person will offer students the skills, maturity and confidence they need to succeed in a globalised world.

⁷ Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded , Caring, Risk-Takers, Balanced, Reflective

The International Academy of Greenwich: curriculum

- 3.18 The ethos of The International Academy of Greenwich is mirrored in the IB curriculum model which provides for the needs of bilingual and monolingual students alike and, in the IBO's own words, offers "*a balanced education that will equip young people for effective participation in the modern world*".
- 3.19 It is a holistic system which values tolerance, empathy, community and communication. We too consider these to be key to life in London's complex, multicultural society. As such, there is a clear connection between the IB, our target student population and our aspirations for their future success.
- 3.20 In summary, The International Academy of Greenwich will offer its students:
- A truly broad and balanced curriculum
 - High academic standards
 - Strong linguistic and communication skills
 - Access to top universities in the UK and abroad
 - The passport to an international job market
 - Active citizenship skills and respect for other cultures
 - Enhanced self-confidence.
- 3.21 It will deliver this by:
- Appointing a Principal and teachers who can motivate students to achieve
 - Providing a well-organised, caring school on a human scale
 - Building a framework which prioritises the success of every student
 - Encouraging parents to play an active part in their child's education
 - Promoting independent learning and thought.

Section D: Education plan – part 1

4.1 Table 1 below shows the proposed numbers of students we will admit to each year group from 2013 onwards. There will be 100 students per year group and in 2015 a cohort of 60 children will join the Academy as new Year 12 students. The school will reach full capacity in 2017 with 620 students.

Table 1: Proposed numbers of students in each year group from 2013 onwards

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	0	100	100	100	100	100	100	100
Year 8	0		100	100	100	100	100	100
Year 9	0			100	100	100	100	100
Year 10	0				100	100	100	100
Year 11	0					100	100	100
Year 12	0			60	60	60	60	60
Year 13	0				60	60	60	60
Totals	0	100	200	360	520	620	620	620

Section D: Education plan – part 2

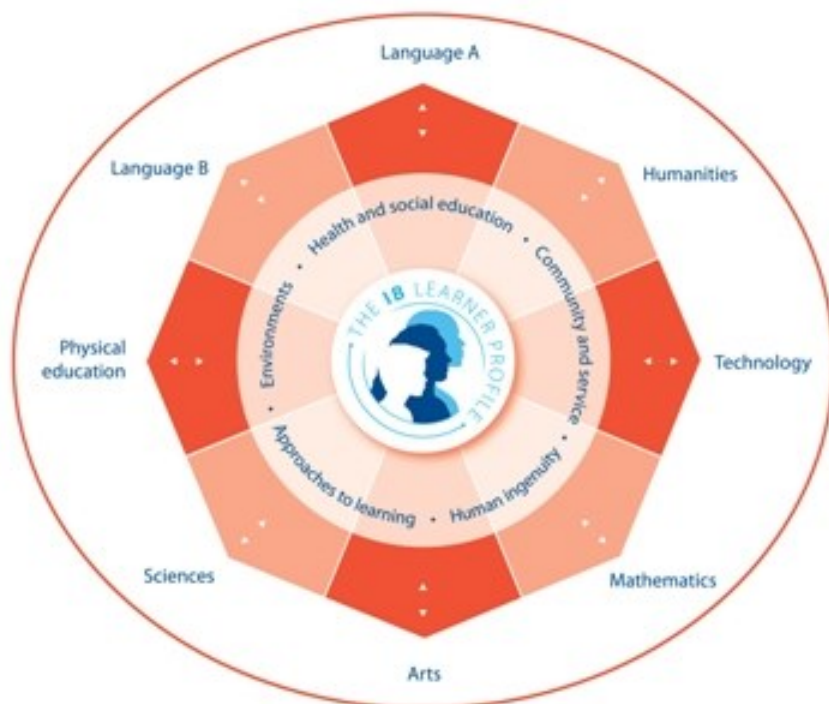
D1: Set out a viable curriculum plan with appropriate focus on core areas of learning.

- 4.2 We confirm our understanding of the accountability requirements which would be applicable to our Academy through the funding agreement and we are committed to meeting those requirements in all respects.
- 4.3 In addition we want to be clear that not only will we carry these out to the full but will be also committed to becoming an outstanding school by our own values and within the OFSTED framework.

Curriculum plan 11-16

- 4.4 The International Academy of Greenwich intends to be an exemplar of the International Baccalaureate (IB) Middle Years Programme (MYP) within an inclusive English state-funded system. We will employ the IB MYP with the aim not only of obtaining excellent results in the subject areas of the English Baccalaureate, but also to encourage the mastery of modern foreign languages and an international outlook among our students.

Figure 1: International Baccalaureate (IB) Middle Years Programme Curriculum



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Subject areas

- 4.5 Our Academy will follow the guidelines for the International Baccalaureate (IB) Middle Years Programme (MYP) which prescribes a broad and balanced approach to the curriculum for students aged 11 to 16. It covers eight subject areas – rather than discrete subjects - which are:
- English – language, which includes listening, viewing, speaking, reading and writing, and literature of different periods and genres. Mathematics - number, algebra, geometry and trigonometry,
 - Statistics and probability and discrete mathematics, plus the history of mathematical thought.
 - Sciences – an integrated sciences course which will cover biology, physics and chemistry, with single sciences or double science introduced for GCSE. Modern Foreign Language – in our case French and probably German will be taught, with scope for additional languages later.
 - Humanities – covering such subjects as geography, history, economics, politics, religious studies
 - Technology – offering a balance between three key areas of systems, information and materials.
 - Arts – a carousel of drama, visual arts and music. We hope to collaborate with a school of music led by two multilingual classical musicians.
 - Physical Education – we are likely to form a partnership with external sports providers to fulfil this area of the curriculum.

Areas of Interaction (AOI)

- 4.6 Another aspect of the MYP curriculum which our students will follow is known as Areas of Interaction (AOI). These areas are a way of making explicit the values underlying the curriculum as well as the kind of teaching and learning which the Academy will champion and adopt. These are:
- **Approaches to learning:** The student develops awareness of how they learn best, resulting in intellectual responsibility for their own thought processes. They ask the questions – how do I learn best, how do I know, how do I communicate my understanding? They cover organisational skills, collaborative skills, communication skills, information literacy, reflection, problem solving and thinking skills. They encourage subject specific and conceptual understanding.
 - **Health and social education:** The adolescence years present rapid changes in growth and development, thus awareness of physical and mental health prepares students to make informed choices as a basis of lifelong healthy decisions. Students ask the questions: how do I think and act, how am I changing, what are my responsibilities? They develop understanding of their own health and wellbeing and that of others in a physical, psychological, social, economic and legal context.
 - **Community and service:** This requires students to overcome their egocentrism by understanding their responsibility to the school community

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and the world beyond. Encouraging social accountability will help them to thus make meaningful contributions to society. The questions are about how do we live with others, how can I make a contribution and how can I help other people? Students will be required to take an active part in both the academy and the wider community.

- **Environment:** This aims to make students aware of the fragility of our world and their place in the global ecosystem, creating a mechanism by which they can measure their decisions and consequences. Here the questions are about where I live, what resources do we have and need, and what can I do to preserve them? They cover the links between economic, social and political issues that affect our world, develop responsible attitudes and gain commitment to contribute to a good environment.
 - **Human ingenuity:** This area addresses the creative seed in every person which has moulded the evolution of human life with emphasis on nurturing the creative genius in each student. Questions here are about creativity and its consequences. Students develop an understanding of how humans can initiate change for good or ill and how one can research development and reflect on it.
- 4.7 The AOI allow students to follow a theme in which connections can be made between different disciplines in order to answer interesting and relevant questions. AOI are likely to be covered partly within the regular timetable and partly in periods, perhaps two weeks in the year, where the normal timetable is suspended. During this time the whole school or a number of Year Groups would work on specifically constructed projects allowing students to spend a week engaging in continuous research and activity on the same theme.
- 4.8 Following this curriculum will ensure that students follow a broad programme until the age of 16, covering all the subject areas for the English Baccalaureate namely English, Mathematics, Sciences, a Modern Foreign Language and a Humanity. Our intention is also that all our students are entered for these core subjects at GCSE/IGCSE as well as others which reflect their particular abilities, aptitudes, talents and interests that fall within the broad framework of the IB Middle Years Programme.

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Organising the curriculum

4.9 The cornerstone of our curriculum will be a core timetable with a substantial period of supervised Personal Time. This format is followed throughout Key Stages 3 and 4. Thus we will be able to tailor the learning to suit each individual student's needs.

Years 7-9

Table 2: Subjects and hours per week for Year 7 students

Subject	Number of hours per week for Year 7
English	3
Modern Foreign Language –French, German	4
Humanities	4
Technology	2
Mathematics	3
Arts (carousel of drama, visual, music)	3
Sciences	4
Physical Education	2
Total	25

4.10 In addition to the core timetable hours outlined above there will be five hours supervised Personal Time that will enable students to focus on a programme of study which has been recommended to enhance their core skills of literacy, reading and writing, numeracy mathematics and communications skills. This will include individual tutorial time, group work and ICT assignments, and enrichment activities, for example, visits from authors, museum and theatre trips. It could also be used to develop a structured programme of “Approaches to Learning” to develop students’ key skills in the seven academic subject areas - there are packages available to help with this

4.11 Central to the school ethos will be a “can do” culture which will challenge each student to achieve more. This will require an initial period of assessment and observation in the first month of Year 7 and regular half-termly follow up. These findings will be shared with both student and parent.

4.12 These findings will also enable teaching staff to organise groups according to need in each subject as well as targeting students into groups for the core purposes of bilingual teaching of other subjects. It will also identify those who need “catch up” in either English or the target language so that by the time examination work is tackled students will have the ability to follow lessons in both English and the first target language – French. Essential to our “catch up” policy will be state-of-the-art ICT facilities and the Language Centre (see paragraphs

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(4.107 and 4.253). The latter will operate as a separate business unit within the school to provide language support for students of the Academy and beyond, and advise on the needs of bilingual students.

- 4.13 The assessment cycle will also enable us to make sure that gifted students are challenged and stretched
- 4.14 Allocations of hours will remain broadly similar for Years 7- 8 except that students will have the opportunity to begin an additional language in Year 8. This will be provided as part of the four hours given to modern languages with additional supervised Personal Time. In addition extended hours might be used for teaching the second target language.
- 4.15 The focus of the curriculum offer in Key Stage 3 will be to ensure that students have the level of skill and competence and the tools they need in order to tackle their GCSE/IGCSE programme with confidence.
- 4.16 However, towards the end of Year 8 and in Year 9, some students will be encouraged to sit GCSEs/ IGCSEs examinations which are already within their reach. This will be particularly relevant in the area of languages as we expect a significant proportion of our students to be bilingual
- 4.17 Some Year 9 pupils may begin other GCSE courses a year early. An example would be in science, where students aiming to do separate science GCSEs would already be following those programmes in this year.

Years 10-11

- 4.18 Years 10 and -11students will be working towards a relevant selection of GCSEs and/or IGCSEs which will ensure they receive qualifications required under the funding agreement as relevant qualifications in the UK. At the same time they will be studying the breadth of subjects required to meet the requirements of the MYP.
- 4.19 In Years 10 and 11 time spent on each subject will vary according to the choices made about GCSE options. All students will be expected to continue with the eight IB subject areas listed above, though there are different options available within most of them. This will enable them to take the full English Baccalaureate plus a number of other GCSE/IGCSEs.
- 4.20 The range of subjects on offer will depend partly on our students' preferences and aptitudes and also on our capacity to offer sufficient support for that subject. We will hold back some resources to enable us to buy in teachers for subjects in which we can build a viable group. For example, a parent has already enquired about the possibility of Latin as an option and we have found we could potentially source this with the help of Dartford Grammar School.

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4.21 An example of the subject options available to Year 10 students within the MYP is:

- English (Language A or B)
- French (Language A or B)
- One subject from: History, Geography, Humanities
- One subject from: Biology, Chemistry, Physics
- Extended Mathematics or Standard Mathematics
- One subject from: Visual Arts, Music, Theatre
- One subject from: Design Technology, Computer Technology
- Physical Education
- One subject from: Mother-tongue or Modern European B,
- One subject from: Chemistry, Computer Technology, Geography, Art and Design,
- One subject from: Physics, History, Music, Environmental Systems and Societies
- Personal and Social Education, Community and Service, Personal Project

4.22 In the final year of the Middle Years Programme students will also engage in a personal project reflecting one of the Areas of Interaction and allowing them to demonstrate the understandings and skills they have developed throughout the programme. This is an integral part of the requirement for IB World School accreditation and is an opportunity for students to use their ability to learn and study independently, considered a central tenet of the IB curriculum model.

Flexible use of curriculum time

4.23 The balance of time spent on each subject will be as outlined above but there will be opportunity for variation for individuals and small groups. We would like to see our staff enabling students to take individual pathways in the curriculum to ensure that all students make progress and achieve their full capacity.

4.24 If, for example, a student is struggling with writing, our plan is for the Personal Time allocated to be allied to the core time so that all members of staff who teach that student are aware. The person responsible for ensuring this “joined-up” approach will be the member of staff overseeing the Areas of Interaction (AOI) for that age group. We plan a system of Tutor Groups, with each Tutor being part of a Year Team, led by a Team Leader. It is this Team Leader who will have oversight of the AOI.

4.25 There will also have to be flexibility in the timetable as choices about GCSE are made. This will be decided at the discretion of the Tutorial Team Leader and Principal of the Academy who will be responsible for the timetable and the programme agreed for each student. They will need to employ their professional judgement as to how best to arrange the timetable within the requirements of the IB and meet the needs of students in their preparation for exams.

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Languages

- 4.26 Bilingualism will be actively encouraged and celebrated. Having a mother tongue that is not English will be viewed as an asset and not as a hindrance to learning. Acquiring new modern foreign languages will be seen as the norm, and not “difficult” - a notion that has gained in credence in recent years.
- 4.27 Our curriculum will ensure that all our students have the opportunity to gain real competence in at least one other language if they are monolingual, or an opportunity to use French or German (or Spanish) as a language of study if they are already bilingual in either of these. The fact that these languages are likely to be spoken as a mother tongue by a substantial proportion of our students will offer a uniquely immersive experience which will be of enormous benefit to monolingual English speakers.
- 4.28 Students will be encouraged to take a further language, and we will offer at least two modern European languages. One will certainly be French because of the wide interest from the bilingual French population, with German or Spanish as the most likely second language. This aligns with our survey results where of those children registered:
- 47.4% speak French
 - 14.1% are monolingual English speakers
 - 10.9% speak German
 - 6.2% speak Spanish
 - And the remaining 21.4% speak 40 other languages between them.
- 4.29 Other languages may be offered where demand makes it possible and as the school grows. The Language Centre will have a role in developing this provision and providing flexibility in how language teaching can be offered. Our state-of-the-art Digital Learning Centre will also aid students’ progress in languages according to their level and aptitude.
- 4.30 Many IB MYP schools offer tutorial support for native speakers of other languages to take examinations. This will also be our policy as it enshrines the notion that all languages are of value.
- 4.31 We wish there to be scope for bilingual pupils to be able to sit appropriate language proficiency examinations which will equip them for study abroad. For example, French speakers, who are likely to form our biggest group of students within the school, would have the opportunity to sit the DELF (Diplôme d’Etudes de Langue Française) Level II, a French language proficiency qualification which then entitles holders to take the DALF (Diplôme Approfondi de Langue Française). The DALF exempts successful candidates from the language requirement for entry to French universities. Both qualifications are awarded by the French Ministry of Education.
- 4.32 We hope to be able to offer students the chance to study some subjects in a language other than English where and when their language skills are sufficiently advanced. This will require some grouping by language ability. We believe it will

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also help students if they can use the languages they are learning in creative activities such as drama, singing and activity clubs, which will be offered as part of an extended school day.

4.33 There are, of course, practical obstacles to welcoming students of widely varying levels of fluency in a target language. To help overcome them, the school will need to develop a language placement policy, an example of which follows :

- Language learners are designated either as Language B (language acquisition) or Language A (native-speaker) and the school's goal is that B learners should eventually acquire the necessary fluency to join an A class. When a student joins a Language A class, and demonstrates success at this level over an extended period of time, they will no longer be able to return to a 'B' class.
- In the MYP, teachers will assign students to Language B or Language A classes based on ability. Students exiting the MYP in a Language A class, and having demonstrated success at this level, will not have access to IB Diploma Language B classes; MYP Language A students are expected to enrol in an IB Diploma Language A class. This policy assumes that students will move on to an IB Diploma in the Sixth Form.

4.34 Dependent on demand there can be groups of, for example, French and German-speaking students. In Year 8 students can choose a third language to be pursued additionally within the Language B time slot. The time allocation will be based on language need. For example a student already fairly proficient in French and desirous of taking German could take either two or three hours of German with supporting homework and Personal Time assignments in both languages. They might then have access to other lessons taught in the stronger language.

4.35 As our core mission is to provide access to a global community, it will be a core requirement that all staff will have a professional grounding in theories of language acquisition and the teaching techniques that lead to successful learning for speakers of other languages within the mainstream classroom. We will provide that training and staff development on an ongoing basis so that disadvantage is minimised for EAL (English as an Additional Language) students. It is our belief that this focus on access to the curriculum benefits all students as teachers are focused on successful transmission of knowledge.

How the curriculum plan will be implemented

4.36 We intend to follow the guidelines for our curriculum with the assistance of an outstanding state grammar school (Dartford Grammar) which already has shown the viability of simultaneously following the IB MYP and achieving outstanding exam results.

4.37 We also have the support of the Albert Einstein Academy in San Diego, California. This school recently achieved an award from the State of California for

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its success as one of the leading schools in the state system in terms of student achievement as measured by the standard assessment tests (SATs). The Albert Einstein Academy is also a recognised IB World School, committed to bilingual education in two European languages and having a non-selective intake under its Charter. In this respect it has achieved exactly what we wish to achieve within a state-funded system. Unlike Dartford Grammar it has achieved this with a non-selective intake of pupils.

- 4.38 There are as yet few state schools in the UK which have followed this programme in a non-selective environment but there are, in fact, many examples in the US of Charter Schools which have used the MYP to raise standards and motivate students within deprived communities. We look forward to achieving the same success in the UK with two outstanding schools to provide us with guidance and advice.
- 4.39 We believe that this approach is a viable way of providing a stretching and enriching curriculum with a degree of individual variation around a strong common core. We will expect our Teaching Team to develop the curriculum model, together with the two IB schools with which we have agreement, and maintain a sufficient degree of flexibility to respond to student needs in each Year Group.
- 4.40 We have many other ideas as to how the teaching programme might be managed which we will discuss with the Principal and the Teaching Team. For example:
- Identifying opportunities to create vertical groups as appropriate bringing students from different Year Groups together for particular topics, especially languages.
 - Visits from parents and adults from global companies to talk about their careers, their working life and how they got there. This would tie in neatly with our belief in the importance of a strong focus on employment possibilities.
 - Opportunities for work experience in linguistic environments allowing them to use languages other than English.
 - Study visits to other countries in which students could attend a school operating in one of their languages of study.
 - Considerable flexibility being employed by staff in managing the work of individuals and groups within a school day.
 - An imaginative approach to providing an environment for independent study by individuals and small groups using modern ICT in designated 'breakout' areas which are wifi hotspots.
- 4.41 Since our school has an innovative curriculum model we will expect our Teaching Team to take the initiative, and create and refine the programme so that the range of activities engages and stimulates the students. The Principal and their Team will be accountable for the progress and achievement of students and we believe they should have the freedom to make judgements about which of these ideas will work best. We believe that this approach will also be a way of attracting talented teachers who wish to have freedom to innovate within a strong culture of

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accountability and high expectations. A designated sub-committee of Governors will keep curriculum under review.

Curriculum plan: Sixth Form (Years 12 and 13)

4.42 We intend to gain IB World School status which will enable us to open a Sixth Form teaching the IB Diploma. We see this happening in the third year after opening, ie 2015. This will enable us to create dedicated Sixth Form facilities and to recruit specialist staff capable of reaching the highest standards required at this level of teaching. These older students will also be valuable role models for the emerging young people lower down the school.

4.43 The International Baccalaureate (IB) is a very rigorous academic programme emphasising academic achievement, critical thinking, research skills and community service. It has been operating worldwide for almost 30 years and is in place in almost 1,500 schools in around 120 countries around the world. The IB Diploma is recognised in virtually every country in the world.

Curriculum pathways

4.44 For some Academy students, progression to the IB Diploma will be both natural and right. For others a different form of continuing education will be appropriate. We wish to be part of the education landscape of 16-19 provision in Greenwich and South East London and to work in cooperation with other institutions in providing both the best and most suitable provision for students in the area. At present the IB Diploma is not offered at any other state-funded schools in Greenwich.

4.45 We will specialise in providing the IB Diploma and will welcome students from other institutions who both qualify and choose this demanding pathway.

4.46 In the same way we would expect other institutions to welcome our Academy students onto their A Level and Diploma courses.

4.47 The same academic attainment will be expected from both internal and external applicants to the Academy IB Diploma programme. We anticipate the academic criteria as being GCSEs corresponding to the eight IB MYP subject areas at Grade C or above, including English and Maths.

The IB Diploma Programme

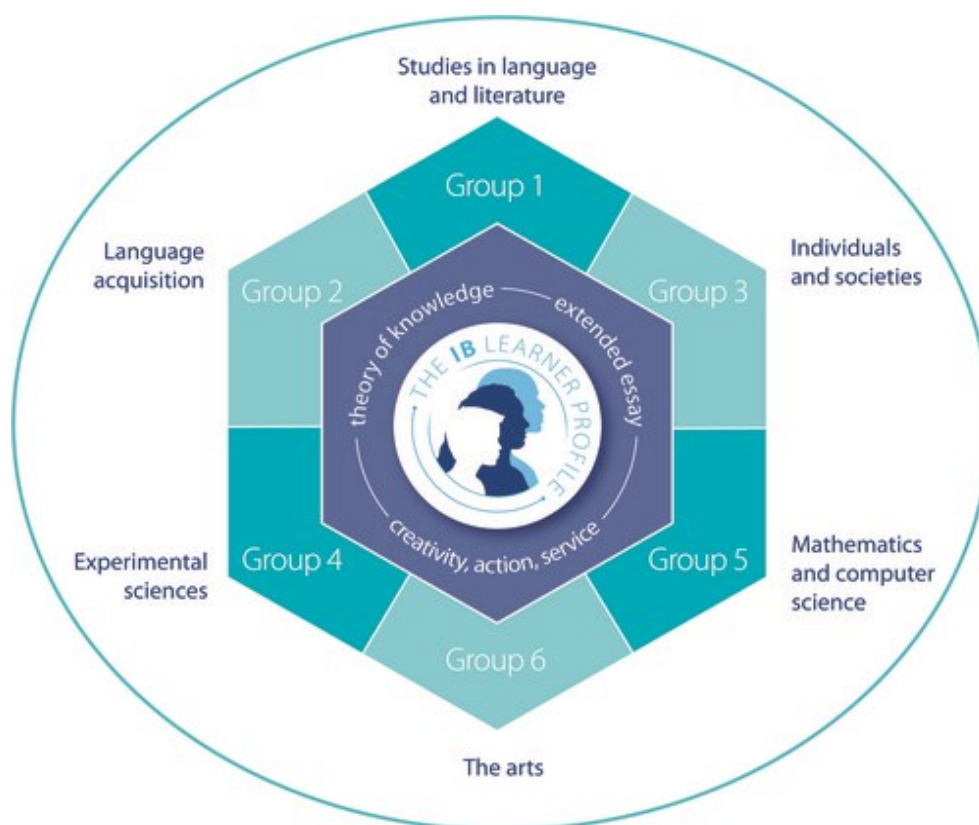
4.48 The Diploma Programme prepares students for university and encourages them to:

- ask challenging questions,
- learn how to learn,
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures.

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- 4.49 To be eligible for the IB Diploma, each student is required to follow six IB courses, with one subject taken from each group in the curriculum model:
- i. Language A (literature and/or language), English
 - ii. Language B (second language) - Modern European
 - iii. Individuals and Societies eg History, Geography, Business studies
 - iv. Experimental Sciences, Physics, Chemistry, Biology, Technology
 - v. Mathematics, and Computer Science
 - vi. Arts - Art, Drama, Media, Music (or one subject from groups 1-4)
- 4.50 In addition they must take a Theory of Knowledge (ToK) course, write a 4,000-word Extended Essay and complete a Creativity, Action and Service (CAS) Programme.

Figure 2: The IB Diploma curriculum



D2: Provide a coherent and feasible school timetable and calendar.

School timetable and calendar

4.51 The following summarises our plans for the school day, term and year:

- The school day will run from 08h20 to 16h00 from Monday to Friday, with extended hours running from 16h00 to 18h00.
- The extended hours programme will be used to provide a range of extracurricular activities and to support learning.
- The school week comprises 30 periods of one hour. Subject teachers will have five hours' tutorial time during supervised Personal Time included in their loading.
- We intend to retain the traditional three-term year.
- Summer schools and exchange visits would take place during the summer break.
- Additional tuition may be provided during other holiday times over the school year, as required.
- There will be 38 teaching weeks and five compulsory staff training days.

4.52 Our rationale for these plans is based on the need to plan a curriculum that meets the needs of a student population of varying levels of foreign language mastery and different abilities. The school timetable and calendar will also take into account our need to provide for the requirements of an international school in terms of allowing time for overseas visits.

Extended school day

4.53 An after-school programme is planned which will meet Government aspirations for an extended school day. It will give us the opportunity not only to offer added value in terms of extracurricular activities, but it will also be used to support learning, especially in languages. Extended hours will be optional but it will be the responsibility of the Leadership Team to motivate students to make the most of them, in particular in respect of complementing their timetabled studies.

4.54 We will seek to set up partnerships in the field of sport and the arts. For example, we are exploring a partnership with a school of instrumental music led by two internationally recognised classical musicians who have offered to organise our music provision.

4.55 There will be additional opportunities in a language programme. We would like to build the language capacity of monolingual students as quickly as possible and will strongly recommend this to all who come to the school. Our Language Centre, a separate unit which will organise and advise on language learning, will be involved in this.

4.56 We also envisage modern foreign language homework clubs manned by bilingual parent volunteers. As part of our policy to create an open climate at our Academy, we plan to draw on the enthusiasm and expertise of our parents in

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many fields, inviting them to lead and assist with the extended day programme, both in offering support for learning and in organising extracurricular activities. This will be a cost-effective way of building knowledge and skills and enriching the students' experience.

- 4.57 We have, however, budgeted for a part-time extended day coordinator in our second year of operation and a full timer in Year 3, who we anticipate could take responsibility for community engagement.
- 4.58 It is likely that we will offer a mix of voluntary clubs and charged activities. We believe that funding possibilities exist from corporate sponsorship to support the language component of the extended day and we have letters of support from the Cultural Service of the French Embassy and French company Total Gas and Power Ltd which state their support in principle for our concept. Other elements of the extended day programme will be funded by parental contribution with a school fund being established to help students and parents who cannot afford to take part. This fund will also support students who cannot afford to participate in exchange trips. Students on free school meals will be paid for out of school funds.

The Academy year

- 4.59 As long as Greenwich and surrounding Boroughs adhere to the three-term year we plan to do likewise. We will keep this under review. This offers advantages in providing summer schools and exchange visits during the summer break.
- 4.60 In addition, our vision for an international school in which children celebrate their roots, culture and languages is better served by a traditional school year with a long summer break. This will enable our many students of different nationalities and cultures to visit family abroad, thus enhancing their language skills and maintaining broad horizons.
- 4.61 Additional tuition offered on an optional basis in other holidays during the school year is also envisaged. We view extra tuition at critical times during a student's education as extremely valuable. Once again, a traditional school year makes this possible.

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Timetable Years 7-9

4.62 This timetable is a summary of our thoughts for a Year 7 curriculum which will alter in its details as students move up the school and some choice is offered between elements of the curriculum within the MYP framework.

Table 3: Example weekly timetable for Year 7

	Monday	Tuesday	Wednesday	Thursday	Friday
08h20 - 08h40	Registration/ assembly / community time				
08h40 – 09h40	Maths	French	French	Maths	English
09h40 – 10h40	English	Maths	Science	Humanity	Science
10h40 – 11h00	Break				
11h00 – 12h00	Personal time	Humanity	Humanity	English	French
12h00 – 13h00	Science	Personal time	Personal time	French	Humanity
13h00 – 13h50	Lunch				
13h50 – 14h00	Registration				
14h00 – 15h00	Music	Science	Technology afternoon	Personal time afternoon including organised visits/ visitors	Sports afternoon
15h00 – 16h00	Drama	Art			
16h00 – 18h00	Extended hours				

4.63 Years 7-9 will have a common curriculum with provision for extra language time within the same time allocation.

4.64 We envisage that the curriculum model for Years 7-9 will broadly concentrate on core skills in the morning of each day. This will cover English (Language A in the IB curriculum), a Modern Foreign Language (Language B in the IB curriculum), Mathematics and Science. Some Humanities topics will be integrated within the Areas of Interaction. Having a specific part of the day devoted to intensive work on these core skills will in our view be a productive focus for staff and students alike.

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- 4.65 By contrast, we would like to see the day change rhythm after lunch to cover those subjects which offer more opportunity for exploration of physical and creative capacities – physical education, the arts, technology and practical activities associated with core subjects such as science.
- 4.66 Supervised Personal Time that will enable us to tailor students' learning to their individual needs, especially in languages, is timetabled principally for the morning. There is, however, provision for a whole afternoon of Personal Time once a week, allowing a change of pace which might include a trip or a visitor. It is our intention to invite in parents and other adults to talk about their careers, including foreign professionals and businesspeople who have made a career in the UK. We feel this will be especially valuable in a school which aims to equip children for an international world of work and study. There is also scope to use this afternoon to develop inter-disciplinary projects on a regular basis which will enable students to take an inquiry-based approach to their learning, an approach considered integral to the IB MYP.

Timetable Years 10-11

- 4.67 Years 10 and 11 will have options as described below which will lead to GCSEs. These will continue to include the core skills of English, Mathematics, a Modern Foreign Language and Science. The same allocation of supervised Personal Time will apply as in Years 7-9.
- 4.68 The MYP is flexible enough to allow a wide degree of choice for older students. An example of this is as follows:

IB MYP: Year 10

- i. English (Language A or B)
 - ii. French (Language A or B)
 - iii. One subject from: History, Geography, Humanities
 - iv. One subject from: Biology, Chemistry, Physics
 - v. Extended Mathematics or Standard Mathematics
 - vi. One subject from: Visual Arts, Music, Theatre
 - vii. One subject from: Design Technology, Computer Technology
 - viii. Physical Education
 - ix. One subject from: Mother-tongue or Modern European B,
 - x. One subject from: Chemistry, Computer Technology, Geography, Art and Design
 - xi. One subject from: Physics, History, Music, Environmental Systems and Societies
 - xii. Personal and Social Education, Community and Service, Personal Project
- 4.69 It is our intention that all students will take a range of courses which meet the demands of the English Baccalaureate. The actual number of subjects and time spent on each subject will depend on the learning needs of individual students in a comprehensive intake. Within a system of Tutor Groups, Tutors will ensure pastoral care and students' progress, supervising the five-hour Personal Time

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allocation of their group. The knowledge gained through this Personal Time agenda will be crucial in assigning students to GCSE courses.

4.70 There will also have to be flexibility in the timetable as choices about GCSE are made. This will be decided at the discretion of the Tutorial Year Team Leader and Principal of the Academy who will be responsible for the timetable and the programme agreed for each student. They will need to employ their professional judgement as to how best to arrange the timetable within the requirements of the IB and meet the needs of students in their preparation for exams.

Sixth Form timetable

4.71 The International Baccalaureate Diploma programme requires that three subjects are studied at Higher Level, representing 240 hours of study, and three subjects are studied at Standard Level, representing 150 hours of study, over the two-year course. In addition, all students are required to study Theory of Knowledge for a minimum of 50 hours.

4.72 Additional time will be given within the timetable to complete a Creativity, Action and Service programme (CAS) in both years and the Extended Essay in Year 13.

4.73 The table below shows the time allocation per subject for Year 12 and 13 students. This assumes a 36-week school year in Year 12, with two activity weeks where students will be taken off-timetable for one week in the second term and one week in the last term. Activity weeks may be community or enterprise based. In Year 13, this assumes a 28-week school year prior to examinations. Additional time will be given within the timetable to complete CAS in both years and the Extended Essay in Year 13.

Table 4: Time allocation per subject for Year 12 and 13 students

Subject	Year 12	Year 13
Theory of knowledge	2	
Subject 1 (Higher Level)	4	4
Subject 2 (Higher Level)	4	4
Subject 3 (Higher Level)	4	4
Subject 4 (Standard Level)	2	3
Subject 5 (Standard Level)	2	3
Subject 6 (Standard Level)	2	3
Creativity, Action & Service / Extended Essay	4	3
Total hours per week	25	24

Organisation of students

- 4.74 Students will be organised into Year Groups which will consist of 100 students. Within each Year Group we envisage five Tutor Groups each with 20 students. Tutors will ensure every student achieves their full potential and makes progress continuously throughout the year. They will have pastoral responsibility and also play a major part in delivering the teaching programme for that Year Group, in particular via the personalised Personal Time agenda.
- 4.75 An intake of 100 students will, we believe, give the maximum flexibility in organising group sizes across the Year Group, as students could be taught in a number of disparate group sizes according to both their needs and abilities, and the needs of the curriculum.
- 4.76 Initially, the intention is for each student to undergo a period of assessment and observation in Year 7 in order to determine their requirements, with follow-up assessment at half-termly intervals. This will help decide the assignments to be undertaken in supervised Personal Time and the groups that best match their abilities.
- 4.77 We believe that specialist teaching is important in order to bring sufficient depth to each subject within the scope of a broad and balanced curriculum, especially one geared to the MYP programme with its eight subject groups and five Areas of Interaction (AOI). High-quality specialist staff are especially necessary in Years 12 and 13 to meet the demands of the IB Diploma. This means that for reasons of affordability group sizes may have to be larger (probably 25) in the beginning to enable this to happen. This would be balanced by smaller group sizes (probably 20) in areas where subject specialism is less crucial, in particular supervised Personal Time.
- 4.78 The intention is to organise the teaching teams into a fairly traditional departmental structure which will allow Curriculum Team Leaders (CTLs) to ensure high-quality teaching and lesson planning to meet the learning needs of the students in their groups. Staff will also belong to cross-curricular teams in order to meet the demands of the Areas of Interaction (AOI), a key feature of the IB MYP, and the Personal Time agenda.

Languages

- 4.79 There will be sections organised for languages so that those who have already mastered a language other than English can use that language for some of their group or topic work.
- 4.80 We also hope to be able to offer students the chance to study some subjects in a language other than English where and when their language skills are sufficiently advanced. This will clearly require some grouping by level of language proficiency.

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4.81 We would also like to explore the idea of creating vertical groups, bringing students from different Year Groups together for languages where there are, for example, bilingual students at a broadly similar level where age is immaterial. We have anecdotal evidence that this has been successful in the context of a language supplementary school.

Flexible approaches to organising students

4.82 As Year Groups build through the school we will also attempt to take advantage of opportunities to group older and younger students together for projects in subject areas other than languages. This will be entirely consistent with the AOI, which require students to follow a theme in which connections can be made between different disciplines in order to answer interesting and relevant questions. AOI are likely to be covered partly during a specified period in the school year, where the normal timetable is suspended and students engage in work on specifically constructed projects.

4.83 In general, flexibility will be crucial if we are to meet the needs of a culturally and linguistically diverse school population and the different layers of the IB MYP.

The role of the Tutor Group

4.84 The system of Tutor Groups will underpin our desire to operate a secondary school in which teachers know their students and which has a real community feel that emphasises the importance of each pupil as an individual. The Tutor will oversee the holistic growth of the students in their group

4.85 We believe the Tutor's role to be crucial to students in making a successful transition from primary school to the Academy, as it means each student will continue to have one teacher who takes a personal interest in their progress and in their well-being at school. They will be responsible for providing the student with information about the programme each day, giving regular feedback on their progress and helping them deal with whatever issues they face in achieving success. Much of this will come within the scope of the Personal Time agenda. The Tutor will also be a valuable contact point for parents, a crucial link in a secondary school which aims, as ours will, to be much more open to parents than is presently the norm.

4.86 Tutor groups will be important to students as they will form social relations in them which will last throughout their time in the Academy. Tutors will be expected to facilitate the formation of healthy group relations and mutual support as part of the process of building the ethos of cooperation we wish to see throughout the Academy. Using older students as mentors to younger ones within Tutor Groups would further reinforce this sense of community.

4.87 It is crucial that each Tutor know their Tutor Group well as learners and is thoroughly conversant with the assessments which are done to determine the assignments to be undertaken in supervised Personal Time. Subject teachers

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may set these; however, each student's Tutor will have an overview of their progress through the school's Management Information System (MIS).

- 4.88 Years 7 and 8 will be a particularly important time for Tutors to ensure students understand how they can achieve the knowledge, behaviours and attitudes necessary to fit the IB Learner Profile being pursued by each student in the cohort. The Learner Profile is the IB mission statement translated into a set of learning outcomes. It is used as a tool to monitor the development of each student on a number of levels – intellectual, emotional, personal and social.
- 4.89 Each Tutor will be part of a Year Team led by a Year Team Leader who will have oversight of the Areas of Interaction (AOI). These cross-curricular AOI will also be tracked using the MIS, together with progress towards the IB Learner Profile.
- 4.90 Organising the students' programme outside the classroom should be the responsibility of the Year Team Leader. Activities may be then managed by other people.

D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

Meeting the varying needs of individual students

- 4.91 Our strategy for meeting the varying needs of students, whether offering support to those with needs that present a potential barrier to learning and achievement or to those who are gifted and talented, begins with the Tutor Group.
- 4.92 The allocated Tutor will ensure every student achieves their full potential and makes progress continuously throughout the year. They will have pastoral responsibility and be responsible for the holistic growth of each student in their group.
- 4.93 Tutors will be expected to have an overview of each student's abilities and needs and will be able to track progress through the school's Management Information System (MIS), which will be comprehensive and well organised.

Early period of assessment

- 4.94 An initial period of assessment and observation in the first month of Year 7 together with regular half-termly follow-up will identify the differing needs of individual students. The findings will be shared with both student and parent. We will assess for levels of literacy and numeracy, non-verbal reasoning and levels in each language spoken by the student, social and emotional development, behaviour and attitude to learning.
- 4.95 These findings will also enable teaching staff to organise groups according to need in each subject. Equally, they will inform the content of the supervised Personal Time that will enable students to focus on a programme of study which has been recommended to enhance their particular needs and fill gaps in their core skills, specifically literacy, numeracy and communication skills, which they will need in order to have full access to the curriculum. This programme will include individual tutorial time, group work and ICT assignments. It is also within the framework of Personal Time that we will bring in outside specialists where required.
- 4.96 This assessment cycle will identify students with Special Educational Needs or needs for specific assistance with physical or learning challenges, learners with social, emotional and behavioural difficulties and those with English as an Additional Language, who require extra support with English to progress and achieve. It will also enable us to make sure that gifted students are challenged and stretched. The generous allocation of supervised Personal Time will enable us to meet these differing needs in an appropriate way that is adapted to each student.
- 4.97 Thereafter, assessments will be undertaken on a regular, half-termly - basis.

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Responsibility for meeting the needs of individual students

- 4.98 Tutors will be expected to be well informed about the findings of these assessments and what this means for the students in their Tutor Group. Year Team Leaders will help them ensure that the individual learning programme for each student meets the needs identified in the latest assessments. The Special Educational Needs Coordinator (SENCo) will be involved in formulating the programme for every student with a statement of Special Educational Needs and also in advising on programmes for all students who have special needs but are not stated.
- 4.99 The primary responsibility for ensuring that the individual learning programme for each student is up to date and is being implemented lies with the student and the Tutor.
- 4.100 Governors will be able to ensure that students' needs are being met by discussing and reviewing how this system works in practice and asking staff to illustrate the efficacy of the system with examples of actual progress whenever asked to provide it.
- 4.101 Governors will receive training in how to monitor special needs and ensure that all students make progress.
- 4.102 There will be a strong culture of accountability and high expectations throughout the school. The Principal and their team will be accountable for the progress and achievement of students of all abilities. We intend to give them the freedom to make judgements about which of these ideas will work best.

Using ICT and other resources to support learning and achievement of students of varying abilities and needs

ICT

- 4.103 The International Academy of Greenwich will make use of state-of-the-art ICT as a learning resource (above and beyond the teaching of Technology as a subject area).
- Our budget provides for a large digital learning centre with library and language laboratory. It will provide our school with a real asset, ready for the next generation of IT and easily customisable. The self-access suite and e-learning capabilities will be an essential tool in personalising the learning of students of different needs and abilities and will help deliver the Personal Time agenda. It will be used for a wide spectrum of activities, from languages to e-learning, art multimedia, music creation, design and technology, and using games as an educative tool to stimulate creative thinking and involvement in real world issues.
 - In particular, the digital learning centre will be of benefit to our language “catch-up” policy, in which some students will be working to reach the

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required level in our first target language – French – to enable them to undertake aspects of learning in that language. We also see it as being of real benefit to students with Special Educational Needs (SEN) and Learning Difficulties and Disabilities (LDD).

- 4.104 We would like to see students have access both to individual IT facilities and also to SOLE (Self-organised learning environments) which allows small groups of between four and six students to work together on an internet-connected screen to carry out research and investigation activity. This, according to education researcher Sugata Mitra in his work on child-driven education, represents a powerful learning opportunity.
- 4.105 ICT tools will be part of the teaching landscape at our school, allowing case-based learning and self-study applying the problem-based learning (PBL) methodology, a student-centred pedagogy in which students learn about a subject in the context of complex, multifaceted, and realistic problems. The goals of PBL are to help the students develop flexible knowledge, effective problem-solving skills, self-directed learning, effective collaboration skills and intrinsic motivation.
- 4.106 The school will also provide a Virtual Learning Environment on its network where assignments can be set and accessed by pupils, teachers and parents.

The Language Centre

- 4.107 We plan to establish a Language Centre within the school which will operate as a business centre with a separate budget from the main school. Its function will be to provide high-quality expertise and tuition in languages within the International Academy of Greenwich, to other schools in the area and to the local community.
- 4.108 In terms of its role within our school, it will be instrumental in providing language tuition programmes, and support and training to teachers and other adults. In particular, it will have a key part to play in enabling students to access aspects of learning in our first target language, French. This will take place as part of the supervised Personal Time agenda and in the Extended Hours programme.
- 4.109 An additional function of the Language Centre will be to advise on the needs of bilingual pupils and intervene to stretch these students so that they gain experience of using their languages in oral and in written form. The aim will be to help them gain full proficiency (backed up by the appropriate proficiency qualifications, where required) which can be used in further and higher education and employment abroad.
- 4.110 We will also rely on the Language Centre to support EAL students in the mainstream classroom.

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4.111 We see it as supporting the school in its mission to instil a love of languages and help all students, bilingual or otherwise, extend their knowledge of languages and achieve their full potential as linguists in an increasingly globalised world.

Parents and community partners

4.112 We plan, using parents and their contacts where possible, to build links with universities and schools abroad in order to help our students become more internationally minded and enhance their language schools. For example, the father of one of our parent volunteers is the Principal of a *Gymnasium* (a selective high school).

4.113 Equally, we anticipate forging links with international companies and organisations in London and abroad, with a view to providing work experience opportunities and hearing about the career paths of international executives and businesspeople. We already have the support of Total Gas & Power Ltd and the French Embassy as “community partners”. Such connections will, we feel, be particularly beneficial to students who don’t have an international background, providing a context to their studies and helping them become the internationally minded individuals that the International Baccalaureate Middle Years Programme hopes to create.

Special educational needs

4.114 As an inclusive school our commitment will be to identify and respond to special needs of students at an early stage, deploying resources in a flexible way to ensure all students can make progress. We appreciate that there is a difference between special educational needs (SEN) learning difficulties and disabilities (LDD) and the differentiation needed for students who have English as an Additional Language (EAL).

4.115 Our admissions policy will prioritise over all other applicants the admission of children with a statement of SEN which names our school. We will take these students even if the school is oversubscribed in that year group.

4.116 We will ensure that a student with SEN has access to a range of specialist support services which meet their individual needs. These include educational psychologists, health and social care specialists and voluntary support groups. We will follow the national guidance as set out in the SEN Code of Practice and the Disability and Discrimination Acts.

4.117 One of the first tasks of the Board of Governors will be to draw up a full SEN policy that identifies:

- the role and duties of the Special Educational Needs Coordinator (SENCo);
- the way in which special educational needs are identified and assessed;
- the range of special educational needs and how progress is measured;
- the levels and kinds of support;
- the duties of teaching and support staff in providing this support;

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- arrangements for staff training and development;
- partnership with parents.

This policy will be reviewed annually

- 4.118 One of the Leadership Team will act as SENCo. In the first two years this is likely to be covered both by the Principal and the Deputy Principal, who will deal with all relevant responsibilities in relation to statemented students. They will also oversee the identification of special needs of other students as part of the assessment process carried out by Year Teams. The designated governor for SEN will meet regularly with the SENCo to ensure that the Governing Body's policies are met.
- 4.119 The school will buy in expertise to assist with specific issues either on an advisory basis or where necessary to make special provision or give support which is additional to or different from that which is normally available in our classes. There will be a specific heading in the budget to ensure that some resource is held back to allow for such needs to be met.
- 4.120 We will also expect the Principal to ensure that all staff fulfil the requirements of an exemplary special needs policy which are:
- early identification of needs,
 - responsive action by the teaching staff to meet those needs,
 - providing additional support when required,
 - regular review of effects of arrangements on students (as part of our regular evaluation cycle), and
 - adjustment of provision as required.
- 4.121 This will be achieved through defining clear policies and procedures for staff to follow, ensuring they have full ownership of the procedures and what they are intended to achieve and monitoring by the SENCo. The SENCo will use the evaluation process outlined in section D4 of this document to ensure these arrangements are effective in meeting students' needs.
- 4.122 This evaluation process allows for an initial month-long assessment cycle for all students at the start of Year 7. This will identify students with special educational and other needs and inform each student's individual learning programme and the way that the needs identified, including SEN, are being met. Reviews will take place at half-termly intervals thereafter.
- 4.123 In addition, our belief in the right of all children to participate in school life and achieve equally will be implicit in everything we do. In this way, our approach to supporting students with disabilities and special educational needs will be extended to include the entire school community. One of the basic tenets of the IB approach to the development of young people is to emphasise the importance of cultivating the quality of compassion and of learning to be of service to others. To make this principle a reality we will expect the staff to find ways of creating a climate in the school in which students help each other overcome their difficulties and take responsibility for using their own abilities to help others.

4.124 We believe that in this way the school can become genuinely inclusive as a community which shows care and respect for each individual.

D4: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

Targets to measure delivery of our education vision and strategy to achieve them

- 4.125 In setting targets for success we will ensure that they reflect our vision, which appears in summary form below.
- 4.126 The International Academy of Greenwich will offer students:
- A truly broad and balanced curriculum
 - High academic standards
 - Strong linguistic and communication skills
 - A competitive edge when applying to UK universities
 - Access to higher education abroad
 - The passport to an international job market
 - Active citizenship skills
 - Understanding of and respect for other cultures
 - Enhanced self-confidence.
- 4.127 Key to this vision is our planned adoption of the International Baccalaureate programme, inspirational leadership, a commitment to excellent teaching and the success of every pupil, strong governance, and teachers, students and parents working together.
- 4.128 Our success criteria for The International Academy of Greenwich will include:
- Achieving an “Outstanding” Ofsted report on our first inspection post opening;
 - Being oversubscribed in all forms of entry on a yearly basis;
 - Achieving IB World Status within three years for the Middle Years Programme;
 - Successfully implementing the IB Diploma Programme in the third year after opening;
 - All students gaining a minimum of 5 GCSEs grade A*-C by the end of Year 11;
 - 75% of students reaching the standard of the English Baccalaureate;
 - All students expected to gain a grade B or above in a Modern European Language that is not a home language.
 - All students All students reaching a minimum of 32 points in the Middle Years Programme Assessment in Year 11;
 - All Year 11 students progressing and continuing their studies into Year 12 at an educational institution;
 - All students to achieve a minimum of 30 points in the International Baccalaureate Diploma in Year 13.

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The International Baccalaureate (IB)

- 4.129 The curriculum model offered by the IB is highly respected for its success in providing a broad and balanced curriculum, imposing high academic standards, fostering active citizenship skills and cultural tolerance, and equipping students for study and employment in an international environment. This makes it ideally suited to delivering our education vision and a suitable basis for the success criteria we will set. We therefore intend to begin the process of becoming an IB World School as soon as the Academy is operational.
- 4.130 We intend, with the help of Dartford Grammar School and input from the Albert Einstein Academy, a successful non-selective IB Charter School in San Diego, to develop a curriculum model that will prepare us for becoming an IB World School. There are several steps in the process which takes a minimum of three years. Guidance from the IBO and strict adherence to its application criteria, together with the assistance of our two proposed IB partner schools will aid us in this process. It is therefore our aim to become authorised to teach the MYP in three years.
- 4.131 A side-effect of the rigorous process of IB authorisation will be to ensure quality in the delivery of our education vision in the first three years of operation.
- 4.132 In addition, The IB Learner Profile, which translates its philosophy into a set of measurable outcomes (see paragraph 4.141), also provides a useful framework for teachers to evaluate their own practice. Indeed, it is designed to be used as a tool for whole-school self-evaluation, reflection and analysis. This will feed into the curriculum, with teachers required to reflect on how the teaching went at the end of every lesson and record this in their planning documents. In this way, the curriculum will undergo a continual process of assessment and improvement.
- 4.133 The Learner Profile guide gives a checklist for teachers and school leaders under the headings of:
- Classroom practices
 - Assessment and reporting practices
 - Daily life, management and leadership, including pastoral support and guidance for students.
- 4.134 It can also be used to inform the appraisal and development of staff at all levels and contribute to the rigorous quality-control process which will ensure that the International Academy of Greenwich becomes a successful school by its own criteria and that of others, including the IB and Ofsted.

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The Governors

- 4.135 Crucial to achieving our success measures will be the Governors. They will be well-informed in their role and able to fulfil their duties in respect of accountability. They will put in place a number of sub-committees to scrutinise the work of the staff. The Board will require a termly report on all aspects of school life from the Principal as well as termly budget reports. They will also put in place a number of policies that are essential to the proper functioning of the Academy. Examples range from:
- Health and Safety,
 - Discipline,
 - Teaching and Learning, and
 - Staff Appraisal.
- 4.136 Governors will follow best practice in all their policies. They will also report to parents on the progress of the Academy.
- 4.137 The report will be available to parents and students describing what has gone well, how we know (in other words, how it was measured) and further action to be taken. This will allow healthy discussion amongst students and parents and give them the opportunity to reflect on a wider basis about the mission and effectiveness of the school.
- 4.138 A simple yet robust annual Improvement Plan which has full ownership of students, parents and teachers should also follow quite readily from this. It will contain targets and success criteria (examples of this appear in paragraph 4.128 above) All actions, plans and perspectives should have as their starting point a realistic and well-judged view of how well the school is actually doing in developing its students and helping them achieve. We want to actively avoid building into our evaluation cycle anything which masks Governors and staff from the realities of students in the classroom and other learning spaces.

Parents

- 4.139 All parents will be expected to sign up to a Home-Academy Agreement which sets out clearly the respective roles of teachers, students and parents. This agreement will cover behaviour, attendance, homework, standards of teaching, learning goals, communication and school dress. This clarity and involvement of parents in accountability for the success of the education vision will serve to ensure that all parties are working towards meeting the targets that have been set for the school and for the achievement of its students.

Success measures for individual students and the whole school – monitoring, reviewing and reporting on these

4.140 The success of the school and its students will be monitored in several ways. One of the main tools for self-evaluation and evaluation of students will be the IB Learner Profile.

The IB learner profile

4.141 The IB Learner Profile translates the mission and ethos of the IB into a set of outcomes for every student. We see this as a tool in developing a broader holistic approach to the skills of learning and will use it to ensure all students are helped to develop their abilities as learners. At our school the IB Learner Profile will provide a vital set of success measures for each student and will also form part of the basis of conferences between Tutors, parents and students, and school reports.

4.142 The profile states that students should strive to become:

- Inquirers – developing their natural curiosity
- Knowledgeable – developing understanding across disciplines
- Thinkers – exercising initiative in approaching problems and solving them
- Communicators – understanding and expressing information and ideas confidently
- Principled – acting with integrity and honesty
- Open-minded – understanding their own culture and open to others
- Caring - showing empathy and being able to commit to helping others
- Risk-Takers – approaching unfamiliar situations with courage and independence in exploring new roles and strategies
- Balanced – understanding the importance of thought , feeling and physical well-being to achieve balance in life
- Reflective – being able to reflect on their experiences and understanding their own strengths and limitations.

4.143 The IB Learner Profile can also be used as a tool for student self-assessment and we intend to make use of this, so that this “assessment for learning” becomes an integral part of everyone’s practice.

4.144 Years 7 and 8 will be a particularly important time for Tutors, who have responsibility for the achievement and wellbeing of the children in their Tutor Group, to ensure that students understand how they can achieve the knowledge, behaviours and attitudes they need to fit the IB Learner Profile.

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Other tools for measuring success

- 4.145 Other tools for measuring success of pupils and ensuring quality control within the school will be:
- Regular observations of students, individually and as a group
 - Regular observations of teachers in lessons according to Ofsted criteria
 - Student self-evaluation methods as part of their reflection on learning and enjoyment of school
 - Parent evaluation methods.
 - Student evaluation of teachers and lessons.
 - Registers in every lesson to track student attendance
 - Half-termly evaluations of students against key targets, using National Curriculum Assessment levels for core subjects/skills, and MYP assessments both for subject areas and the IB Learner Profile.
 - Keeping records of extra-curricular and non-academic achievements.
- 4.146 We propose to create an open climate in the school to encourage everyone to take part in the evaluation of teaching and learning. We will gather incisive feedback from students and parents at half-termly intervals about their experiences as well as ensuring there is well-moderated assessment data about student progress in order to further focus on areas of development and support our culture of continuous improvement.
- 4.147 We would like to make it entirely normal that students are asked for their feedback on lessons both verbally and online, or in writing. Involving students in reflecting on the process of teaching and learning is also a great way of helping them understand the learning process better themselves. This is happily also a part of the IB MYP structure.
- 4.148 The culture we want to see instilled in the school is one in which everyone is able to model the IB values of curiosity and reflectiveness in order to continually improve understanding of what makes teaching and learning great. We would therefore also encourage parents to come and watch lessons in progress, as already happens in our prospective partner school in San Diego. It is this experience which creates a rewarding climate for excellent teachers and a great opportunity for them to develop their skills and their talents to the highest degree. It also puts student development and achievement in its rightful place at the forefront of the dialogue between adults within the school.
- 4.149 The underlying value to which we would expect our staff and the whole school community to adhere is that there is no higher moral purpose than the development and achievement of all our students. For that reason, listening to students' accounts of their experiences and using that information to inform what adults should do in order to improve seems essential. In a new institution we have the advantage that we can build this in as a founding principle which will inform everything we do.

Developing student assessment and tracking systems

- 4.150 From our combined experience of many schools in different contexts we know there are two specific elements which are present in every school to ensure that all students develop and achieve to a degree which stands out from other schools. First is a high proportion of good or outstanding lessons and student experiences. Second is that teachers and students are deeply engaged in making informed assessments of progress, finding the next step in achievement for each student, then shaping the programme to ensure the student achieves it.
- 4.151 Our proposed system of an initial month-long period of assessment at the start of Year 7 will be followed by half-termly reviews. These will also allow individuals to moderate their assessments and clarify wherever a student is getting stuck or not making progress, and deciding what action is necessary.
- 4.152 We will expect CTLs to have mapped their schemes of work against the National Curriculum and to have built in assessment criteria that measure attainment for every Year Group. Assessments will then be compared to prior attainment to establish what progress has been made. Primary records and KS2 SATs will be a starting point for the Year 7 initial assessment in tandem with teacher observation and NFER tests⁸, Progress will also be measured against targets set by teachers.
- 4.153 The review will also be a good opportunity to see patterns of need emerging across the Year Group and then to modify the programme for the coming half term accordingly. For example, a decision might be taken to create a booster class to revise fractions and decimals or to create a project to stretch a group of bilingual students in their written use of their language other than English.
- 4.154 This assessment process will be used to create a personal profile, for every student which will be recorded on the school's Management Information System (MIS). This will ensure not only that the learning programme for each pupil is personalised but that it is expertly and efficiently monitored and the data acted upon. The MIS will also record progress measured against the IB Learner Profile. This more qualitative and subjective assessment will be part of the reporting system by Tutors to parents.
- 4.155 The personal profile will ensure all students are making progress so that they become confident, independent, skilled learners as they move up through the school and begin to prepare for GCSE and/or IGCSE examinations
- 4.156 A reliable, robust and organised Management Information System (MIS) for handling test results, teacher assessment data, notes on behaviour and attendance will be essential so that data is readily available to all staff. Tutors will be responsible for acting on these in the first instance.

⁸ Nelson Foundation for Educational Research

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- 4.157 It will also enable high-quality progress reports to be produced periodically. These will keep parents and students informed about progress and areas of development. In addition, we believe that this system will form the basis for simple and high-quality annual reports and evaluations, and improvement plans.
- 4.158 Our MIS will help us manage student registration and truancy, student performance, personalised learning, exam organisation, timetable construction, cover management and a range of other activities, including setting and marking of homework.
- 4.159 It will maintain real-time information to support us in conducting regular and comprehensive self-evaluations, target resources, support personal development, promote achievements and share good practice.
- 4.160 Teachers will be able to access information, and analyse and input pupil data through the use of integrated desktop tools.
- 4.161 The MIS will provide web access through the Academy's Virtual Learning Environment which will allow teachers and parents to access the data from home.

D5: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

Year 7 admissions policy

- 4.162 Our school will adopt a fair and transparent admissions policy that conforms to the School Admissions Code, the School Admission Appeals Code and other legislation as applied to maintained schools in force at the time.
- 4.163 The International Academy of Greenwich will be an inclusive, non-selective non-denominational, co-educational school, welcoming all children whatever their background, ability, race, religion, gender, sexual orientation or other personal circumstances.
- 4.164 We will admit pupils with a statement of Special Educational Needs (SEN) which names The International Academy of Greenwich, even if our school is oversubscribed. Looked-after or previously looked-after children who have been adopted will always have priority during the admissions process.
- 4.165 Parental surveys and the interest in our school show that our catchment is not defined so much by geography as by an interest from three categories of potential students:
- i. From bi/multilingual families in which a language other than English is often used;
 - ii. From families of mixed culture (that is, parents whose native language is different but have not brought up their children bilingually);
 - iii. From English monolingual families who are attracted to the international ethos of the school and are interested in acquiring mastery of another language.
- 4.166 For this reason and because our school is offering an education based on the International Baccalaureate Middle Years Programme, not available in other state-funded non-selective schools in south, south-east or north-east London, we expect to attract children from a wide area. However, we will ensure that children from the local area have a fair chance of a place and form the majority of the students of The International Academy of Greenwich.
- 4.167 In practice, we realise that many parents will prefer their children to attend a school close to their normal place of residence.
- 4.168 We wish our admissions criteria to reflect the fact that our surveys of parents over the past two years have consistently shown that approximately 70% live in Greenwich and Lewisham, but that some families who are strongly attracted by the international education we have on offer live further away. Once the project is approved and we engage in more intense and more extensive marketing in the local area, we expect the percentage of Greenwich and Lewisham students to rise.

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4.169 Mindful of these factors, we plan to have target recruitment numbers for students living in Greenwich and Lewisham, with the remaining places available to children in all other local authority areas.

Year 7 admissions criteria

4.170 Our proposed Published Admissions Number (PAN) for the first five years is 100 students per year. The point of entry will be Year 7. Thus the school will admit 100 pupils in the relevant age group each year if sufficient applications are received.

4.171 There will be a target number for admissions from applicants resident in Greenwich or Lewisham (75) and all other local authority areas (25).

4.172 Applicants with a Statement of Special Needs which names the school will have priority whatever their local authority.

Year 7 oversubscription criteria

4.173 In event of oversubscription priority will be given to:

- i. Looked-after children and previously looked-after children who have been adopted.
- ii. All other children from the two target categories. Places will be filled from the target categories in the following order:
 - a. Children who have a brother or sister living at the same address who will be attending the school at the time of the child's admission. Brother or sister means a full, half, step, long-term fostered, adopted sibling or a child living as part of the family unit.
 - b. All other children, with places filled in both target categories based on home-to-school distance.

4.174 If places remain unfilled in either of the target categories, these will be filled by the next applicant in any borough who lives closest.

4.175 Distance from home to school will be measured as a straight line from a single fixed point in the centre of the home address to the main entrance of the school. If more than one applicant lives in a multi-occupancy building (e.g. flats), priority will be given to the applicant whose door number is the lowest numerically and/or alphabetically.

4.176 Where more than one candidate in any target category lives an equal distance from the school, the offer of a place will be decided by a ballot conducted by a qualified, independent third party.

4.177 Parents whose applications to The International Academy of Greenwich are unsuccessful will have the opportunity to appeal to an independent appeals panel

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to be operated in accordance with the School Admissions Appeals Code in force at the time.

- 4.178 We intend to consult widely with admission authorities and potential parents about our proposed admissions policy in order to ensure that it will be fair and appropriate as well as conforming to the Admissions Code.
- 4.179 In addition, the eventual location of our school may have a bearing on the number of places in the target categories and the nature of the categories themselves, and so we would hope to finalise our oversubscription criteria once we have a clearer sense of the premises that might realistically be available to us while remaining mindful of the timeline for applications.

The first year (2013)

- 4.180 Parents applying to The International Academy of Greenwich for a place in 2013, its opening year, will fill in an application form which is separate from their local authority common application form for secondary schools. In effect, parents will benefit from an additional choice of state-funded school in that year only. However, in common with local authorities, we intend to notify parents of the outcome of their application on National Offer Day, ie 1 March or the next working day.
- 4.181 From 2014 onwards, we would join the local authority coordinated application process. Parents of children entering Year 7 that year would therefore receive a single offer.

Future Year 7 admissions arrangements

- 4.182 After three years, we intend to review our admissions policy and investigate moving to oversubscription criteria in which we name a number of feeder primaries. These are likely to be schools with whom our Language Centre will have set up outreach provision to assist language learning in Key Stage 1 and 2. We believe such an approach may be the best way of enabling us to ensure that we have a genuinely inclusive intake and that our students and prospective parents are well prepared for the linguistic elements of our curriculum and well informed about the ethos and values of our school.

Year 12 admissions

- 4.183 We do not intend establishing a Sixth Form until three years after the school opens its doors to its first Year 7 intake and once we have obtained full IB World School status. However, we wish to take this opportunity to outline our future intentions with regard to Year 12 admissions.
- 4.184 We will be offering the International Baccalaureate Diploma only in our Sixth Form. It is a demanding programme suitable for academically orientated children, in contrast with the Middle Years Programme which has been shown to be suitable for all abilities. We would therefore expect all students who undertake the IB Diploma programme to be highly motivated, good at managing their time, open to new ideas and other cultures, and keen to participate in community activities.
- 4.185 We plan to admit 60 students each year into our Sixth Form.
- 4.186 Internal Year 12 students will not be required to apply for a Sixth Form place and will transfer automatically from Year 11 if they wish to study for the International Baccalaureate Diploma, as long as they have the minimum requirements. Any places that are left will be available to external candidates who meet the minimum academic criteria.
- 4.187 Where there are more external candidates than places available, we will apply oversubscription criteria. Children with an SEN statement that names the school and who meet the academic criteria will be admitted even if the Sixth Form is oversubscribed.
- 4.188 We anticipate at this point that our minimum academic criteria for pupils transferring from Year 11 both internally and externally will be eight GCSEs at Grade C or above, including English and Maths, which correspond to the eight subject areas taught in the MYP, . However, in the interest of ensuring that students have the necessary academic ability to succeed at the IB Diploma, we plan to investigate this more fully before formulating a definitive Year 12 admissions policy.
- 4.189 Beyond that, for external applicants we will apply the following oversubscription criteria:
1. Looked-after children and previously looked-after children who have been adopted.
 2. Children who have a brother or sister living at the same address who will be attending the school at the time of the child's admission.
 3. All other children, based on home-to-school distance measured in a straight line from a central point in the house to the main school entrance.

D6: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

Promoting good behaviour

- 4.190 It is part of our vision that The International Academy of Greenwich will ensure that all students learn to behave in social settings in a way that encourages their success as global citizens in work and in life. We also believe that the quality of relationships and the social behaviour of every member of the school community will make a crucial difference to the ease and enjoyment with which students can learn and enjoy their school life, and to the staff's ability to work creatively and conscientiously.
- 4.191 For this reason the whole staff team will be expected to pay great attention to the behaviour of students. They will make it a clear part of the programme to engage students in discussing expectations in relation to both the IB Learner Profile and to the values of the school as a place for learning for people of many cultures. The IB Learner Profile embodies a total of ten qualities towards which students are expected to strive⁹. Staff will be expected to model behaviour which is appropriate and the guidance they offer to students should focus on behaviour as a priority.

Code of Conduct

- 4.192 Staff should not assume that all students will necessarily find it easy to meet expectations. However, staff will understand that it is their responsibility to ensure that every student learns to do so while at the school. Consistency and clarity is the key to a successful behaviour for a good learning policy, together with a good Code of Conduct. Creating the Code and ensuring that all staff and students understand and buy in to its principles and the concrete behaviours necessary to fulfil it will be a primary responsibility of the Principal supported by the Leadership Team.
- 4.193 They will be expected to follow best practice in drawing up the Code, as recommended by Sir Alan Steer's Report on behaviour¹⁰ and following Charlie Taylor's recent recommendations published by the Department for Education¹¹. These give ample guidance to Governors and staff about the best ways to communicate and enable high standards of behaviour to be maintained in a school.

⁹ The IB Learner Profile aims to create students who are, inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective.

¹⁰ <http://www.educationengland.org.uk/documents/pdfs/2009-steer-report-lessons-learned.pdf>

¹¹ <http://media.education.gov.uk/assets/files/pdf/c/charlie%20taylor%20checklist.pdf>

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4.194 Adherence to the Code of Conduct will be a requirement of the Home-School agreement, as we are aware that students and parents have by far the largest interest of all in establishing and maintaining a positive learning climate marked by good behaviour and mutual respect within the school community. The agreed code of behaviour and expectations will be discussed and prominently displayed.

Rewards and sanctions

4.195 There will also need to be a clear policy of rewards and sanctions. This will be formulated by the Principal and the Governors after wide consultation with parents and pupils. Students need to know that good behaviour and achievement are rewarded as well as poor behaviour and lack of effort being penalised.

4.196 When students exhibit challenging behaviour, this will have a deleterious effect on other students and on the quality of learning that is possible within the school. When students work effectively together and support each other, their behaviour positively affects both their ability to learn and their desire to do so. Effective teaching and learning is only possible when students and staff work together as a community in an atmosphere of mutual respect. Our students deserve to come to a school in which they have no fear that bullying or the behaviour of others will make them feel anxious or threatened. Teachers will be able to teach better when they are treated with respect and when students show the kinds of behaviour and attitude that enable others around them to learn.

4.197 We wish to build a school in which everyone will feel valued even when things don't go according to plan or tempers get short. When things go wrong we expect members of the school community to be able to take responsibility for their own actions, learn from them and move on. Key to ensuring this happens is that the governors maintain high expectations of the Leadership Team in terms of their duty to be attentive to behaviour and take early action to ensure a harmonious atmosphere within the school. Leaders do this by being present in corridors and in classrooms – actively recognising and acknowledging positive behaviour, and taking an interest and appropriate action when problems arise or when students are getting bored or becoming disengaged.

4.198 We want behaviour to be managed positively in the belief that when students are really learning and interested in what they are doing, behaviour rarely becomes a big issue.

4.199 In cases where there have been serious incidents in which people have been harmed emotionally or physically we would expect principles of restorative justice to be applied. We believe strongly in the principle that restoring whatever wrong has been done is a much more effective way of encouraging self responsibility and regaining a position of mutual respect than simple punishment, sanction or disapproval. We also note that recent research commissioned by the Department

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for Education¹² has shown this to be a more effective method than punishment alone in many schools.

Setting standards of good behaviour

- 4.200 We will expect behaviour to be seen as a positive aspect of school life to be studied, discussed and reflected upon so that students can learn how to cooperate and learn throughout their life.
- 4.201 A commitment to modelling good social relationships and behaviour will be expected from all staff in the school. It is our belief that when teachers do this effectively, the vast majority of students will learn from and follow their example.
- 4.202 Teachers will also provide positive guidance through instruction as necessary to ensure that students adhere to the Code of Conduct consistently, making use of specialist help where needed. A key factor in making this a reality will be that all adults in the school have high expectations and a strong belief in students' ability to reach those high standards, in particular in relation to communication, being caring and being open-minded. These are all qualities that feature in the IB Learner Profile. Ensuring students meet those standards are crucial to achieving our vision of learning based on cooperation and effective social interaction in lessons, a learning environment in which students are able to rely on each others' support and encouragement.
- 4.203 The social and cooperative behaviour of students will be one of the key areas of assessment in review meetings and a policy of early intervention and full parental involvement will be pursued. Teaching students to behave in ways which achieve the high standards of the IB Learner Profile will be seen as an explicit curriculum goal and will be assessed by observation of actual behaviour. Students will also be encouraged to self-assess and discuss their findings with their Tutor. We want to see all our students preparing for the world by developing their ability to behave, interact and communicate effectively in the full range of situations and contexts that we all face in life.
- 4.204 A core value of our school will be its attention to the principle of showing respect for others in a way which is universally recognised across all cultures and social groups as a key social skill and a moral imperative. The topic of effective social behaviour will be taught, discussed and practised in tutor groups during Years 7 and 8. When pupils show they need extra help in modifying and extending their range of behaviour and skills in addition to that offered by their Tutor, this will be provided either from within the school or in cooperation with other agencies, if necessary.

¹² Department for Education research report DFE-RR098, The Use and Effectiveness of Anti-Bullying Strategies in Schools 2010, <https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR098.pdf>

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Attendance

- 4.205 We recognise the crucial importance of good attendance and punctuality to every child's well-being and educational opportunity. We will expect our staff to formulate a robust attendance policy which makes clear The International Academy of Greenwich's expectations and how we intend to ensure they are met.
- 4.206 These expectations will form an important part of the Home-School agreement that every parent and student will be expected to sign on entering the Academy.
- 4.207 The policy will also need to lay out clearly for staff how attendance and punctuality will be recorded, tracked and monitored so that early intervention can be made with any student struggling to meet the Academy's expectations.
- 4.208 There will have to be clarity about where responsibility lies to follow up, understand and work with families and students to resolve the problems leading to the attendance problem.
- 4.209 The policy will also lay out clearly the system by which the Academy will meet its legal requirement to register students both in the morning and in the afternoon sessions and record the results of those registrations so that attendance and punctuality can be tracked and monitored.
- 4.210 Targets will be set by the leadership team for improving attendance and/or punctuality should there be a need to do this and Governors will expect regular reports of the statistics so they can be sure that attendance and punctuality remain at exemplary levels.
- 4.211 We expect exemplary punctuality and attendance from staff in order to model conscientious behaviour to students. We also understand that it is also a crucial way of demonstrating respect to each other, mindful that this is why good attendance and being punctual is such an important skill for work and for life.
- 4.212 Finally, we understand that persistent difficulties in attendance and punctuality can be signs of deeper difficulties in the family and for the child. We will expect our staff to be skilled in helping families recognise such problems in a sympathetic way and accessing help from other agencies (both statutory and other) as appropriate. The school will need to access Educational Welfare Officer (EWO) and other support as necessary to deal with individual cases. It will also need to inform statutory bodies and work with them closely when there is concern about a child's welfare.

Promoting student wellbeing

Pastoral care

- 4.213 We want life in our Academy to be remembered by every student as a time of great enjoyment of learning and of exceptionally high achievement. We also wish to ensure that it is a time in which supportive and enjoyable relationships are formed with staff and other students. These relationships will be crucial to promoting students' sense of well-being as a member of a community. For us this is important both because students' well-being supports their learning and achievement at school, and also because positive and secure relationships form an important part of every aspect of life. For this reason, we want to create a climate which will help our students develop skills which can then be applied in work, family relationships and friendships.
- 4.214 Tutor Groups will play a central role in ensuring the well-being of students and creating a community within the school in which students feel safe, nurtured and respected as an individual. We believe it makes a real difference to students when they enter secondary school if they have a sympathetic and competent Tutor. The best Tutors make this difference in two key ways:
- The quality of their interest and the care they offer to each individual in their group;
 - The way they create a healthy and supportive climate amongst pupils within the group.
- 4.215 The Tutor will oversee the growth and development of the students in their group and will take responsibility for pastoral care. They will monitor the progress of each student towards achieving the knowledge, behaviours and attitudes they need to fit the IB Learner Profile. We expect Tutors to adopt an approach which empowers students to self-assess their progress in meeting the goals enshrined in it and in helping each other with that self-assessment. Years 7 and 8 will be particularly important in respect of the IB Learner Profile as the Tutor works to ensure that all the students for whom they have pastoral responsibility understand the criteria and standards they have to meet and how.
- 4.216 Tutors will be expected to be approachable and encourage students in their Tutor Group to discuss issues they are facing either at school or elsewhere whenever they need to. They will also be the main point of reference should other members of staff have any concerns about a student in their group.
- 4.217 The Year Team Leader will coordinate and lead the team of Tutors for their year. They will take overall responsibility for ensuring students' well-being within the Year Group and support the Tutor if a pastoral issue arises. Year Team leaders and Tutors will use the school's Management Information System (MIS) in order both to make sure that each student is making progress and to plan early intervention should there be any cause for concern, including additional support if necessary.

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4.218 We intend also to offer scope for older students to act as mentors to younger ones within Tutor Groups, reinforcing the sense of community which will be at the heart of our Academy.

4.219 There will be opportunities within our planned framework of supervised Personal Time tailored to each student's needs to deal with pastoral issues. Meanwhile, the structure of the IB MYP allows for matters of student well-being to be aired and better understood during curriculum time; this falls within the scope of the five cross-curricular Areas of Interaction. Two of these areas are particularly pertinent:

- i. **Health and social education:** This addresses the changes in growth and development that come with adolescence and the importance of making lifelong health decisions to ensure physical and mental health. Students also develop an understanding of the health and wellbeing of others in a physical, psychological, social, economic and legal context.
- ii. **Community and service:** This requires students to understand their responsibility to the school community and the world beyond. It encourages social accountability which will help them make meaningful contributions to society.

We are fortunate that the IB MYP allows for pastoral needs to be identified and met, and believe that this, together with a Tutor Group system within a small and caring school, will promote student well-being and create confident learners who will achieve their full potential.

Bullying

4.220 We believe it crucial to the ethos of our school that every member of our school community feel free from intimidation, threats or bullying by others within it. Moreover, we will expect the leadership of the school to draw up a policy on bullying which makes clear to all students their rights and responsibilities in preventing bullying and creates a climate in which every student feels safe to discuss any concerns or incidents as so that they can be discussed and resolved at an early stage.

4.221 In serious cases in which students have been harmed emotionally or physically, we would expect principles of restorative justice to be applied. We firmly believe that this is a more effective way of encouraging self-responsibility and mutual respect than straightforward punishment. It is a particularly appropriate way of dealing with bullying and helps create a climate in the school in which everyone recognises bullying as unacceptable and has no fear in speaking out when they see it happening.

4.222 We expect the management team and staff to ensure all pupils are engaged in discussing both the bullying policy and their own experiences so that students become used to talking openly about their experiences and take responsibility for maintaining a careful watch on the well-being of other members of the school

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community. The Tutor Group will be a particularly important setting for this. Tutors will be expected to actively encourage students to discuss bullying, both in terms of any experiences they may have had and how they can prevent it happening to other students.

- 4.223 Tutors will be the first port of call for students to discuss potential incidences of bullying. One of the main functions of the Tutor will be to maintain a continual oversight of the well-being of the students in their Tutor Group so that early action can be taken if individuals are - or are at risk of - being bullied.
- 4.224 Persistent bullying will not be tolerated and will be dealt with in accordance with the school's behaviour policy. Support will be given to bullies and those who challenge authority. Should this intervention and support for change be rejected, then it must be clear to everyone concerned that ultimately students who continue to engage in bullying cannot be permitted to remain part of the school community. This will be clearly stated in the Home-School Agreement.
- 4.225 Cyberbullying, whether by computer, mobile phone or other device, will be considered unacceptable. It includes harassing, teasing, intimidating, threatening, terrorising or harming another pupil or staff member by way of any technological tool, such as email, instant message, text message, digital picture or image, website, or post on social media such as Facebook.
- 4.226 We will also encourage our pupils to be aware of the threat of cyberbullying and equip them with the tools and knowledge they need to protect themselves against it.

Student Council

- 4.227 We intend to establish a structure for involving students in an active way and giving them a voice in how the Academy operates and moves forward.
- 4.228 A Student Council will meet weekly and will have a hugely important role in articulating issues that may need to be dealt with in order to enhance the well-being of students and their enjoyment of their time at the Academy.
- 4.229 Students are the best and most authentic source of information about issues that affect them and when well-facilitated and supported are very capable both of seeing problems and helping to find solutions. For this reason the Student Council will be a powerful mechanism for ensuring that the Academy becomes and stays a place where young people can feel safe and where they are listened to.
- 4.230 The elected members of council will be responsible for gathering the views of their Tutor Group with the assistance of the Tutor and for bringing these views and experiences forward in a constructive way in the debates of the council. A member of staff will have responsibility for training the members of the Council, supporting its officers and making sure it carries out its functions in a way that is effective and satisfies students that their views are taken seriously.

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4.231 We believe that in this way students will be encouraged to play their part in ensuring the well-being of all pupils. Their life at the academy will be crucial in maintaining a sense of well-being through adolescence and we believe that giving them ownership and empowering them to discuss how this can be done in Tutor groups and then in Council will give students and staff clear insights into how this may be achieved.

D7: Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.

Local community from which our students will come

4.232 We are a grassroots group of parents and educationalists based for the most part in Greenwich and Lewisham and bringing up children there. We know our local community (or more correctly, communities, given the complex and diverse nature of south-east London) well and have researched widely to find out more.

4.233 This has included research into the demographics and needs of the local area using a range of data as well as direct contact with parents, teachers, councillors, council executives and other local stakeholders. In particular, we have surveyed parents of potential students widely over a period of more than two years. As a result, we feel confident that the school we are proposing – a state-funded international school with a focus on modern European languages - will suit and serve our local area well, as well as complementing existing secondary provision.

4.234 Greenwich is an area of rich cultural and linguistic diversity, with a growing population and a poor recent record of participation and success in language GCSEs. Our school will employ an international curriculum model (the International Baccalaureate Middle Years Programme). We know from the IB's record in Charter schools in the US, that it is a suitable and successful model for children of all abilities and backgrounds:

4.235 We are therefore confident that the ethos and curriculum we will employ will enable all our students to achieve their full potential both academically and on a personal level.

4.236 Here is the demographic profile of our area which has helped form the rationale for our school:

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Population and ethnicity

4.237 Greenwich has a rich mix of ethnicity, culture and languages. It also has a growing population¹³.

4.238 Live birth statistics by area of usual residence from the Office for National Statistics show a “baby boom” in Greenwich in the 2000s. In Greenwich between 2002 and 2010 there was an increase in live births year on year (excluding 2008 where there was a slight drop). However, these figures do not capture those children who have moved to Greenwich but were not born in the Borough. This means demographically there will shortly be an increased need for secondary school places. Greenwich Council recognises this and its Children and Young People’s Plan 2008-2011¹⁴ predicted that 11 new forms of entry will be necessary at Year 7 by 2017, demonstrating that there is scope for another secondary school.

4.239 The largest ethnic group is White, followed by Black African 7.1%, Indian 4.4%, Other White 4.3%, Black Caribbean 3.2%, Irish 1.6%. Other significant ethnic groups include Pakistani, Bangladeshi, Chinese and Other Asian, including Vietnamese.¹⁵

4.240 Children and young people (up to and including age 19) make up approximately one quarter of Greenwich’s population. This younger population is more diverse than the overall population and although the largest ethnic group is White British, there are higher proportions of children from minority ethnic groups compared with the whole Greenwich resident population.

- Between 2010 and 2020 the proportion of the Borough’s population from a Black or Minority Ethnic background (BME) is expected to increase from 33.7% to 39% and to 41.2% by 2030.
- The largest growth is expected in the Black African, Indian, Pakistani, Chinese and Other Asian populations, with the most recently emerging ethnic group being Nepalese.
- Of the additional 40,532 people expected to be living in the borough by 2020, over 80% are projected to be from a BME background.

4.241 According to figures provided by the French Embassy, 2,100 French citizens aged between 6 and 10 were living within Greenwich postcode areas in May 2011. There were a total of 6,192 French citizens in this age group based in East and South East postcode districts in London. Children aged 6 (now 7) are the

¹³Source: DWP

<http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&sqj=2&ved=0CDUQFjAD&url=http%3A%2F%2Fwww.dwp.gov.uk%2Fdocs%2Fcpa-greenwich.xls&ei=COw-T4GoHYaB4ASCx-yKCA&usg=AFQjCNE-YTqxfkHmrC1kmiQZD858Vg0qEA&sig2=KyuQFgj5O14RVipBZ-y93w>

¹⁴ Source: The Greenwich Children and Young People’s Plan 2008-11, page 53, no longer available online as the 2011-2014 is the most up to date

¹⁵ Source: 2001 Census

http://www.royalgreenwich.gov.uk/info/200088/statistics_and_census_information/114/population_data/2

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biggest group. These are likely to be the offspring of the “Eurostar generation” who moved from France to work in the UK and have settled here.

4.242 These figures are accepted as being a significant underestimate, given that many children, especially those of dual nationality, are not registered with the French Embassy. Similarly, they do not include francophone children who are not French citizens. At present the linguistic needs of these groups are not being met in mainstream schools.

Languages

4.243 The School Census 2010 revealed that 35% of Greenwich children spoke another language as their home language and therefore English was considered to be an additional language.

- There are 13,176 children and young people in Greenwich schools who have English as an Additional Language (EAL).
- There are at least 140 languages other than English spoken in Greenwich schools.

4.244 In January 2010 the most commonly spoken languages by children in Greenwich schools were:

- English – 63.5%
- Yoruba – 6.8%
- Somali – 2.8%
- Nepali – 1.9%
- French – 1.9%
- 22 other languages made up the remaining 23.1%¹⁶

4.245 The diversity of languages spoken by children in the Borough, with French being the fourth most commonly spoken language after English, is not catered for in the range of schools currently available. Such diversity should be celebrated and supported – something which our school aims to do: speaking two or more languages will be seen as natural and the norm.

¹⁶ Source: January 2010 School Census: Languages spoken by 100 or more children in schools in Greenwich in 2010

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Education

- 4.246 In 2011 30.3% of secondary pupils were educated outside the Borough¹⁷. This figure puts Greenwich eighth in England for Local Authority areas which have their children educated in other local authority areas¹⁸. The percentage of Lewisham secondary pupils educated out of borough is also high at 24.8%. The average for London is 18.7%. That almost a third of Greenwich residents opt to go to school elsewhere suggests that the popularity of secondary schools is low in Greenwich and the choice limited, and demonstrates that the borough would benefit from widening the current secondary offering. Our ambition is to help reverse the out-of-borough trend by persuading more families both in and outside Greenwich to send their children to school in the Borough.
- 4.247 There is a need for improved foreign language provision in London generally, especially given its status as an international business centre. Since 2004, when modern foreign languages became optional at GCSE, numbers studying them in state schools have dropped sharply. For example, in research conducted by the National Centre for Languages (CILT), 87% of London schools surveyed reported in 2010 that languages were optional for their pupils at Key Stage 4, up from 68% in 2009 and higher than the England average of 80%¹⁹.
- 4.248 This trend is reflected in Greenwich's GCSE results. Less than one in five (20%) GCSE students at maintained schools in Greenwich sat French in 2011²⁰. Less than 10% were entered for Spanish and 2% took German.
- 4.249 English Baccalaureate scores for 2011 in Greenwich were low²¹. In no school in the Borough would more than 32% of students have achieved it. These statistics, taken together with the figures for students sitting language GCSEs in Greenwich, strongly indicate that there is a considerable gap in secondary-level language teaching and learning in the Borough, and that this is a major contributory factor in these results.
- 4.250 We believe that our Academy will not only offer a greater choice of secondary schools in the Borough, but also we can show that an inclusive, non-selective school can achieve really good scores in the English Baccalaureate with the help of a broad and balanced curriculum based on the IB.

¹⁷ Source: DfE National Offer Day 2011, Home applicants with offers to a school in another LA <http://www.education.gov.uk/rsgateway/DB/STR/d000993/index.shtml>

¹⁸ Source: DfE National Offer Day 2011, Home applicants with offers to a school in another LA: 1) City of London (100.0%), 2) Hammersmith & Fulham (36.8%), 3) Knowsley (36.1%), 4) Reading (34.9%), 5) Merton (33.5%), 6) Lambeth (33.1%) and 7) Kensington & Chelsea (32.0)%

¹⁹ Source: CILT Language Trends 2010

http://cms.cilt.org.uk/Cilt/home/research_and_statistics/language_trends_surveys/secondary/2010.aspx

²⁰ Source: DfE, GCSE and Equivalent Results in England, 2009/10 (Revised) January 2011

<http://www.education.gov.uk/rsgateway/DB/SFR/s000985/index.shtml>

²¹ Source: DfE: 2011 Performance Tables <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&superview=sec&view=aat&set=1&sort=&ord=&tab=51&no=203&pg=1>

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- 4.251 With these data in mind, we see our school as meeting a need in Greenwich in terms of:
- a. Offering a distinctive education specialising in languages – something which is currently not being provided
 - b. Responding to and capitalising on the linguistic and cultural diversity of Greenwich in particular, and of South East and East London generally.
 - c. Responding to the need to create more secondary school places
 - d. Reducing the number of children educated outside Greenwich
 - e. Becoming a school of choice for parents and children

Community engagement

- 4.252 At the heart of our school's vision is the principle of our students taking an international perspective and a responsibility to think globally. The most important element of this value is intercultural awareness and tolerance of difference.
- 4.253 We will make this tangible both in our approach to the student and their individual Learner Profile based on the mission and ethos of the International Baccalaureate (IB) – with particular reference to values enshrined in it which relate to open-mindedness and reflectiveness. These values will be taught and explained to students as part of our preparation for students' successful entry as adults into a global environment. We believe these attributes are essential to successful and responsible global citizens and by teaching this to our students we also foster exactly the sort of attitudes and behaviours defined within the Equality Act 2010.
- 4.254 Moreover, through our commitment to service to others, required under the IB Middle Years Programme in the form of a personal project, we will encourage students to consider how they can best serve the community in the context of the multicultural urban environment in which we find ourselves. We look forward to seeing our school make a very positive contribution to our local community, to society at large and to the larger global community through the activities of all students, parents and staff associated with the school. We will also look forward to cooperating with other schools and local organisations to further such community development.

The Language Centre

- 4.255 We plan to establish a Language Centre within the school which will operate as a business centre with a separate budget from the main school. Its function will be to provide high-quality expertise and tuition in languages which will benefit the local area as well as the school itself. Notably, our Language Centre will support language teaching and learning at other schools in the Borough, contributing to raised standards in languages and improved attainment in the English Baccalaureate.

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4.256 It will offer:

- Outreach activity in primary schools to support and develop bilingual students' language other than English.
- Language tuition programmes for primary and secondary schools according to their needs, with the aim of raising standards of language tuition and improving students' motivation to learn a language:
- Language courses as part of the extended school programme for students of the Academy and from other educational establishments.
- In-service training and language tuition for teachers and other adults, particularly in primary schools, in order to assist them to offer higher-level language provision in their schools
- Pre-school language packages for local nurseries, incorporating songs, games and interactive activities, in order to expose children to a foreign language even earlier than primary school.
- Advice and consultancy to other secondary schools in stretching bilingual students to gain experience of using their languages in oral and in written form. The aim will be to help them gain full proficiency which can be used in employment and in further and higher education abroad.
- A centre for excellence in supporting EAL students in the mainstream classroom.
- Language support to other adults and children as appropriate both within the school and outside it. This could include Homework Clubs in modern foreign languages for GCSE students from local schools, weekend workshops for adults and children or parents with babies, mother-tongue language assistants to help with teaching, organising school trips.

4.257 The Language Centre will establish the Academy as a centre of excellence in language teaching and learning. It will also act as the Academy's ambassador and marketing agency by engaging with students, parents and teachers in primary schools and instilling a love of languages at an early age.

4.258 It will also mean that we have a way of responding to the challenge placed on our education system by having so many bilingual young people. They need an education system that can help them extend their knowledge of and achieve their full potential in both their languages. We plan to be an advocate of the rights of bilingual students in this regard and engage in research into their needs in partnership with a university. Our intention is then to develop practical services and methods which schools, parents and students can use to their full benefit.

4.259 We would like our Centre to create a wide circle of influence in the schools with which it works in respect of this important social and educational issue. We have relevant expertise within our project team and on our volunteer database, enabling this aspect of the Academy to grow in parallel with the growth of our school,

4.260 We will be discussing with supporting organisations the possibility of their sponsorship of some of the outreach and research activities of the Language Centre.

Working with the wider community

4.261 We are committed to becoming an indispensable feature of our local community, both in terms of being at the heart of local life as an educational resource and of giving something back. This is particularly important in the challenging inner-city environment in which we find ourselves. Therefore we will remain open to ways of engaging with the community beyond the offering of our Language Centre.

4.262 In particular, we would like our school premises to be seen as a community space in which members of the public are welcome. We hope will do this in two specific ways:

- As a Music Centre. We are exploring a partnership with a school of instrumental music led by two internationally recognised classical musicians (parents who have registered their interest in The International Academy of Greenwich). They have offered to organise our music provision in return for the use of our premises after hours.
- Hiring out parts of the school to community groups. In particular, we aim to become a hub for bilingual families and other cultures. We anticipate that parents and other volunteers would help with this on a practical level.
- Hiring out our state-of-the-art digital learning centre to local schools and to community groups studying languages and other subjects.

Promoting good community relations

4.263 Engaging with our stakeholders can have a significant impact on both school development and improvement, and student attainment. Therefore we will build relationships with our partners based on mutual respect and the desire to ensure all our students succeed

4.264 We aim to build relationships which are both effective and sustainable. We will therefore develop partnerships which have clarity of purpose, are inclusive and bring added value to the school.

4.265 We will engage our partners by seeking one-off views, holding a series of meetings or by sharing information through newsletters, the press and social media.

4.266 Developing a stakeholder map (an example of what we envisage appears below in Figure 3) will be an effective tool in identifying what the relationships are like currently and how we want them to be in the future. We are mindful of The Big Society and Localism agenda and we will promote community engagement as a way of enhancing our offering to students and their families, and our strategies for school improvement.

Figure 3: Sample power/interest grid for the Academy’s stakeholders

Power	High	<p style="text-align: center;">Keep satisfied</p> <ul style="list-style-type: none"> • Primary schools • Other secondary schools • Directors of Education in Greenwich and Lewisham and neighbouring Local Authorities • Local MPs • Local councillors 	<p style="text-align: center;">Manage closely</p> <ul style="list-style-type: none"> • Department for Education • Partnerships for Schools (Education Funding Agency) • Contractors
	Low	<p style="text-align: center;">Monitor (minimal effort)</p> <ul style="list-style-type: none"> • Local residents and Residents’ Groups • Metropolitan Police Service • Transport for London • Local media • Local businesses • Social enterprises 	<p style="text-align: center;">Keep informed</p> <ul style="list-style-type: none"> • Parents of those children registered • Other parents • Voluntary organisations • Charities • Local places of worship • Language supplementary schools
		Low	High
Level of interest			

4.267 Stakeholder management will be more important if our Academy is approved - it will enable us to continue to win support from those who have an interest in secondary education. The benefits of using a stakeholder-based approach in our engagement are that:

- We can use the opinions of the most powerful stakeholders to shape our school at the early stage of implementation. Not only will it make it more likely that they will support us, their input can also improve the quality of our project
- Gaining support from powerful stakeholders can help us to win more resources – this makes it more likely that the school will be successful eg Total Gas & Power Ltd, who have already lent their moral support as a community partner.
- By communicating with stakeholders early and frequently, we will ensure that they fully understand what we are doing and understand the benefits of our school – this means they will be able to support us actively when necessary
- We will be able to anticipate what people's reaction to our school may be, and build into our plan the actions which will win people's support.

Section E: Evidence of demand and marketing – part 1

Table 5: Demand for The International Academy of Greenwich in terms of first choice for 2013 and 2014 (as of 20 February 2012)²²

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	100	63		63%	100	66		66%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	100	63		63%	100	66		66%

²² Survey results as of 20 February 2012. NB All other results in Section E – Part 2 refer to 29 March 2011 – 15 February 2012.

Section E: Evidence of demand and marketing – part 2

E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.

Evidence of parental demand

5.1 We have been collating evidence of parental demand for an international school specialising in languages and teaching the International Baccalaureate (IB) since November 2009. This has taken the form of four separate surveys:

- i. Questionnaires were sent to 84 families in South East London in a pilot study which took place from 8-22 November 2009. A total 64 families with 97 children declared an interest in the concept of an all-through IB school.
- ii. A separate rolling survey of parental demand for an all-through school began on 19 July 2010. As at 30 October 2010, 206 families with 366 children had registered their interest. The survey was conducted online and face-to-face and backed by a local press campaign and public meetings.
- iii. In order to gauge parental demand specifically for the proposed initial phase of the project - a secondary school planning to teach the IB Middle Years Programme – a survey aimed primarily at parents of children currently in Years 3, 4 and 5 was carried out from 29 March to 24 May 2011 (referred to as the spring 2011 survey). As at 24 May 2011, 367 families with 673 children had responded to our survey, which was conducted online and face-to-face. The survey was brought to the attention of families in south-east London with a press campaign, public meetings and the use of parental advocates to spread the word in their local community. Responses to this survey continued until 28 November 2011.
- iv. The “first choice” question was added on 29 November 2011, and this winter 2011/12 survey closed on 15 February 2012. Parents who had completed earlier surveys and who had children due to enter secondary education in 2013 or 2014 were asked to reconfirm their interest and specify whether or not they would be prepared to select the school as a first choice (known as “the mini-survey”). At the same time, “new” families were surveyed and they were able to answer the “first choice” question. A local media campaign and an expanded network of parental advocates were employed to promote this. The results of this survey can be found in Tables 5 and 6.

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5.2 The questions asked in the winter 2011/12 survey were:

- i. Would you include the International Academy of Greenwich as one of your choices for a secondary school? Yes/Maybe/No
- ii. Would you list The International Academy of Greenwich as your FIRST CHOICE of secondary school? Yes/No
- iii. How many children do you have?
- iv. Please give their full dates of birth and indicate which year they will start secondary school.
- v. What language(s) do they speak apart from English? Include languages spoken at home or to a high level.
- vi. What is your postcode? (*This will help us map out potential school areas based on need and community interest.*)
- vii. Please give us your email address so that we can update you on our progress.
- viii. Why does your family/community want this school?
- ix. Would you be interested in joining our campaign or assisting the school? Please indicate any areas of expertise you have, or whether you would be prepared to help spread word about the school within your community.

5.3 The questions asked in the mini-survey were:

- i. Would you list The International Academy of Greenwich as your FIRST CHOICE of secondary school? Yes/No
- ii. Please give the date of birth of each child. *This will help us cross-reference new information with our master data base.*
- iv. What is your postcode? *This will help us cross-reference new information with our master data base.*
- v. Please give your email address and telephone number. *This will allow us to keep you updated on our progress and contact you for further information, if necessary.*

5.4 A template of the survey and the mini-survey can be found in the Annexes.

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Summary of spring 2011 and winter 2011/12 survey results

Quantitative analysis

- 5.5 When the survey closed on 15 February 2012 over 600 families (comprising nearly 1100 children) had responded to our survey. Of which there were 915 eligible children ie those who would enter Year 7 from between 2013 to 2023²³. Overall, 97% of parents said that they would include the International Academy of Greenwich as one of their choices for a secondary school. Another 3% said they would maybe include it as a choice.
- 5.6 Table 6 shows the numbers of those who would include the International Academy of Greenwich as one of their choices for a secondary school. Table 27 in the Annexes gives a breakdown of children entering Year 7 in 2013 and 2014 by date of birth and postcode who said they would select the Academy as their first choice. The percentages of first choices so far recorded for 2013 and 14 are in line with our proposed admissions policy of 75% of places targeted at Greenwich/Lewisham children and 25% other Boroughs.
- 5.7 Based on responses of parents who indicated that they would select the Academy as one of their choices for secondary school:
- For years 2015 through to 2019 we would be almost at full capacity
 - For years 2020 and 2021 we would be at three quarters capacity, and
 - For year 2022 we would be nearly at half capacity.
- 5.8 This in part demonstrates the interest of parents with younger children, reflecting our original proposal for an all-through school and corresponding to a demographic trend in Greenwich, which has seen a “baby boom” from 2002 onwards (see Table 7: Number of live births in Greenwich between 1998 and 2010.)

²³ Sources: International Academy of Greenwich parental demand – secondary - spring 2011 and winter 2011/12 surveys. 609 families (with 1068 children) responded to our surveys running from 28 March 2011 to 15 February 2012.

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5.9 **All results from the survey which follow are based on the number of eligible children (or families) ie those who would enter Year 7 from 2013 onwards (the 915 children from the 609 families) when the survey closed on 15 February 2012.** Results from children already at secondary school, those who are yet to have children and those who gave us incomplete dates of birth have all been excluded.

Table 6: Number of children whose parents registered an interest by year of Year 7 entry

Year of Year 7 entry	Proposed no of places	Yes as one of my choices	%	Maybe a choice	Total no of children registered
2013	100	97²⁴	97%	3	100
2014	100	110²⁵	110%	1	111
2015	100	99	99%	4	103
2016	100	94	94%	2	96
2017	100	90	90%	3	93
2018	100	99	99%	5	104
2019	100	96	96%	3	99
2020	100	74	74%	3	77
2021	100	75	75%	2	77
2022	100	46	46%	1	47
2023	100	8	8%	0	8
Children registered who are already at secondary school		124			124
Unknown year of entry (full birth date not given)		22		7	29
People who have registered but do not have any children yet		2		0	2
Total		1036		34	1070

²⁴ As of 20 February 2012 there are now 100 children saying “yes as one of my choices” giving a total of 103 children registered for 2013.

²⁵ As of 20 February 2012 there are now 111 children saying “yes as one of my choices” giving a total of 112 children registered for 2014.

Geographic distribution of demand

5.10 Demand from parents shows that by Local Authority areas:

- 39.9% of children live in Greenwich
- 30.6% live in Lewisham
- Followed by 4.2% children coming from Southwark, 3.5% coming from Bromley and 3.4% from Tower Hamlets
- The remaining 18.4% of children are spread across 31 Local Authority areas.

5.11 See Table 28 in the Annexes for a full breakdown of demand by Local Authority.

5.12 We have put together maps based on the postcodes supplied by parents who said they would select our school as one of their choices and whose children would enter Year 7 between 2013 and 2023. The maps which follow below (Figures 4-6) highlight where:

- **Overall parental demand is coming from within and surrounding the M25 (Figure 4).** Despite the proposal for the school to be located in the Royal Borough of Greenwich, given our unique offering parents from Surrey in the West to Maidstone in Kent have registered their interest.
- **Demand is concentrated within Greenwich and surrounding areas (Figure 5).** Demand is spread across the Borough, coming from Thamesmead in the East and Eltham to the South, while demand is higher closer to Greenwich town itself and Blackheath and along its western border with Lewisham Borough. There is noticeable demand from disadvantaged areas such as Deptford (in the 10% of most deprived areas in the country²⁶), New Cross, Greenwich West and Charlton.
- **Those families live who indicated they would select our school as their first choice in 2013 and 2014 (Figure 6).** Demand in this map mirrors that of Figure 5. Demand here may be skewed due to the higher numbers of Parental Advocates who live in Greenwich and Blackheath compared to other parts of the Borough where so far there are none eg Plumstead.

²⁶ <http://www.deptfordreach.org.uk/about/aboutdeptford.html>

Figure 4: Map showing demand within and surrounding the M25 area (ie the location by postcode and numbers of families living in that area who would select our school as one of their choices for entry into Year 7 between 2013 and 2023)

Due to the size of the maps they have been sent as a separate Word document

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Figure 5: Map showing demand concentrated within and surrounding the Royal Borough of Greenwich (ie the location by postcode and numbers of families living in that area who would select our school as one of their choices for entry into Year 7 between 2013 and 2023)

Due to the size of the maps they have been sent as a separate Word document

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Figure 6: Map showing the location of parents who would select our school as their first choice in 2013 and 2014 (each flag represents one family and one postcode)

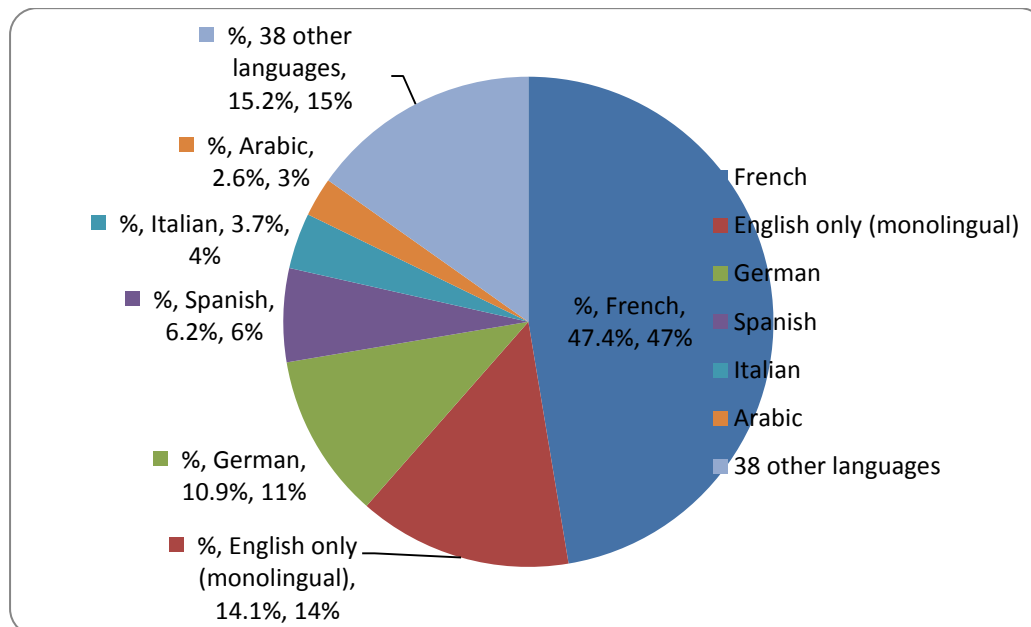
Due to the size of the maps they have been sent as a separate Word document

Languages spoken at home

5.13 For the children whose parents registered an interest, the following languages²⁷ are spoken at home (see Figure 7):

- 47.4% speak French
- 14.1% are monolingual English speakers
- 10.9% speak German
- 6.2% speak Spanish
- 3.7% speak Italian
- 2.6% speak Arabic
- The remaining 15.2% is made up of 38 languages²⁸.

Figure 7: Combined results (%) of languages spoken at home (children may speak up to 4 languages (including English))



5.14 Of the children speaking French/English, 90 speak a third language (and sometimes fourth language). This includes Arabic (24.4%), Italian (12.2%), Spanish (10.0%), German (7.8%), Portuguese (8.0%), Turkish (5.6%), Berber (4.4%), Fula (4.4%) and Russian (4.4%)²⁹. This highlights the diversity of the francophone population as well as the local London population to whom our school appeals. We also know anecdotally that some French speakers who also speak a minority African language have not included it in their response.

²⁷ This is in addition to English. Those who are monolingual English speakers have been counted as a separate category

²⁸ See Table 29 in the Annexes for the full list of languages spoken at home

²⁹ See Table 30 in the Annexes for the full table of third (and fourth) languages spoken by French/English speakers

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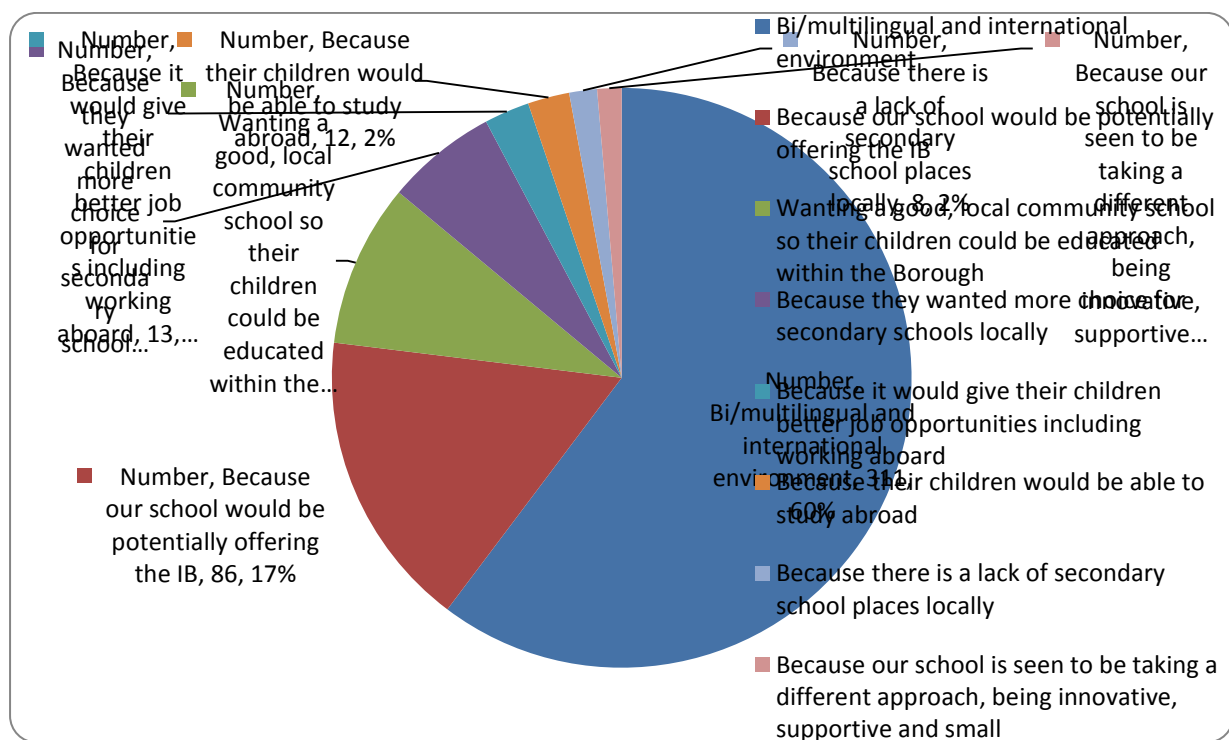
5.15 Of the children speaking German/English, 19 speak a third language (and sometimes fourth language). This includes French (47.4%), Bengali (10.5%), Dutch (10.5%) and Swedish (10.5%)³⁰. This also highlights the diversity of the German speaking population locally.

5.16 Demand is further evidenced by the existence of at least ten French, German and Spanish supplementary schools across South East and East London. Seven are for French speakers³¹, and of the families who said they would opt for our school, almost half were francophone.

Qualitative analysis

5.17 Of the 609 families who responded to our surveys, 554 (91%) left comments explaining why they wanted our school. Many left more than one reason, resulting in a total of 516 comments. Their comments are categorised below in Figure 8 (see Table 31 in the Annexes for a full breakdown and a selection of quotes from parents who completed our surveys 2011/2012).

Figure 8: Reasons parents gave for wanting the Academy



³⁰ See Table 30 in the Annexes for the full table of third (and fourth) languages spoken by German/English speakers

³¹ Grenadine, Blackheath; Nouvelles Racines, Greenwich; Boule de Neige, Catford; La Marelle, Dartford; La Petite Ecole de Redbridge; l'Ecole Buissonnière, East Dulwich; Les Crocodiles, Hackney;

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5.18 These qualitative results show that parents:

- strongly support our vision of a school specialising in languages which offers a global outlook for their children (60.3%),
- want their children to have a broader education which the IB offers (16.7%),
- mirror our thinking by wanting a good, local community school so they do not have to go out of Borough for secondary school (9.1%) and that they also like to see more choice available (6.2%),
- recognise the benefits of language learning in terms of being able to study abroad (2.3%) and have better job opportunities in the future (2.5%),
- feel there is a lack of secondary school places locally (1.6%)
- like the different approach we are taking by being an innovative, supportive and small school which actively wants parents to engage in their children's education (1.4%).

5.19 We have also extracted English monolinguals as a separate group to see if their ranking of reasons differ from families overall:

- They agreed with families overall with the top two reasons given, ie the international educational environment we would be offering (35.8%) and the potential offering of the IB (20.0%),
- Third most important was having more choice of secondary schools locally (18.9%),
- Fourth was wanting a good local school (17.9),
- Fifth was the innovative nature of our school (4.2%), and
- Finally being able to study abroad (1.1%) and have better job opportunities in the future (2.1%),

5.20 Overall, all families and English monolingual families give the same top four reasons for wanting our school but ranked them slightly differently.

5.21 Of the 609 families who responded, 113 families (19%) appeared to be families of mixed heritage where the parents were of two different nationalities or cultural backgrounds. This was deduced from comments made by why families wanted the school eg *"We are an international family, I am German/Syrian and my wife is French"*. Or where three or more languages were spoken at home eg Spanish, Dutch and English. While the reliability of this figure must remain questionable as we did not specifically ask a question on family heritage, it does give a flavour of the diversity of the home environments of our potential students.

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Engaging the community and surveying demand

5.22 The spring 2011 and winter 2011/12 surveys were promoted extensively with the help of:

- i. Our website, www.internationalacademygreenwich.org.uk, which gave detailed information about the proposed offering and provided a link to an online questionnaire.
- ii. A newsletter to all parents and other supporters on our email database, directing them to the new questionnaire and urging them to forward the email to other parents of children who might be interested. This was followed up with reminders at intervals of about three weeks.
- iii. A targeted email to parents with children in the relevant year groups who had responded to previous surveys, asking them to choose the school as their first choice. This was followed up with reminders at intervals of about three weeks.
- iv. A targeted email to leaders of French, German and Spanish supplementary schools in South East and east London.
- v. A “viral” campaign in which volunteers – “parental advocates” from a variety of cultures, linguistic groups and communities in South East London, and teachers involved in our group – emailed and discussed the project with parents of their acquaintance, members of their community or directors of foreign language clubs, directing them to further information and the survey. Our parental advocates are diverse, including, for example, a leading member of the Côte d’Ivoire community in South East London, a French mother from Belvedere, North Kent and a German parent from Lewisham.
- vi. Parents speaking to other parents at the school gate and asking them to fill in a hard-copy questionnaire registering their interest.
- vii. Emails sent to churches representing specific communities, eg the German Evangelical and Catholic Churches and a church in Deptford with a largely French-speaking West African congregation.

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- viii. Flyers and A4 posters (see the Annexes for an example) pinned and piled in public places in Greenwich, including libraries, post offices, supermarkets and community centres. In particular, wards officially designated as including areas of extreme deprivation in London's Poverty Profile³² were targeted. These are (see Figure 9 for a map):
- Abbey Wood
 - Charlton
 - Eltham West
 - Glyndon
 - Greenwich West
 - Middle Park and Sutcliffe
 - Peninsula
 - Thamesmead Moorings
 - Woolwich Common
 - Woolwich Riverside

Figure 9: Map of the Royal Borough of Greenwich by ward



- ix. Door to door leafleting in areas known to have a high concentration of families with primary age children.
- x. A local press campaign in April 2011 and again in January 2012 to solicit new interest³³.
- xi. A stand in the playground of a Saturday morning French supplementary school serving Greenwich, Blackheath and other areas of South East London. Flyers and hard-copy questionnaires were handed out to parents.
- xii. Language resources for families, including www.multilingualfamily.org.uk, and language club franchises in South East and east London such as La Jolie Ronde, Le Club Français and El Club Español.
- xiii. Other local forums including [REDACTED].
- xiv. Posts on Mumsnet and Netmums
- xv. A regularly updated Facebook group³⁴ and Twitter account³⁵.
- xvi. A public meeting, and three meetings of parental advocates.

³² <http://www.londonpovertyprofile.org.uk/indicators/boroughs/greenwich/>

³³ Press coverage can be found at our news page: [REDACTED]

³⁴ [REDACTED]

³⁵ [REDACTED]

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E2: Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities.

Attracting students of different backgrounds and abilities, including those from deprived or disadvantaged areas

- 5.23 Given the international nature of our school we will automatically attract students from different backgrounds – this is evidenced by Table 29 demonstrating the range of languages spoken by potential students.
- 5.24 We have deliberately employed a range of methods to promote our project for an international school in order to reach as many different sections of the community as possible. In particular, believing that such a school would be of interest to minority ethnic families, particularly from Francophone backgrounds such as the West African community, we have made an active policy of targeting them. For example, when a parent specifies when filling in our survey that he or she is from a particular community, we make contact and ask them to promote it among the people they know.
- 5.25 The methods of marketing the project which we have found particularly well suited to reaching families of different backgrounds, including those which are deprived or disadvantaged, or from minority ethnic groups, are:
- Targeting French supplementary schools which while catering for any children who have French as their mother tongue are ethnically diverse, with pupils drawn, for example, from North and West African communities, as well as the French-speaking Antilles.
 - Door-to-door leafleting in wards which are designated in London's Poverty Profile as containing pockets of extreme deprivation. Ten out of Greenwich's 17 wards are classed in this way³⁶.
 - Posting flyers in community centres and supermarkets in these areas.
 - Local press campaigns. In particular, our project has been well covered in a local newspaper, Greenwich Mercury which is delivered free to local homes.
 - Parental advocates who can take the message about the school into their own communities.
 - Speaking to parents at the school gate and asking them to fill in a hard-copy questionnaire to register their interest.
 - Our regularly updated Facebook page.

³⁶ <http://www.londonpovertyprofile.org.uk/indicators/boroughs/greenwich/>

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- 5.26 Our website and promotional material, in particular our leaflets, have always stressed that the school is suitable for and intends to welcome children “of all abilities and backgrounds” and that it will be state-funded. In addition, as well as giving a web link for parents to find out more and register their interest, we also include a telephone number in case parents have limited or no access to the internet. A copy of our leaflet is included in the Annexes.
- 5.27 However, we are aware that we are still only scratching the surface when it comes to gauging parental demand and promoting the school in such a densely populated and demographically complex area of London. We are therefore keen to build on and use the experience and insights gained over the past two and a half years to further target different sections of the population in South East London, including students from diverse backgrounds and of different abilities.
- 5.28 The questions of diversity, suitability for children of differing abilities and how the school will reach out to the wider community will also come within the scope of the public consultation. The outline of our plans for public consultation is included in the Annexes.

Marketing strategy

- 5.29 We aim to continue and extend our efforts to take information to families that are harder to reach and make the proposed International Academy of Greenwich attractive to them. The following has been adapted from our Marketing Strategy (the full version can be found in the Annexes). It explains the messages we want to convey and how we intend to do this.

Our message

- 5.30 Our key message is as follows:

That our project is distinctive and innovative. Its unique selling point is the focus on languages and an international education which will harness and build on the cultural and linguistic diversity within Greenwich and other boroughs in South East and East London. It will offer students better employment opportunities locally and internationally, and opportunities for higher education both in the UK and abroad. It will complement the current secondary educational offering in Greenwich and broaden choice for parents and students.

- 5.31 Other messages we wish to convey are:
- i. *That our school will be inclusive, non-selective and open to children whatever their background, circumstances or languages spoken. The curriculum model we intend to use – the International Baccalaureate Middle Years Programme (IB MYP) – has been proven to benefit children of all abilities.*

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Our challenge will be to show English-only speakers that they are as welcome as bilingual students and to demonstrate to less privileged families that this is a school for all children who are motivated to benefit from the education on offer and not just middle-class linguists.

- ii. *That our school has clearly defined plans for community involvement and offering value to the state education sector in Greenwich.*

This will come in the shape of a community Language Centre which will offer foreign language support to local primary schools, language teachers and community groups. We will also market the school's commitment to its students engaging in active community service, an important component of the IB MYP programme.

Promoting the school

5.32 A major plank of our campaign will be to promote the Language Centre. The school and the Language Centre will be marketed simultaneously to primary school heads in the start-up phase in order to demonstrate to them that we will provide both a real educational alternative for local children and an agency role, with a strong remit to help schools in a concrete way with their language teaching. This, we believe, will also help in conveying information about our Academy to families who might be interested in selecting it as a secondary option. In this way, we are also more likely to reach children who would not otherwise have considered an international education or discovered an interest in or aptitude for foreign languages.

5.33 At the same time, we will make use of the following in our efforts to promote the school:

- i. **Publications.** We will develop a range of promotional literature, including a prospectus and various leaflets and flyers, which will be targeted at specific audiences.

Our communications will emphasise the inclusive, non-selective nature of our school, and point to evidence, in particular from US Charter Schools, that an international curriculum on the IB Middle Schools Programme model is suitable for, and indeed beneficial to, children of all abilities and backgrounds. Consideration will be given to translating publicity material into minority languages, in particular, French, which is the fourth most commonly spoken language in Greenwich after English and which will be taught at the Academy as a first and foreign language. Previous communications (French for French groups, German for German groups etc) have frequently been in the language of the target group.

- ii. **Website.** The website will be used to foster trust in the school's concept among parents and other stakeholders. It will be developed and expanded in order to give a clear and professional picture of the proposed Academy, its ethos and how school life will be for its students day to day. Graphics and photography will be incorporated, together with a facility for

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newsflashes which will be regularly updated to report progress on the project.

A page devoted to parents' reasons for supporting the school and testimonials from students following a similar international education at other schools will aim to build confidence locally that both the model of education on offer and the school itself can succeed and is suitable for children of all backgrounds and abilities. The website will also include a welcome and possibly a blog from our Principal.

- iii. **Social media.** We are already using social media, including Facebook and Twitter, and will continue to do so as an effective and low-cost way of keeping prospective parents informed of developments.
- iv. **Press campaign.** Targeting local media, including newspapers in South East and east London, blogs and forums, proved a highly successful strategy for reaching a wide range of parents. We aim to expand on this with a focused campaign aimed at national, local and educational media, taking in television and radio.
- v. **News releases**, together with photographs, will go out at key junctures, including:
 - Provisional approval by the Department for Education in summer 2012.
 - Appointment of a Principal.
 - Announcement of the school premises.
 - Inviting applications from parents and their children.
 - Unusual or interesting developments as they happen, for example, news about the Language Centre; agreements with parents to provide tuition; interesting volunteer stories; statistics or news which further underline the need for the International Academy of Greenwich.

Reaching parents

5.34 We will continue to promote the International Academy of Greenwich widely to parents within Greenwich and in neighbouring Boroughs, but on a larger scale.

5.35 Methods to be employed will include:

- i. An active policy of approaching primary school head teachers, including those in schools with high eligibility for free school meals and where many languages are spoken. We will explain the project to them and enlist their support in relaying information to parents, an item in the school newsletter being a good starting point. Marketing the Language Centre will form part of this policy. We believe it is very important that primary heads become involved in the communication process.
- ii. Ongoing leafleting across Greenwich and neighbouring Boroughs. There will be a continued focus on deprived wards, as identified in London's

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Property Profile³⁷. We plan to carry out further door-to-door leafleting, as well as distributing flyers in public places, such as Woolwich, Lewisham and Deptford markets, which lie in disadvantaged areas or attract parents from less privileged communities.

- iii. Further expanding our network of parental advocates representing different cultures, communities and languages, with the aim of establishing advocates in every ward in Greenwich. We also hope to do the same in the neighbouring Borough of Lewisham, where there has been strong interest in our project from multicultural families and where we already have a number of parental advocates. Where possible, we would like these representatives to arrange informal meetings, for example, in homes.
- iv. Stands at public events, at language supplementary schools and in primary school playgrounds, where appropriate and where authorised.
- v. Public meetings.
- vi. A community event to promote the international nature of the school – possibly an international food day, with contributions from parents supporting the project.
- vii. Giving talks to community groups whose members include parents who might be interested.
- viii. Making use as far as possible and where required of bilingual representatives to facilitate the transmission of information to people whose first language is not English.
- ix. Further local media coverage, including social media, radio and television.
- x. Using our growing email database (currently at over 600 names) to full advantage by sending out a monthly e-newsletter to keep parents and supporters up to date and enlist their help in passing information on to other parents.
- xi. Developing our website and updating it with detailed information as the project evolves.
- xii. Publishing a prospectus both online and in hard copy.
- xiii. Once the Principal has been appointed, they will address meetings of prospective parents and students and attend public events.

³⁷ <http://www.londonpovertyprofile.org.uk/indicators/boroughs/greenwich/>

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Admissions

5.36 If, as seems highly likely, it is not possible to be included in the Greenwich Council's common application process for the first year, 2013, because of time constraints, we will rely on press and PR, our programme of meetings with parents and community groups, and building a relationship with local primary heads.

Marketing the school following its opening

5.37 Our intention is to be included in Local Authority brochures distributed to primary schools and be included in the coordinated application process for admissions in our second year of operation. We will continue to market our Language Centre to primary school heads, using it to promote the benefits of the Academy. We also anticipate ongoing press coverage, and will actively press release the work of the Language Centre, students' achievements and other interesting developments or newsworthy activities at the Academy.

Working with the wider community: sharing resources

5.38 We have a number of ideas for interacting with the local community. Chief amongst them and key to our role as an Academy with an international focus is our Language Centre.

Language Centre

5.39 We plan to establish a Language Centre within the school which will operate as a business centre with a separate budget from the main school. Its function will be to provide high quality expertise and tuition in languages to both students and those from the wider community. Our Language Centre will also support language teaching and learning at other schools in the Borough, contributing to raised standards in languages and improved attainment in the English Baccalaureate. It will employ staff and make use of volunteers – we have many willing parents on our database on whose wide experience and linguistic skills we would be able to draw. These include teachers of children of all ages, adult educators, university language centre managers and researchers in language acquisition. Meanwhile other volunteers are bilingual, and simply keen to make a contribution. The intention is to tie the Language Centre into a university so that it can pioneer innovative methods and approaches, and draw on the expertise of staff.

5.40 It will offer:

- Outreach activity in primary schools to support and develop bilingual students' language other than English
- Language tuition programmes for primary and secondary schools according to their needs, with the aim of raising standards of language tuition and improving students' motivation to learn a language

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- In-service training and language tuition for teachers and other adults, particularly in primary schools, in order to assist them to offer higher-level language provision in their schools
- Language courses as part of school programmes and in the extended school programme for students of the Academy and from other educational establishments.
- Advice and consultancy to other secondary schools in stretching bilingual students to gain experience of using their languages in oral and in written form. The aim will be to help them gain full proficiency which can be used in employment and in further and higher education abroad.
- Pre-school language packages for local nurseries, incorporating songs, games and interactive activities, in order to expose children to a foreign language even earlier than primary school.
- Language support to other adults and children as appropriate both within the school and outside it. This could include Homework Clubs in modern foreign languages for GCSE students from local schools, weekend workshops for adults and children or parents with babies, mother-tongue language assistants to help with teaching, organising school trips.
- A centre for excellence in supporting EAL (English as an additional language) students in the mainstream classroom.

5.41 The Language Centre will establish the Academy as a centre of excellence in language teaching and learning. It will also act as the Academy's ambassador and marketing agency by engaging with students, parents and teachers in primary schools and instilling a love of languages at an early age.

5.42 It will also mean that we have a way of responding to the challenge placed on our education system by having so many bilingual young people. They need an education system that can help them extend their knowledge of and achieve their full potential in both their languages. We plan to be an advocate of the rights of bilingual students in this regard and engage in research into their needs. Our intention is then to do develop practical services and methods which schools, parents and students can use to their full benefit.

5.43 We would like our Centre to create a wide circle of influence in the schools with which it works in respect of this important social and educational issue. We are happy to have such expertise within our Company and among our parent volunteers, enabling this aspect of the Academy to grow in parallel with the growth of our school,

5.44 We will be discussing with supporting organisations the possibility of their sponsorship of some of the outreach and research activities of the Language Centre.

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Other ideas for engaging with the local community

- 5.45 If we are fortunate enough to secure our first choice of premises, an existing secondary school scheduled for closure, we have in mind making them available in two ways:
- i. **As a Music Centre.** We are exploring a partnership with a school of instrumental music led by two internationally recognised classical musicians (parents who have registered their interest in The International Academy of Greenwich). They have offered to organise our music provision in return for the use of our premises after hours. They have outgrown their current studio.
 - ii. **Hiring out parts of the school to community groups.** In particular, we aim to become a hub for bilingual families and other cultures. This would be the responsibility of the Business Manager and we anticipate that parents and other volunteers would help on a practical level.
 - iii. **Hiring out the Digital Learning Centre.** Our facilities would also be available to hire by other schools or by those wanting to put on community language courses.

Demographic data and other evidence of local need

Discussions with the local authority

5.46 We have had two meetings with Greenwich Council Children's Services, in April 2011 and February 2012, during which we presented our plans for The International Academy of Greenwich. They agreed that the population of the Borough was growing and that much of this was due to immigration, reinforcing our conviction that there is a present and increasing demand for an international school in the area. They are aware of our plans to make 100 extra secondary places available and were helpful in making suggestions and passing on contacts in relation to premises.

Population

5.47 Greenwich has a rich mix of ethnicity and cultures with many languages spoken³⁸. Our plans for a school focusing on languages reflect and cater to this cultural and linguistic diversity.

³⁸Source: DWP [REDACTED]

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5.48 The Greater London Authority's (GLA) 2009 population projections estimated that there were 235,235 people living in Greenwich in 2010. These suggested that over the next ten years from 2010 to 2020, Greenwich would gain an additional 40,532 residents, rising to 275,767, a 17.2% increase compared to a 7.6% increase for London overall³⁹.

5.49 Live birth statistics by area of usual residence from the Office for National Statistics (see Table 7 below) show a “baby boom” in Greenwich in the 2000s. In Greenwich between 2002 and 2010 there was an increase in live births year on year (excluding 2008 where there was a slight drop). However, these figures do not capture those children who have moved to Greenwich but were not born in the Borough. This means demographically there will shortly be an increased need for secondary school places. Greenwich Council recognises this and its Children and Young People’s Plan 2008-2011⁴⁰ predicted that 11 new forms of entry would be necessary at Year 7 by 2017, demonstrating that there is scope for another secondary school. By offering 100 secondary school places per year, we will help make up the shortfall in secondary school places.

Table 7: Number of live births in Greenwich between 1998 and 2010⁴¹

Year (January to December)	Number of Live Births	Plus/minus births compared to previous year	Year of Entry to Year 7 (depending if child is born before or on 31 August, or, on 1 September or after of that year)
1998	3,255		
1999	3,177	-78	
2000	3,240	63	2011 or 2012
2001	3,210	-30	2012 or 2013
2002	3,345	135	2013 or 2014
2003	3,446	101	2014 or 2015
2004	3,721	275	2015 or 2016
2005	3,963	242	2016 or 2017
2006	4,236	273	2017 or 2018
2007	4,471	235	2018 or 2019
2008	4,361	-110	2019 or 2020
2009	4,480	119	2020 or 2021
2010	4,674	194	2021 or 2022
Total for 2000-2010	49,579		

³⁹ Source: Profile of children and young people in Greenwich: December 2010
<http://archive.greenwich.gov.uk/Greenwich/YourCouncil/TheBorough/GreenwichProfile/ProfileChildrenAndYoungPeople.htm>

⁴⁰ Source: The Greenwich Children and Young People’s Plan 2008-11, page 53

⁴¹ Source: ONS 1998-2008 statistics for Greenwich have been extracted from “Birth statistics” and “Birth summary tables” from ONS website <http://www.ons.gov.uk/ons/index.html>. For 2009, tab 2a <http://www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcm%3A77-213348> and for 2010, tab 4 <http://www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcm%3A77-225702>

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Ethnicity

5.50 The largest ethnic group is White, followed by Black African 7.1%, Indian 4.4%, Other White 4.3%, Black Caribbean 3.2%, and Irish 1.6% (born in Republic of Ireland).⁴² Other significant ethnic groups include Pakistani, Bangladeshi, Chinese and Other Asian, including Vietnamese; Table 8 gives a breakdown of Greenwich's population by ethnicity.

Table 8: Greenwich population by ethnicity (June 2007⁴³)

Ethnicity	%
White	73.2
Black or Black British	12.8
Asian or Asian British	7.9
Mixed	3.2
Chinese or Other Ethnic Group	2.9

5.51 Children and young people (up to and including age 19) make up approximately one quarter of Greenwich's population. This younger population is more diverse than the overall population and although the largest ethnic group is White British, there are higher proportions of children from minority ethnic groups compared with the whole Greenwich resident population.

- Between 2010 and 2020 the proportion of the Borough's population from a Black or Minority Ethnic background (BME) is expected to increase from 33.7% to 39% and to 41.2% by 2030.
- The largest growth is expected in the Black African, Indian, Pakistani, Chinese and Other Asian populations, with the most recently emerging ethnic group being Nepalese.
- Of the additional 40,532 people expected to be living in the borough by 2020, over 80% are projected to be from a BME background⁴⁴.

5.52 Ward-based estimates show that the wards with the highest non-white population are in the north of the Borough: Woolwich Common (41%); Woolwich Riverside (36%); Glyndon (38%); and Plumstead (35%).

⁴² Source: 2001 Census

http://www.royalgreenwich.gov.uk/info/200088/statistics_and_census_information/114/population_data/2

⁴³ Source: ONS

<http://neighbourhood.statistics.gov.uk/dissemination/LeadKeyFigures.do?a=7&b=276753&c=greenwich&d=13&e=13&g=333611&i=1001x1003x1004&m=0&r=1&s=1301431386828&enc=1>

⁴⁴ Source: Profile of children and young people in Greenwich: December 2010

<http://archive.greenwich.gov.uk/Greenwich/YourCouncil/TheBorough/GreenwichProfile/ProfileChildrenAndYoungPeople.htm>

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- 5.53 Over 50% of children in Greenwich schools are from a Black or Minority Ethnic background.
- In the primary school population 41% of pupils are from a White British or Irish background while 59% of pupils are from a Black or Minority Ethnic background.
 - In the secondary school population 44% of pupils are from a White British or Irish background while 55% of pupils are from a Black or Minority Ethnic background, with 1% not yet recorded⁴⁵.
- 5.54 Our surveys strongly suggest that an internationally focused school appeals to immigrant families – this is evidenced by some of the languages spoken by respondents, eg Yoruba, Fula (both West African languages), Berber and Arabic.
- 5.55 According to figures provided by the French Embassy in May 2011, 2,100 French citizens aged between six and ten live within Greenwich postcode areas. There are a total of 6,192 French citizens in this age group based in East and South East postcode districts in London. Children aged six (now seven) are the biggest group. These are likely to be the offspring of the “Eurostar generation” who moved from France to work in the UK and have settled here.
- 5.56 These figures are accepted as being a significant underestimate, given that many children, especially those of dual nationality, are not registered with the French Embassy. Similarly, they do not include francophone children who are not French citizens. At present the linguistic needs of these groups are not being met in mainstream schools.
- 5.57 The School Census 2010 revealed that 35% of Greenwich children spoke another language as their home language and therefore English was considered to be an additional language.
- There are 13,176 children and young people in Greenwich schools who have English as an additional language (EAL).
 - There are at least 140 languages other than English spoken in Greenwich schools.
- 5.58 In January 2010 the most commonly spoken languages by children in Greenwich schools were:
- English – 63.5%
 - Yoruba – 6.8%
 - Somali – 2.8%
 - Nepali – 1.9%
 - French – 1.9%
 - 22 other languages made up the remaining 23.1%⁴⁶

⁴⁵ Source: Profile of children and young people in Greenwich: December 2010
<http://archive.greenwich.gov.uk/Greenwich/YourCouncil/TheBorough/GreenwichProfile/ProfileChildrenAndYoungPeople.htm>

⁴⁶ Source: January 2010 School Census: Languages spoken by 100 or more children in schools in

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5.59 The diversity of languages spoken by children in the Borough, with French being the fourth most commonly spoken language after English, is not catered for in the range of schools currently available. Such diversity should be celebrated and supported – something which our school aims to do: speaking two or more languages will be seen as natural and the norm. We would be able to further support the Education Secretary’s proposal that every child aged five or over should be learning a foreign language⁴⁷ once they reach our school.

Deprivation and attainment

5.60 According to the “Child Poverty Map of the UK” 2012 report⁴⁸ Greenwich is the tenth highest Borough in London for child poverty where 31% of children in families are on out of work benefit. In Lewisham, where interest in The International Academy of Greenwich is also strong, childhood poverty stands at 32%. Tower Hamlets (fifth highest Borough for demand) was the Local Authority with the highest rate of child poverty across the UK with 52%.

5.61 A quarter of schoolchildren in Greenwich are eligible for free school meals⁴⁹ (compared to 14.2% the average for England), indicating a high level of deprivation. The number of residents with no qualifications is above the London average at 14.3%⁵⁰.

5.62 The Greenwich Area Assessment by One Place states that more than half of children in Greenwich live in families on benefits. In a third of households, nobody works⁵¹.

5.63 Ten out of its 17 wards contain areas of extreme deprivation⁵². Given these figures and the recognition that education is the key to social mobility, Greenwich is an obvious target for educational investment.

Greenwich in 2010

⁴⁷ Source: The Guardian: “Michael Gove proposes teaching foreign languages from age five” 30 Sep 2011 <http://www.guardian.co.uk/politics/2011/sep/30/michael-gove-teaching-languages-conference?fb=ative&CMP=FBCNETTXT9038>

⁴⁸ Source: End Child Poverty Jan 2012: <http://endchildpoverty.org.uk/files/childpovertymap2011.pdf>

⁴⁹ Source: DfE Free School Meals by Local Authority, Table 11b
<http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>

⁵⁰ Source: DWP <http://www.dwp.gov.uk/supplying-dwp/what-we-buy/welfare-to-work-services/jobcentre-plus-district-information/london-cpa.shtml>

⁵¹ Source: One Place, Greenwich Area Assessment, December 2009 http://oneplace.audit-commission.gov.uk/SiteCollectionDocuments/pdf/2009/AreaAssessment/AreaAssessment2009Greenwich_Full.pdf

⁵² <http://www.londonspovetryprofile.org.uk/indicators/boroughs/greenwich/>

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Education

- 5.64 In 2011 30.3% of secondary pupils were educated outside the Borough⁵³. This figure puts Greenwich eight in England for Local Authority areas which have their children educated in other local authority areas⁵⁴. The percentage of Lewisham secondary pupils educated out of borough is also high at 24.8%. The average for London is 18.7%. That almost a third of Greenwich residents opt to go to school elsewhere suggests that the popularity of secondary schools is low in Greenwich and the choice limited, and demonstrates that the borough would benefit from widening the current secondary offering. Our ambition is to help reverse the out-of-Borough trend by persuading more families both in and outside Greenwich to send their children to school in the Borough.
- 5.65 We have included information on the performance of secondary schools in Greenwich (Table 32 in the Annexes) and on the performance of secondary schools in Greenwich compared with neighbouring boroughs (Table 34 in the Annexes).
- 5.66 There is a need for improved foreign language provision in London generally, especially given its status as an international business centre. Since 2004, when modern foreign languages became optional at GCSE, numbers studying them in state schools have dropped sharply. For example, in research conducted by the National Centre for Languages (CILT), 87% of London schools surveyed reported in 2010 that languages were optional for their pupils at Key Stage 4, up from 68% in 2009 and higher than the England average of 80%⁵⁵.
- 5.67 This trend is reflected in Greenwich's GCSE results. One in five (20.3%) GCSE students at maintained schools in Greenwich sat French in 2011⁵⁶. Less than 10% were entered for Spanish and just over 2% took German.
- 5.68 English Baccalaureate scores for 2011 in Greenwich were low⁵⁷. In no school in the Borough would more than 10% of students have achieved it. These statistics, taken together with the figures for students sitting language GCSEs in Greenwich, strongly indicate that there is a considerable gap in secondary-level language teaching and learning in the Borough, and that this is a major

⁵³ Source: DfE National Offer Day 2011, Home applicants with offers to a school in another LA <http://www.education.gov.uk/rsgateway/DB/STR/d000993/index.shtml>

⁵⁴ Source: DfE National Offer Day 2011, Home applicants with offers to a school in another LA: 1) City of London (100.0%), 2) Hammersmith & Fulham (36.8%), 3) Knowsley (36.1%), 4) Reading (34.9%), 5) Merton (33.5%), 6) Lambeth (33.1%) and 7) Kensington & Chelsea (32.0%)

⁵⁵ Source: CILT Language Trends 2010 http://cms.cilt.org.uk/Cilt/home/research_and_statistics/language_trends_surveys/secondary/2010.aspx

⁵⁶ Source: DfE, GCSE and Equivalent Results in England, 2010/11 (Revised) January 2012: zip archive: 1 GCSE full, GCSE entries tab <http://www.education.gov.uk/rsgateway/DB/SFR/s001056/index.shtml>

⁵⁷ Source: DfE: 2011 Performance Tables <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&superview=sec&view=aat&set=1&sort=&ord=&tab=51&no=203&pg=1>

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contributory factor in these results.

5.69 We believe that our Academy will not only offer a greater choice of secondary schools in the Borough, but also we can show that an inclusive, non-selective school can achieve really good scores in the English Baccalaureate with the help of a broad and balanced curriculum based on the IB.

Summary of demand

5.70 With these data in mind, we see our school as meeting a need in Greenwich in terms of:

- a. Offering a distinctive education specialising in languages – something which is currently not being provided
- b. Responding to and capitalising on the linguistic and cultural diversity of Greenwich in particular, and of South East and East London generally.
- c. Responding to the need to create more secondary school places
- d. Reducing the number of children educated outside Greenwich
- e. Becoming a school of choice for parents and children

Section F: Capacity and capability

F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

- 6.1 We have considerable and varied educational expertise among the Directors, within the Company and in the Project Team (this includes those who have contributed thus far but are not members of the company). We have in-depth experience of language teaching and educating both children and adults from many cultures.
- 6.2 In particular, [REDACTED], a Member of the Company, was [REDACTED]. The school serves an area where deprivation is higher than average and where most students are from minority ethnic groups. There is a high proportion of children eligible for free school meals. Under [REDACTED] leadership, [REDACTED] was judged Outstanding by OFSTED. She is a qualified SIPP and was one of the first National Leaders of Education (NLEs).
- 6.3 Another Member of the Company [REDACTED] is also the Head Teacher of an Outstanding school and a National Leader of Education. For a while she was the youngest Head Teacher in England. Her primary school in Southwark, Surrey Square⁵⁸, has achieved national recognition for the outstanding standards achieved by students in a context which classifies the school as operating in challenging circumstances.
- 6.4 Both [REDACTED] and [REDACTED] have agreed to give support to those we appoint to the school on practical matters, including budget, parent relations, academic monitoring, national standards and OFSTED requirements.
- 6.5 In the specific area of the International Baccalaureate (IB) we have secured advice and guidance from two extremely successful state-funded schools – one in the South East (Dartford Grammar School⁵⁹), the other in the United States (Albert Einstein Academy, San Diego⁶⁰). It is our intention to formalise the relationship with both of them once we are approved to go ahead to the next stage. In the first place we will ask them to work with us on the areas of curriculum planning and staff development to ensure that staff we appoint can receive quick exposure to the ethos and methods implicit in the IB approach.
- 6.6 We will also be able to draw on the network of [REDACTED] who has trained many hundreds of education leaders in the Fast Track programme for teachers aspiring to be heads. He has also worked in London education consulting to many schools and head teachers. [REDACTED] has worked with an IB Adviser with many years' experience in setting up Charter Schools in the US and

⁵⁹ <http://www.dartfordgrammarschool.org.uk/>

⁶⁰ <http://www.aeacs.org/>

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schools in Asia and the Middle East, helping them achieve IB World School status. She has promised both her personal support and support from her extensive network to help the project.

Table 9: Educational expertise



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Plans for identifying and securing additional educational expertise

- 6.7 We are continually assessing our team as the project evolves in order to identify any education or other skills gaps within it. At this point in time we are satisfied that we have the right balance of appropriately qualified and experienced education professionals to deliver our vision for an international secondary school in a challenging area of London. We will continue to review this on a regular basis, making use of our extensive network of educational contacts to fill any perceived gaps.

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F2: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

6.8 We have a range of business and financial expertise which will allow us to manage our finances, contracts and statutory responsibilities with efficiency and according to budget and funding agreement.

6.9 In addition we have received *pro bono* advice from [REDACTED], a small accountancy and book-keeping practice in North London, in setting up the company. They are available to advise us on the operational aspects of financial reporting.

Table 10: Financial expertise

[REDACTED]

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Plans for identifying and securing additional financial expertise

- 6.10 While we are confident that in [REDACTED] we have sound financial expertise, we have given careful consideration to our needs in terms of specific financial expertise in school budgets and how we will fulfil those. In the short term, our intention is to use our network of personal contacts in the world of school finance, including the recently established French bilingual school in Kentish Town. In particular, [REDACTED], who drew up the financial plans for this school which opened in September 2011, has agreed to help and advise. In addition, if necessary and if appropriate, we would look at enlisting the help of a consulting company in the pre-opening phase.
- 6.11 We also have finance professionals in our pool of parent volunteers who have indicated that they could help in this area. Suitably qualified parents or other finance professionals may be candidates to join the Governing Body.
- 6.12 During the pre-opening phase, our plan is to recruit a Business Manager who is qualified (having at least the Certificate of School Business Management), experienced and may come from a private or public sector background. It will also be important to have a Principal who is financially interested and proactive. He or she will be supported by the Business Manager who will be relied upon to run the school's finances in the long term.

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F3: Show how you will access other relevant expertise to manage the opening and operation of your school.

Expertise of the group

6.13 We have established a Company Limited by Guarantee known as Greenwich Academy Trust and through our Members, Directors and Project Team have access to a profound pool of educational, financial and other expertise (see Table 11).

Table 11: Directors and Members of the Company and project team members

6.14 Among the Directors and Members of Greenwich Academy Trust, within the International Academy of Greenwich project team (which includes volunteers who are neither Directors nor Members of the Company) and among a wider pool of parents, there is a wealth of professional expertise and experience which can be harnessed during the process of setting up and then operating a secondary school.

6.15 [REDACTED], a [REDACTED] who is a Director and Member of the Company, will oversee communications, including the marketing of the school, press relations and drafting of parent- and community-facing material, including the prospectus and website.

6.16 She will be aided by [REDACTED], who has a degree in event management and has professional experience in sales, talent management and event organisation. [REDACTED] has previously been working to boost parental demand for the project.

6.17 While the management of press, PR and communications will take place “in-house”, we plan to enlist, as and when necessary, the services of an educational marketing, PR and design agency to support us with this. We have already identified such an agency.

6.18 Head of Legal and Governance is [REDACTED], [REDACTED].

6.19 [REDACTED] is a policy analyst at the Home Office. She is our Head of Research and Public Consultation. Her role once the project has been approved will be to coordinate the Public Consultation.

6.20 [REDACTED] runs a [REDACTED]. [REDACTED].

6.21 Many of the Directors and Members of the Company have been involved in processes of selection and recruitment within corporate and public sector environments as well as in headship and other appointments in schools. They include [REDACTED]; retired Head Teacher [REDACTED]; current [REDACTED], and [REDACTED]. In recruiting, we will call on their experience to design an open and fair process which employs the

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methods they have found helpful in other settings in education and elsewhere. Above and beyond this, we anticipate seeking HR support from an external provider.

Expertise of parents

Supporters and their experience and expertise

6.22 Thanks to our supporters we also have access to a wide range of professional knowledge and expertise. Of the 609 families who responded to the survey, 242 parents (or 40%) offered to help us with our campaign (see Table 12). This demonstrates the breadth of capability to which we have access, with parents seeing that they have a role to play in the Big Society agenda by volunteering their expertise or time.

Table 12: Offers of parental support by area of expertise

Area of expertise	Number
Accountancy	1
Advertising	2
Architecture and interior design	4
Art and multimedia	1
Building, construction and planning	2
Class volunteer	1
Communications	4
Drama	1
Economics	1
Education - art	1
Education - consultant	1
Education - drama	1
Education - further education	1
Education - history	1
Education - languages	18
Education - literacy	1
Education - maths	2
Education - music	3
Education - pedagogy	1
Education - primary	1
Education - teacher	2
Event management	1
Finance	5
Governor	3
Hospitality	1
Human Resources	2
Insurance	1
IT	3

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Area of expertise	Number
Legal	3
Library/ knowledge centre	1
Management consultant	2
Marketing	6
Medical	1
Music	2
Occupational psychology	1
PR	5
Psychology	1
Secretarial and admin	4
Spreading the word	145
Strategy, business planning and management	3
Web design	3
Total	242

6.23 In particular we have identified key individuals among parents whose skills and experience could prove invaluable in the opening phase of the school:

- One is the managing director of a software company and can offer assistance and direction on ICT;
- another has a background in project management in the area of setting up academies and in surveying, and has volunteered her help with project management;
- a third, a mother-tongue French speaker, is a qualified librarian with more than ten years' experience of librarianship in an international law firm – she is prepared to devote a block of time to working on the initial research for the set-up of a library/knowledge centre for the school.

6.24 We have set up a network of parent advocates representing different cultures, communities and languages in our efforts to promote the project and build parental demand. This has proved a successful way of transmitting information to different groups of parents and generating a buzz about the school. As a result we plan to continue to enlist parents in this work, with a view to expanding the network to cover as many different areas and communities as possible, including wards identified as deprived in London's Poverty Profile. We anticipate, where possible, members of this network arranging informal meetings, for example in homes. There has been a strongly enthusiastic response from parents for this work so far and we feel confident that we will be able to rely on their help once our proposal has gained approval. This would represent a very cost-effective method of marketing the school.

6.25 We hope to harness the professional experience and linguistic skills of parents in other ways once the school is up and running. Examples would be leading music, drama and other activities during extended hours, and running language homework clubs for language GCSE courses. It is hoped that parents will come into the school to talk about their careers in an international environment, . We

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would also like them to help us build links with companies in the UK and abroad, and with schools abroad with a view to arranging work experience and exchange visits. Using parents in this way will help create the sense of community to which we attach high value in our school.

Plans for identifying and securing additional expertise

- 6.26 When we have needed specific experience and expertise, it has always been our policy to rely on
- i. our extensive network of parents,
 - ii. professional contacts, and
 - iii. personal connections.
- 6.27 For example, thanks to a personal connection, the [REDACTED] provided advice on a *pro bono* basis during our search for premises. We have also received advice on developing a digital learning centre from [REDACTED], a [REDACTED]. We hope to be able to count on her further support in setting up our ICT learning capability.
- 6.28 We plan to continue to operate in this way, supplementing this as required with external service providers with specialist expertise, notably in HR, marketing, law, and buildings and property.
- 6.29 We have already begun the process of forging links with a) international companies based in London which support the concept of an international education with languages and b) embassies regarding the language needs both of their nationals and of British students hoping to study abroad. Total Gas and Power and the Cultural Service of the French Embassy have already declared their support. The latter organisation has put us in touch with professionals who work in the area of finance, project management and property relating to French bilingual education projects in the UK. Our intention is to continue this strategy and thus make connections who can provide expertise which will benefit our project. Members of our group and governors will take responsibility for establishing these links.
- 6.30 As the project evolves, we intend to undertake targeted recruitment of Governors whose skill set will help fill gaps and complement the expertise of the existing members of team. These may come from these supporting organisations and elsewhere.
- 6.31 We expect to be able to secure the services of a Clerk to the Governors by contacting the Local Authority and other schools for recommendations.

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F4: Show how your staffing structure will deliver the planned curriculum.

Phased build-up of staff

Pre-opening phase

6.32 We plan to recruit both the Principal and the Business Manager early in the pre-opening phase as both will be expected to play a key role in setting up the school. The Principal will also help market the Academy to prospective parents and other stakeholders, while the Business Manager will be expected to be involved in financial, operation and administrative aspects of the implementation programme, working closely with the project management team.

Year 1 (2013)

6.33 We will need six teachers to cover the curriculum. So in this year we will appoint the Heads of English, Maths, Science, Languages and the Deputy Principal. Whatever remains that they cannot cover as a second subject will be outsourced. We believe it is important to have experienced specialists leading subject disciplines from the outset, ensuring students attain and achieve to their full potential.

6.34 These six members of the teaching team will each take responsibility for a Tutor Group and will work together to ensure every student achieves the best they can and makes progress continuously throughout the year. They will have pastoral responsibility as well as playing a major role in delivering the teaching programme for that Year Group. This structure will help to create a real sense of community within the school and enable teachers to get to know their students well.

6.35 Each Year Team of tutors will be headed up by a Year Team Leader. In the first year, this will be the Deputy Principal. The Principal and the Deputy Principal will cover the roles of SENCo and IB Coordinator between them for the first two years.

6.36 We will also need as support staff a lab technician and two teaching assistants. The lab technician will be part time as there will only be 16 hours of Science. The Principal will also have to do some teaching. The Business Manager and administrative staff will probably need to double as IT support. This will represent a cost-effective approach to initial staffing requirements.

6.37 Each teacher will teach a maximum of 20 hours plus a maximum of five 5 hours Personal Time, in which students undertake personalised projects supervised by their Tutor to meet their needs and abilities. However, we require 112 periods in total (teaching groups of 25) so there will be some slack for planning both lessons and expansion.

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6.38 For example, the English Curriculum Team Leader (CTL) will teach 12 hours of English plus five hours' Tutorial/ Personal Time plus four to six hours in a second subject. The implication is that everyone will teach Humanities at this stage. The scientist and the mathematician could both teach Technology. We could, for example, have teaching groups of 25 and Personal Time tutorial groups of 20. This sweetens the pill of a high teaching load and puts the periods required up to 117.

Year 2 (2014)

6.39 The maximum requirement is 234 periods of teaching time, which is the equivalent of 10 teachers with some slack. We would not at this point appoint a third member of the leadership team, but maximize the teaching appointments. Thus a good idea might be Head of Humanities, second language teacher, a second scientist with a different specialism and capable of teaching maths, plus one other teacher dependent on what the others could not offer, and an EAL specialist. We need 10 staff to cover Personal Time in groups of 20, plus a part timer. We will also need double the education support staff at this point. We do not anticipate doubling the admin staff until Year 3.

Year 3 (2015)

6.40 The big expansion of the school begins in this year, with Years 7, 8, 9 and 12 now in place. This is the time to appoint the third member of the Leadership Team. The new appointment, a second Deputy or an Assistant Principal, will now take responsibility for the IB Diploma. We will probably want to have this person in post from Easter 2014 to set up the programme. Twenty-three teachers are needed. There is some slack (3.6 hours) but this will be used for planning time for CTLs and reduced timetables for the Leadership Team.

6.41 Tutor Groups will remain small. The SENCo will also now have a full role and be leading the team of support assistants in consultation with teaching staff. The EAL teacher would also have a language assistant. At this point our staff make-up will be as follows:

- 2 English,
- 3 Maths/Computer Science,
- 4 Science,
- 2 History, Geography,
- 3 Languages,
- 2 Technology,
- 2 PE (1 male, 1 female),
- 1 Art,
- 1 Music/Drama,
- 1 SENCo,
- 1 EAL specialist
- plus the Leadership Team.

Some of these teachers will also be Tutor Group Year Team Leaders.

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Year 4 (2016)

6.42 Here again we add two year groups. The total number of periods required rises again and the number of staff needed will increase to 35, which requires expansion in all departments. It is difficult to fine tune this as the needs of a student body that is still not recruited is hard to define in detail. The subject choices of the new Year 12 and the Year 10 cohort may mean that the Leadership Team will have to do the fine tuning within the total staffing parameters. One of the three Senior Leadership Team (SLT) members will have to implement GCSE option choices for Year 10 students.

Year 5 (2017)

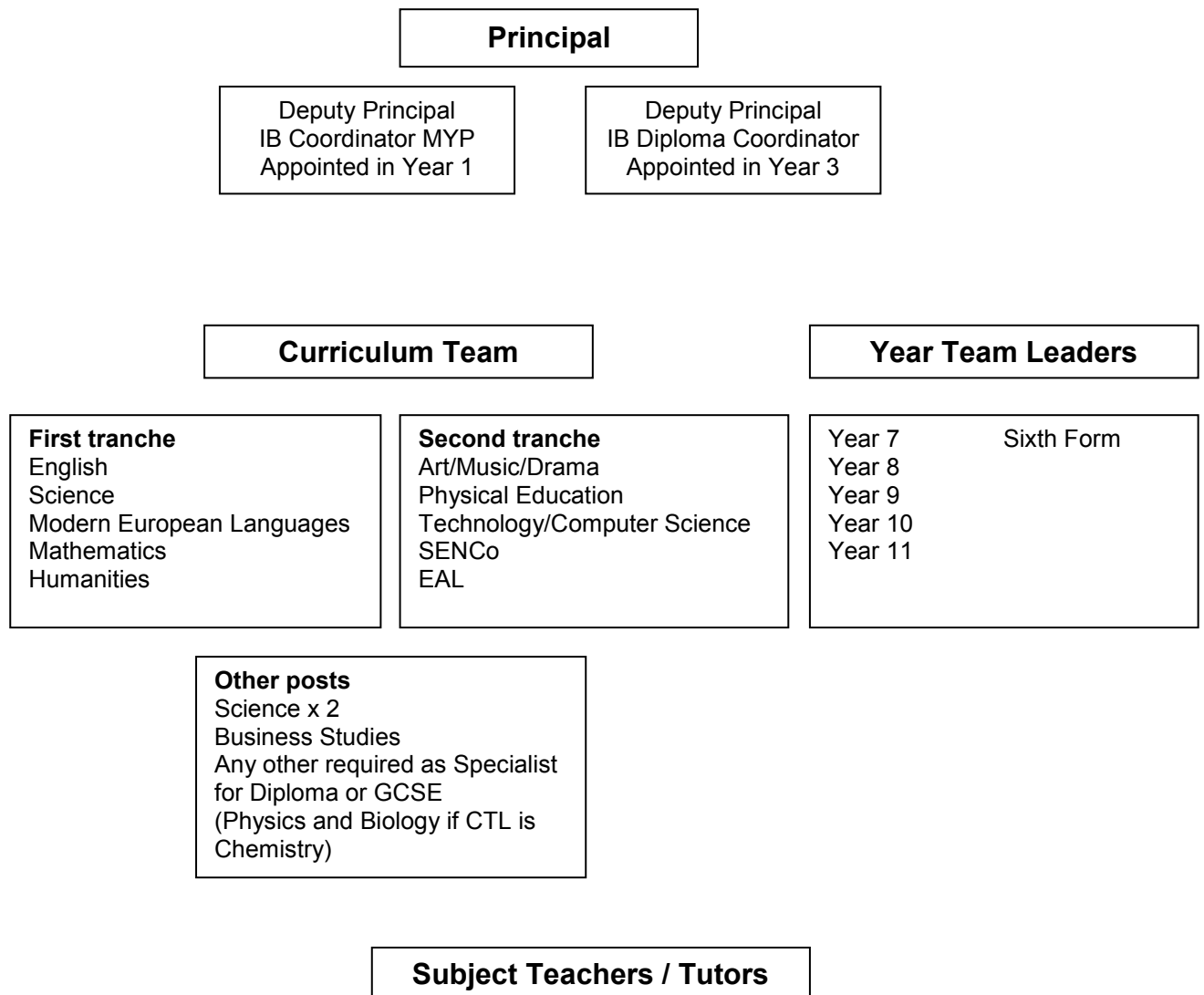
6.43 The Academy will now be at full capacity and will need a staff of 42. At this point there may well be a need to expand the Leadership Team, perhaps adding a Head of Sixth Form who will take over responsibility for the IB Diploma from the member of the SLT appointed in Year 3.

6.44 This staff structure marries with our Financial Plan, allowing for the right balance of staff with the necessary specialisms, breadth of subjects and responsibilities to deliver our education vision in a financially viable way,

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Teaching staff structure

Figure 10: Teaching staff structure for the International Academy of Greenwich



6.45 While it is not possible at this stage to finalise the teaching staff structure as there are many imponderables around the different subjects individual teachers will be able to offer and how the cohorts might vary in linguistic and other ability and needs, this staff structure marries with our Financial Plan. It is also a well tried staffing structure that most schools use. We would expect to pay the “going rate” for teaching and learning responsibilities.

6.46 Financial viability in the early years is predicated on support and administrative staff performing multiple functions and teaching staff taking on responsibilities in addition to teaching. Some teaching staff will teach several subjects. We also hope to make savings by recruiting a full-time SENCo and second Deputy Principal later than envisaged in the financial plan. However, we remain convinced that there is the right balance of staff and the flexibility within the

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staffing framework to deliver our vision to provide an excellent international education with top quality teaching in languages as well as the other subject areas in the International Baccalaureate model.

The Senior Leadership Team

- 6.47 The Senior Leadership Team (SLT) will eventually consist of at least four members, the Principal, two deputies and the Business Manager. The presence of the Business Manager is to make sure that the important work of staff other than teachers is line-managed in accordance with the agreed policies and practices of the Academy and that these are affordable.
- 6.48 The main function of the whole team is leadership of the Academy, ensuring that policies are carried out, systems are maintained and that new developments are not only planned and initiated but also implemented, evaluated and incorporated into working practices. This gives the whole staff a supportive structure in which to work.
- 6.49 All will work flexibly and it is assumed they will change their role in response to the needs of the Academy's development. All will have the opportunity to step outside "job descriptions" in pursuit of personal development. All will attend Governors meetings and sub-committees as needed. A key part of the role is to model and articulate the Academy vision.
- 6.50 The Business Manager will be responsible for the infrastructure that supports the teaching and learning. This will include oversight of IT staff, premises staff, and administrative staff with the possible exception of the Principal's PA and the Language Centre. It will also include finance so that the Academy budget stays on track as well as making sure that all HR needs are met. It is not envisaged that learning and language support assistants will fall under this remit. Their work will be overseen by teaching staff in particular the SENCo, the EAL teacher and the Head of Languages. Lab Technicians will be line managed by the Head of Science.

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Roles and responsibilities of the Principal and Deputies

6.51 The **Principal** is responsible for all aspects of the life and work of the school and its place within the community it serves.

6.52 Their main tasks will be:

- Providing leadership for the work of the school and developing its philosophical framework and aims.
- Coordinating and integrating the work of the school as a whole through the work of Deputy Principals, Assistant Heads, Curriculum Team Leaders and Year Team Leaders.
- Leading and enabling others to lead innovation and change which moves the school forward.
- Organising and controlling systems and structures for the management of the curriculum, pastoral care, and special educational needs.
- The evaluation of the effectiveness of policies, systems, methods and people within the school.
- Forward planning, assessing and deciding priorities.
- The overall management of resources, within the school, both financial and human.
- All personnel matters, selection, supervision, discipline, and performance management of staff.
- Relationships with the Governing body, communicating and reporting to them on the work of the school.
- Communicating with and relating to parents and the community in general.
- Management of relationships with external organisations.

6.53 There will be two Deputy Principals (or one Deputy Principal and one Assistant Principal), with the first (Deputy Principal 1) being appointed in Year 1 and the second (Deputy Principal 2) in Year 3 of operation.

6.54 The key tasks of **Deputy Principal 1** will be to:

- Take responsibility for the quality of teaching and learning - work with other members of the Senior Leadership Team and the wider staff to implement our policies for teaching and learning, with a particular focus on bilingualism, working with them to ensure that the curriculum is relevant to the needs of all students whatever their abilities.

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- Take a lead in reviewing the work of curriculum teams, ensuring that quality feedback is given to them. Ensure that there is a rolling programme of appraisal that involves all staff,
- Lead and manage the staff development programme within the Academy, organise Professional Training day and ensure that we gain Investors in People status.
- Take responsibility for the timetable and undertake the curriculum analysis and the returns to the Department for Education. Ensure that the suite of computer programmes that support the school organisation and the student database are well understood.

6.55 The key tasks of **Deputy Principal 2** will be to:

- Coordinate student assessment within the school, working with other members of the Senior Leadership Team, Curriculum Team Leaders and Year Team Leaders. Analyse all the data we hold about students and their potential and disseminate it to staff and ensure that students are assessed on entry to the school in Year 7.
- Ensure that all staff are given relevant INSET regarding assessment, recording and reporting and that the school's whole system of assessment, recording, reporting and monitoring of achievement is understood and implemented by all staff. This is so that learning and teaching are more effective.
- Take responsibility for the quality of teaching and Learning, including overall responsibility for progression and developmental learning of all students. Ensure support for students and organise work checks.
- Ensure that students are entered for the most appropriate examinations and that everything possible is done to support their achievement. Analyse and evaluate the outcomes. and disseminate to staff.
- Set up the IB Diploma programme and implement it in its early stages.

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Middle leadership

- 6.56 The purpose of the proposed staffing structure is to make sure that the academic needs and skills as well as the pastoral and developmental needs of students are met.
- 6.57 **The Curriculum Team Leaders** (CTLs) will be responsible for ensuring that their subject staff follow the Scheme of Work fully and plan and deliver high-quality lessons that are differentiated to meet the needs of students. They are expected to be up to date and conversant with both the demands of the IB MYP and Diploma as well as GCSE. They will also produce an improvement plan annually. They will be line managed by a member of the SLT. It is envisaged that they will be appointed in tranches as the Academy grows.
- 6.58 **Year Team Leaders** will be responsible for ensuring that Tutors use the assessment results to plan and deliver high-quality differentiated personal time programmes for their tutees. These Tutors are also subject teachers. They will also ensure that the development of students is mapped against the IB Learner profile and will ensure that reports to parents are quality documents. They will be line-managed by a member of the SLT. They will be appointed yearly as each new cohort enters the Academy. Based on assessment data, they will be responsible for ensuring that students in their care meet their target minimum grades.

School Council

- 6.59 We believe the capacity and capability of our Academy will be much enhanced by ensuring a structure is in place to allow students, parents and other stakeholders a full voice in helping shape activities and creating a forum where issues can be openly discussed. Not only will this give students and parents a voice in the school, but it should also ensure that there is a way of maintaining a sense of ownership among parents and children. We want them to know that it is their school and that everyone has a contribution to make in mapping its future and making sure it is as good as it possibly can be.
- 6.60 It will be a joint responsibility of school staff and of Governors to engage with the council structure in an active way, led by the Principal and the Chair of Governors.
- 6.61 We envisage a number of parts to this structure:
- **Students' Council** – representatives from each Tutor Group would meet once a week with a clear agenda to discuss and make sense of feedback from the student body about current issues and challenges. Once issues have been identified, the Council will probably wish to form smaller working groups to focus on particular matters that arise.
 - **Parents' Council** – representatives elected by parents would represent each Year Group. Meeting less frequently (perhaps once a month), their agenda would be to gather parental feedback and help make sense of

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parents' views and suggestions for improvement. This Council is also likely to appoint working parties to take forward particular issues for development, particularly issues that can be solved by mobilising and involving parents. Our vision is that the Academy should encourage active involvement of parents and guardians in school life and the Council will be responsible for finding ways of making this happen.

- **Staff/Professional Council** – as the Academy grows, it may be helpful to start a parallel body for staff so that they can also engage as stakeholders in the development of the school. This may well be opened up to service providers, suppliers and freelance staff who work for the Academy. Once again, the idea would be to have a simple structure in which staff views could be gauged and ideas sought for improvement and development.

6.62 Once a term we would hold a full School Council meeting at which the three bodies would meet to report their work over the term and their plans going forward.

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F5: Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with your proposed staffing structure and education plans.

Recruiting the Principal

- 6.63 Appointing a Principal is said to be the most important decision a Governing Body ever makes. We see as crucial to the success of the school finding and hiring a Principal who shares our vision, builds on it and brings it to life with our complete support.
- 6.64 Key to the post is that the Principal will be given a great deal of autonomy and must therefore have the confidence and initiative to thrive in that environment.
- 6.65 Mindful of the term's notice period that existing heads will be required to give and the half a term required of other teachers, we intend to embark on the formal recruitment process as soon as we have won outline approval, while putting out feelers for candidates before then.
- 6.66 We would aim to have a Principal Designate in place by early 2013 for a September 2013 opening in order for them to help in the implementation process.
- 6.67 Many of the Directors and Members of the Company have been involved in processes of selection and recruitment within corporate and public sector environments as well as in headship appointments in schools. We will design an open and fair process which employs every method we have found helpful in other settings in education and elsewhere.
- 6.68 We will construct a robust and professional process for the recruitment of the Principal as we expect there to be a considerable interest in leading such an innovative and interesting school model. We will take every opportunity to take advice from bodies such as the National College for Leadership of Schools and Children's Services, and Future Leaders on finding a suitable candidate. We will look for candidates who hold the National Professional Qualification for Headship (NPQH).
- 6.69 We will also mobilise our contacts to offer us support in the selection process. Our marketing strategy will also support our search for an inspirational Principal and it is our aim to place articles about our proposed school in prominent publications to attract interest before advertising the post. Recruitment will be more successful if the school generates a high profile, for example, in the Times Educational Supplement. Posts will be nationally advertised and will have clear job descriptions, person specifications and selection criteria.
- 6.70 In the selection process for the Principal we intend to set up a significant degree of contact and interaction with teachers and children in another school (or schools) in order to help assess candidates. We will ensure that we make feedback from these exercises a significant part of the selection process. An

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example of this might be to ask candidates to give an assembly about the school to a group of Year 6 pupils in a primary school. Another might be to discuss with a group of teachers at a secondary already using the IB Middle Years Programme the issues and problems associated with engaging pupils in this approach in a non-selective school environment. Candidates might then have the task of making a report to the selection panel about their discussions and offer their conclusion. Concurrently the teachers would be asked to assess the candidates.

The role of the Principal in the implementation phase

6.71 The Principal will define the character of the school in the implementation period and we see their role as crucial in that.

6.72 Their key tasks will be to:

- Get to know the characteristics of the first student cohort, their parents and the Academy's surrounding environment.
- Organise the Academy environment and the equipment needed for a successful opening.
- Present to the Governing Body all needful and statutory policies and agree with them how they will be implemented.
- Sell the Academy vision to all stakeholders, prospective staff, students, parents, neighbours and primary schools.
- Write job descriptions for staff and an action plan for the development of the first years of the Academy.

6.73 We will expect the Principal to take a strong lead in defining the staffing structure of the school as it expands and in developing a robust selection process to find the talented staff we need to make the school achieve its potential. Since the Principal will be accountable for the success of the school as a whole they will be of a calibre to lead this process. They will also need to recruit staff in whom they have the confidence to do what is necessary to deliver the vision of the school.

6.74 The Principal will also take a role in the marketing of the school to parents and prospective pupils, addressing meetings, attending public events and giving interviews to national and local media. We also anticipate that they will write a blog for the Academy's website. As such, we will be seeking a Principal who has a "stage presence", is at ease with the media and has an excellent command of the written word.

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Recruiting staff

- 6.75 We will expect the Principal to take a lead in recruiting staff.
- 6.76 We will explore similar channels for recruiting teachers as for the Principal. We will also make contact with teachers who have already been in touch with us directly to express their interest in The International Academy of Greenwich.
- 6.77 We believe it is important that all selection and recruitment processes echo the process of selection used with the Principal's post – that candidates are observed interacting with real students. We anticipate students giving feedback on candidates' performance as teachers and that candidates will be asked to demonstrate in practical tasks their ability to use their skills and knowledge.
- 6.78 We envisage structuring an assessment process which will become the standard way of selecting staff for our school. Getting good feedback from students of all types about their teaching, their attitude to young people and their enthusiasm for their subject will be crucial characteristics of the selection process.
- 6.79 Staff will be selected both for the specialisms and other subjects they can offer and their proven ability to teach a wide range of students, both high achieving and highly motivated and those less so. They will also be chosen for their ability to develop excellent relationships with students and with other staff. Essential will be that they are expert in and enthusiastic about their subject or subjects.
- 6.80 We wish to find teachers who are happy with an ethos in which they have the job to facilitate great learning – not simply teach - and have proven ability to deliver this. We expect them to be extremely open to feedback and observation and to have the confidence and ability to encourage other adults to join the learning environment in their classes without hesitation. We will also be looking for reflective and passionate teachers and other staff who are prepared to sign up to the vision we have for an innovative and exciting educational environment.
- 6.81 We see the challenge of teaching the IB Diploma which we propose to introduce in our third year of operation as a factor in attracting high-quality teaching staff.
- 6.82 Our plan is to recruit a Business Manager in the pre-opening phase. We will expect this individual to have as a minimum requirement the Certificate of School Business Management and appropriate experience. They may come from a private or public sector background. Once again, we will mobilise our contacts in the field of finance, in particular education finance, as well as advertising in the national press.

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Governors

Table 13: Prospective governors as at 24 February 2012

██████████

6.83 At present Greenwich Academy Trust has four Directors/prospective Governors of the school. These are ██████████, Chair, ██████████, Treasurer, ██████████, Secretary, and ██████████. All are currently Members of the Company.

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Identifying and appointing Governors

6.88 The Members of Greenwich Academy Trust will be responsible for appointing further Governors. The current prospective Governors will be joined on the Governing Body by parent representatives, community representatives and representatives of sponsors or supporting organisations. In particular, we want to ensure that we recruit Governors with financial, education and SEN experience.

6.89 A number of parents have experience of school governance and have declared themselves willing to join the Board of the International Academy of Greenwich. These include a parent who attended an IB school and who has responsibility for SEN as a governor at her son's primary and a multilingual lawyer/diplomat with the Foreign and Commonwealth Office whose children are already studying in an IB school. We are confident that a number of parents will be strong candidates for the Governing Body.

6.90 We are also confident that through our Company and current project team (which have strong contacts within the world of education and elsewhere) and via our database of more than 600 parents and other supporters that we have a network capable of making contact with other individuals who could prove an asset to the Board of Governors.

6.91 Beyond that, during the implementation phase we intend to target international companies based in London – in particular, nearby Canary Wharf - as well as embassies and other bodies representing the interests of foreign nationals living in London, with a view to recruiting them as “community supporters” of our project. We believe that this may yield Governors with the necessary competencies and expertise to supplement, complement and enhance the skills and experience of existing Board Members.

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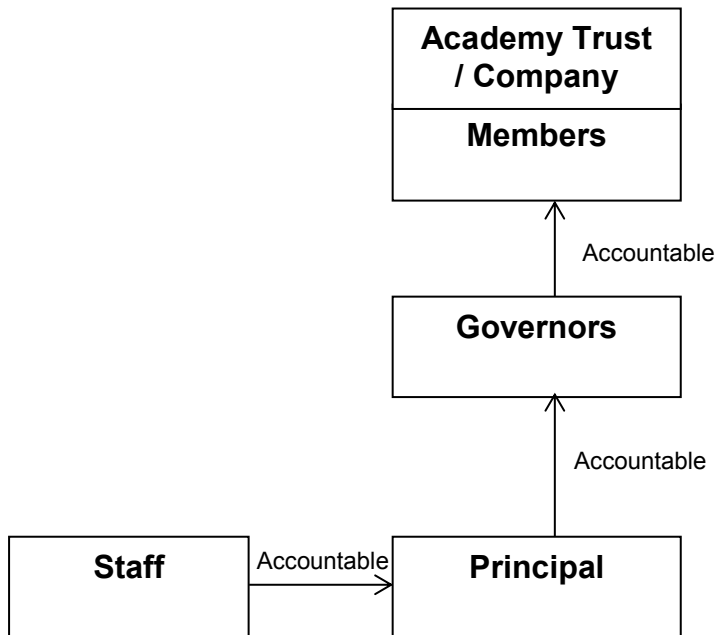
- 6.92 This strategy will be realised with the help of Directors and Members of the Company, members of the project team and parents, especially those employed by international companies or organisations based in London.
- 6.93 The Principal will be a member of the Board of Governors in an *ex officio* capacity. Staff will be entitled to attend Governors' meetings but may be excluded when staffing or disciplinary issues are discussed. Thus staff governors are not currently envisaged to be necessary.

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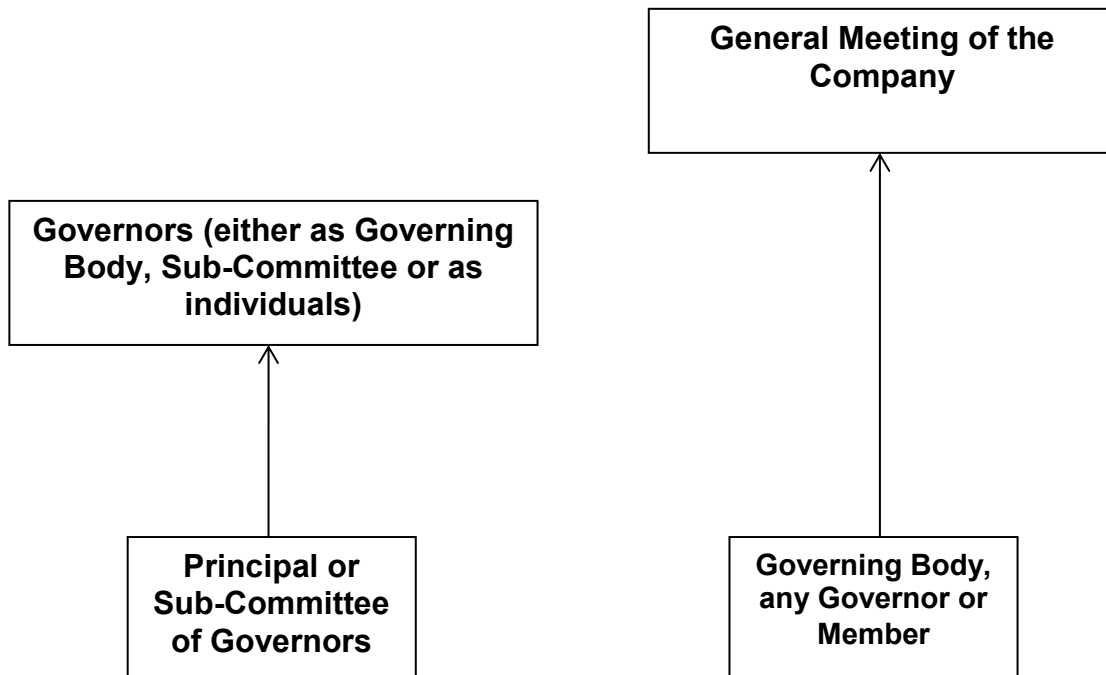
F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.

Figure 11: Legal structure of Greenwich Academy Trust

Legal Structure and lines of accountability



Escalation process



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Structure of Greenwich Academy Trust

- 6.94 The Academy Trust has been constituted as a company limited by guarantee and thus registered with Companies House (“the Company”). The Company will be managed in accordance with the relevant Companies Act, and under other statutory requirements. Should Free School status and funding be granted, the Company may also register with the Charities Commission.
- 6.95 Members, who are similar to company shareholders or trustees, are clearly distinguished from Directors. The Members of the Company are currently persons interested in the company, and include four Directors (one of whom is the Chair of the Governing Body). They may later include a person appointed by the Secretary of State for Education, and further appointees.
- 6.96 The Directors of the Company are also the Governors of the School. Decisions of the Company (and therefore the School) will be made collectively through a Board of Directors referred to as the Governing Body; although in practice many of these decisions will be delegated to the Principal.
- 6.97 Membership of the Governing Body will be increased to include principal sponsor appointees (if a sponsor is found), parent Governor (elected), Local Authority Governor, and the Principal (*ex officio*). Other Governors might include persons co-opted onto the Governing Body.
- 6.98 The Academy Trust must have a minimum of three Governors – two parents and the Principal. However, in practice we anticipate having between seven and 12 Governors, the majority of whom will not be Members of the Company.
- 6.99 The Members meet for General Meetings, which are also attended by Governors in their roles as Directors. The Governors meet at Governors’ Meetings and through sub-committees. Members and Governors also communicate between themselves as required.

Lines of accountability between the different stakeholders

- 6.100 Figure 11 above demonstrates the chain of accountability within the structure of the Academy Trust. This operates as follows:
- Staff are directly accountable to the Principal, and no other person
 - The Principal is directly accountable to the Governing Body, with whom most of their contact will be conducted. The Principal will also be a member of the Governing Body. Where this may result in a conflict, relevant actions will be taken (for example, the Principal will be required to abstain from any decisions relating to his/her pay and conditions).
 - The Governing Body is accountable to the Academy Trust (through the Members).
 - The Members of the Academy Trust are under statutory duties, meaning that they are accountable under the law, and under certain specific obligations to the Secretary of State.

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Methods of escalation between stakeholders

6.101 We are aware that a clear escalation process provides stakeholders with clarity as to when and how they should seek further input on decision-making.

6.102 As a general principle:

- The Principal will decide which matters require escalation to the Governing Body or a relevant sub-committee. However, the Governing Body may require matters that it considers appropriate to be escalated.
- Governors and Members have the right to call General Meetings of the Company and can use this forum to require matters to be escalated to be decided at that level. In practice, it is envisaged that most matters which are escalated will go to the Governing Body or a sub-committee, and that General Meetings will be required only for escalation of very significant aspects of the Academy Trust's business.

We acknowledge that these concepts are new to some of the stakeholders and will therefore publish more detailed guidance on these arrangements.

Roles and responsibilities of the Company Members

6.103 The roles and responsibilities of the Company Members include:

- Overseeing the achievement of the company's objectives. Specifically, this means ensuring the delivery of the outcomes and responsibilities as laid out in the funding agreement with the Department and any other agreements or contracts which the Company may decide to enter into with sponsors, partners, service providers and others.
- Taking part in Annual and other General Meetings.
- Appointing some of the Governors.
- Appointing a Secretary to the Company, a bank and auditors.
- Signing off the Company's financial accounts and annual report.

6.104 If, as is likely, the Company decides to register as a charity the Members will also be responsible for ensuring that the Company fulfils its charitable purpose and does not do anything which might prejudice the conditions of charitable status.

6.105 We are well aware that the Members will have less practical involvement in the management of the Company (Academy Trust) than the Governors (Directors). Members will each need to accept and adhere to their own roles and responsibilities and not interfere in operational matters. At the same time we expect them to be well informed, and show interest in and support for the work of the school and children's progress.

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Roles and responsibilities of the Governing Body

6.106 The Governing Body will manage The International Academy of Greenwich on behalf of the Company (Academy Trust). The key roles and responsibilities of the Governors (Directors) are strategic, and include:

- Ensuring the quality of educational provision.
- Setting a strategic framework for the School, with policies and targets for delivering on the strategy
- Challenging and monitoring the performance of the school through the Self-Evaluation Form and the School Development Plan.
- Managing the Academy Trust's finances and property. The Governors bear responsibility for ensuring that the Company remains financially viable and submits accounts in an acceptable form both to Companies House and to the Department for Education
- Employing staff.
- Exercising reasonable skill and care in carrying out their duties.

6.107 We understand the Governing Body's responsibility to scrutinise, challenge and support those managers and professionals leading the school, in particular the Principal, in order to help them achieve the highest possible standards both in the eyes of the State as funder, the parents and children (who are the major stakeholders) and other stakeholders. This is achieved by acting as a "critical friend" of the School.

6.108 Governors, like Members, will need to accept and adhere to their own roles and responsibilities and not interfere in operational matters. At the same time it is vital that they be well informed, and show they are interested in and supportive of the work of the school, particularly with regard to children's progress.

6.109 In practice, we envisage that the Governors will form a number of sub-committees to focus, for example, on curriculum/ teaching and learning; finance, compliance and premises; pastoral and disciplinary matters. Members and staff may be regular attendees at these committee meetings.

Roles and responsibilities of the Principal

6.110 The Principal will be responsible for the internal organisation, control and management of the School. The Principal's role is to implement the strategic framework set by the governing body.

6.111 In implementing the strategy, the Principal will formulate aims, objectives, policies and targets which will be referred to the Governing Body for adoption.

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Conflicts of interest and independent challenge

- 6.112 Potential conflicts of interest will inevitably arise between the different stakeholders involved in the School. By conducting the business of the School in an ordered way (following the arrangements prescribed by the Articles of Association and statute, ensuring that separation of the various powers is achieved, aspiring to the highest level of corporate governance), we believe that we will be able to identify conflicts before they arise.
- 6.113 Where such conflicts are foreseen, they will be managed either by following the specific guidance in the Articles (for example, the scenario whereby a Governor is appointed as an employee); by open discussion (generally led by the Chair of the Governors); or, if necessary, through involvement of external advisers. Ultimately, the School will seek to ensure that an objective view is taken on all matters, and that those with executive functions or other authority are independently challenged. Where conflicts actually occur in practice, then actions may need to be taken by the relevant authority (Governors or Members) to correct them.
- 6.114 Through our wide and extensive experience of schools we fully understand the importance of separating the governance and the management of the school.
- 6.115 In particular, we fully understand that any Governor who desires to sell goods or services or be employed by the Academy Trust will be expected to be absent from any meeting in which this is discussed and would be unable to vote on the matter.
- 6.116 We will also be clear and unequivocal in insisting that no Governor or any company with which they are associated, or any other individual or organisation that has been in any way involved in this project will be awarded any contract or receive any remuneration for goods or services unless a fair and rigorous tendering process has been undertaken first.
- 6.117 We are aware that we have two married couples among the Members of the Company, and that another Member is married to a Director. In the event of a vote affecting one spouse, the other would be expected to abstain.
- 6.118 Given that we have a sufficient number of other Members of the Company who have no relationship with another Member, we do not envisage that the presence of married couples will present a problem within the Academy Trust. We also intend actively to seek further Governors and Members. They will help redress the balance of the Board and obviate any potential conflicts of interests that may previously have been present.
- 6.119 Furthermore, the involvement, particularly in the implementation phase, of a variety of stakeholders, including the Directors, the Members, the Principal and other staff once appointed, and outside agencies and contractors, including the Department for Education and Partnerships for Schools, will help ensure independent challenge.

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6.120 However, if necessary, the Academy Trust will seek independent professional advice to help resolve any conflict of interest.

Section G: Initial costs and financial viability

Section H: Premises

Possible site options

- 7.1 Members of our team identified buildings which might accommodate 450 secondary-age students by touring the Borough, asking parents to contact us with any possibilities, conducting online searches and talking to agents. Preference was given to premises close to transport links and those with outside space. However, the proposers plan, if necessary, to negotiate the use of sports facilities belonging to a local independent school.
- 7.2 We considered school buildings, office accommodation and industrial units. We ruled out industrial units as those available at the time of the search were concentrated in areas which would present a danger to children. Premises which were for sale and to let were considered. We also looked at temporary as well as permanent solutions, and researched premises that were not on the market but which might become available or where the freeholder might be open to offers.
- 7.3 The commercial property team at [REDACTED] provided advice on a *pro bono* basis.
- 7.4 We discussed premises options with the Assistant Director of Strategy at Greenwich Council.
- 7.5 Partnership for Schools evaluated site options on 20 May 2011 in advance of our previous application to open in 2012 and advised us on their suitability. However, both our preferred site at that time and several others are no longer available. Table 25 only includes current options deemed viable in terms of size, adaptability and possible cost.
- 7.6 We have not entered into any negotiations.

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Table 25: Summary of possible site options

Site	Address	Current use	Current freeholder	Availability of site and nature of its tenure	Site size (m ²)	Transport links
1	Blackheath Bluecoat School, [REDACTED],	Secondary school (scheduled for closure)	[REDACTED]	Leasehold. Not currently available. Phased closure planned 2013-2014	Room for 900 students (481 on roll in Sept 2011)	Rail (Westcombe Park 750m, connecting with DLR and Thames Clipper at Greenwich Cutty Sark), buses (89, 178, 386), road A102/A2 to Blackwall Tunnel
2	Woolwich Polytechnic building, [REDACTED],	Empty. Used to be occupied by University of Greenwich. D1 use	[REDACTED]	For sale freehold	5,080 (but part of much larger Island Site comprising c12,140 in total which can be made available)	Rail (Woolwich Arsenal), DLR (Woolwich Arsenal), buses (17 different routes), Thames Clipper, Crossrail (2018 earliest)
3	Eltham Foundation School site, [REDACTED],	Secondary school; and administration for the Local Authority Education Department	London Borough of Greenwich	Surplus space could accommodate another school.		Bus (122), rail (Eltham 15-20 minute walk)

Our preferred site

Table 26: Details of our preferred site

Address of the proposed site	Blackheath Bluecoat Church of England School, [REDACTED], [REDACTED]
Current use of the proposed site	Secondary school
Current freeholder of the proposed site	[REDACTED]
Brief description of the site including size (in sqm) and the proposed student numbers	Capacity: 900 pupils. Usual secondary school facilities, including 4 state-of-the-art ICT suites, music technology centre, sports hall. Also a chapel, a dedicated 6 th form centre and library/information centre. Proposed student numbers for International Academy of Greenwich: 620 by 2019 with possibility of primary section to create an all-through school.
Availability of the site and the nature of the tenure	Site not yet available. School scheduled for phased closure beginning 2013, finishing 2014. Probably leasehold.

7.7 This is our preferred site because it:

- is large enough for our purposes and is a dedicated secondary school premises with good facilities;
- would be large enough for us to consider opening a primary section sooner rather than later, fulfilling our ultimate aspiration to open an all-through school offering a thorough grounding in languages and an international education;
- is likely to offer value for money as minimal conversion is needed;
- is well served by buses from different areas of South East London, and links with East London north of the Thames by road via the Blackwall Tunnel;
- is situated close to wards highlighted in London's Poverty Profile as having pockets of extreme deprivation – Charlton, Woolwich Common, Woolwich

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Riverside, Eltham West and Peninsula⁶¹ - giving children from disadvantaged areas the chance to benefit from an excellent international education thanks to our proposed distance-from-home-to-school oversubscription criteria;

- will be able to offer the services of its Language Centre and other facilities to a community with high levels of deprivation;
- would replace an existing failing school with a much-needed alternative which is distinctive and imaginative in its vision and ethos;

7.8 Of the other two sites on our list, **Woolwich Polytechnic** is the next most viable, as it has excellent transport links, large classrooms and a sports hall, is being sold with vacant possession and is in a location which firmly roots it in the local (none too affluent) community. However, it has limited outside space.

7.9 We are also fully aware that the market could change substantially over the months to come. We are committed to taking a flexible, pragmatic approach to premises which prioritises value for money.

7.10 With this in mind, we are interested in exploring the possibility of using any spare capacity which could become available at the **Eltham Foundation School site**, which has extensive accommodation inside and out, and in return sharing some of our resources, notably those offered by our proposed Language Centre. At the same time we recognise that there are issues around inaccessibility of this site for students drawn from a wide catchment, oversupply of secondary schools in the Eltham area and the potential for rivalries or other management issues developing between different schools on the same site. In addition, the school is currently consulting on becoming a Harris Academy.

Capital investment

7.11 We currently have no additional sources of funding available to us to support site acquisition. That said, we are pursuing a policy of approaching global companies based in East and South East London to enlist their support. We anticipate that there will be significant corporate encouragement for the International Academy of Greenwich and will certainly aim to convert that good will into capital investment if at all possible.

⁶¹ <http://www.londonpovertyprofile.org.uk/indicators/boroughs/greenwich/>

Annexes: Background information

10.1 The following are included from our survey:

- Flyer giving information about the International Academy of Greenwich and the survey
- Winter 2011/12 parental support survey template
- Winter 2011/12 parental mini-survey template

10.2 The following tables from the spring 2011 and winter 2011/12 survey results are included for additional information:

- Children entering Year 7 in 2013 and 2014 by date of birth and postcode who said they would select the Academy as their first choice
- Geographic distribution of demand by Local Authority
- Languages spoken at home by children whose parents registered their interest
- Third and fourth languages spoken by French/English and German/English speakers
- Reasons parents gave for wanting the Academy
- Selection of quotes from parents who completed our surveys 2011/2012

10.3 We have included the following as background information as these data helped inform our thinking and also give the local context in which we propose to set up the school:

- Performance of local secondary schools in Greenwich
- Locations of existing secondary schools in Greenwich
- Comparison of Greenwich with neighbouring Boroughs

10.4 The following are included to further support our proposal:

- Benefits of language learning
- International Academy of Greenwich marketing strategy
- Plans for public consultation

10.5 Finally we have attached as a separate Excel document:

- The Academy teaching staff plan



Calling all parents of children in years 4 and 5....

Do you believe there's a place for a **state-funded international secondary school in South East London?**

If so, you're in good company, because we do too. A group of local parents, teachers and educationalists is working to set up **The International Academy of Greenwich** with a **Year 7 intake in 2013**.

Our ambition? To offer pupils of all abilities and backgrounds:

- **Great teaching in modern European languages.**
- The chance to **mix with families who speak the language** you're learning
- **Strong links** with schools and universities abroad, and global companies in London and overseas.
- An excellent **international education**, combined with a focus on GCSE subjects that make up the new **English Baccalaureate**
- An open school which encourages **parents to take an active part** in their children's education
- A **commitment to great results for every child.**

Our aim?

- To turn students into **excellent communicators.**
- **Equip them for higher education** in the UK or beyond
- **Improve their job prospects** at home and abroad.
- Give them the **skills and confidence they will need to become global citizens** in the 21st century.

REGISTER YOUR INTEREST at [REDACTED] or call [REDACTED].

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Winter 2011/12 parental support survey

We are keen to hear from parents interested in a school which would offer their children an international education and superb language teaching in Greenwich. Please answer this survey, so that we can show the Government robust evidence of parental demand for our proposal to open a state funded secondary school with a Year 7 intake in September 2013. But if your child is much younger, don't be put off. We'd still like you to register your support, as it will bolster our case for an all-through school later.

For more information please email [redacted] or call [redacted] on [redacted]. Full details of the project appear at [redacted].

This information will be used to provide evidence of parental demand for our proposal to open a state funded secondary school in September 2013 starting with a Year 7 intake. It may also be shared with the Department for Education as part of the application process.

Would you include the International Academy of Greenwich as one of your choices for a secondary school?

- Yes Maybe No

Would you list The International Academy of Greenwich as your FIRST CHOICE of secondary school?

- Yes No

How many children do you have?

.....
.....

Please give their full dates of birth and indicate which year they will start secondary school.

.....
.....

What language(s) do they speak apart from English? Include languages spoken at home or to a high level.

.....
.....

What is your postcode? *(This will help us map out potential school areas based on need and community interest.)*

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.....
.....

Please give us your email address so that we can update you on our progress.

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.....

Why does your family/community want this school?

.....
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**Would you be interested in joining our campaign or assisting the school?
Please indicate any areas of expertise you have, or whether you would be
prepared to help spread word about the school within your community.**

.....
.....
.....

Signature.....

.....

International Academy of Greenwich

Winter 2011/12 parental mini-survey - URGENT

Thank you for completing our previous survey registering your interest in the creation of a secondary school specialising in languages (including French) and offering an international education in south-east London. The Department for Education is now asking for evidence that current year 4 and 5 parents would include The International Academy of Greenwich as their FIRST CHOICE of secondary school.

In the light of this change, we would ask you to fill in this mini-survey so that we have this crucial extra piece of information to support our proposal. IT IS VERY IMPORTANT THAT YOU DO THIS WITHOUT DELAY. If you don't reply, there is a danger that we will not be able to persuade the Government that parents really do want this school for their children.

Answering this does not place you under any obligation.

We may share the information you provide with the Department for Education as part of the application process.

Thank you for helping us provide proof of the strong need for this school and for giving us the chance to make it happen.

* Required

1. Would you list The International Academy of Greenwich as your FIRST CHOICE of secondary school? * Yes/No
2. Please give the date of birth of each child. * *This will help us cross-reference new information with our master data base.*
4. What is your postcode? * *This will help us cross-reference new information with our master data base.*
5. Please give your email address and telephone number. *This will allow us to keep you updated on our progress and contact you for further information, if necessary.*

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Tables of survey results

Table 27: Children entering Year 7 in 2013 and 2014 by date of birth and postcode who said they would select the Academy as their first choice

	Entering Year 7 in 2013		Entering Year 7 in 2014	
	Date of birth	Postcode	Date of birth	Postcode
1	03/09/2001	SW16	01/09/2002	DA17
2	04/09/2001	SE7	02/09/2002	SE3
3	06/09/2001	SE3	02/09/2002	SE8
4	10/09/2001	SE3	02/09/2002	SE3
5	10/09/2001	SE13	03/09/2002	SE14
6	13/09/2001	SE22	05/09/2002	SE15
7	15/09/2001	SE13	15/09/2002	E8
8	24/09/2001	SE12	17/09/2002	SE14
9	07/10/2001	SE3	30/09/2002	SE10
10	15/10/2001	SE14	02/10/2002	SE14
11	16/10/2001	SE3	06/10/2002	SE13
12	24/10/2001	SE3	09/10/2002	SE3
13	25/10/2001	SE18	26/10/2002	SE8
14	01/11/2001	SE10	05/11/2002	SE18
15	01/11/2001	SE8	05/11/2002	SE3
16	01/11/2001	SE7	06/11/2002	E16
17	13/11/2001	SE23	08/11/2002	SE3
18	21/11/2001	SE4	11/11/2002	SE12
19	22/11/2001	SE6	15/11/2002	DA9
20	23/11/2001	SE10	16/11/2002	SE3
21	28/11/2001	SE13	20/11/2002	SE8
22	04/12/2001	SE16	29/11/2002	SE28

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	Entering Year 7 in 2013		Entering Year 7 in 2014	
	Date of birth	Postcode	Date of birth	Postcode
23	23/12/2001	SE14	30/11/2002	SE12
24	31/12/2001	SE14	16/12/2002	SE10
25	03/01/2002	SE26	24/12/2002	SE18
26	06/01/2002	SE13	27/12/2002	SE12
27	09/01/2002	DA17	31/12/2002	SE3
28	25/01/2002	SE3	14/01/2003	SE13
29	02/02/2002	SE3	24/01/2003	SE9
30	08/02/2002	E17	24/01/2003	SE9
31	12/02/2002	SE12	25/01/2003	SE8
32	18/02/2002	SW12	26/01/2003	BR1
33	22/02/2002	SE4	28/01/2003	SE12
34	24/02/2002	SE3	29/01/2003	SE13
35	24/02/2002	SE3	29/01/2003	SE13
36	27/02/2002	SW8	10/02/2003	SE3
37	10/03/2002	SE26	15/02/2003	E14
38	16/03/2002	SE3	24/02/2003	SE3
39	16/03/2002	SE13	04/03/2003	SE12
40	25/03/2002	SE4	14/03/2003	SE13
41	29/03/2002	SE10	14/04/2003	SE12
42	06/04/2002	SE3	21/04/2003	SE4
43	09/04/2002	SE3	24/04/2003	SE9
44	18/04/2002	SE3	28/04/2003	SE6
45	18/04/2002	SE3	16/05/2003	SE18
46	20/04/2002	SE13	16/05/2003	SE18

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	Entering Year 7 in 2013		Entering Year 7 in 2014	
	Date of birth	Postcode	Date of birth	Postcode
47	28/04/2002	SE3	19/05/2003	SE2
48	06/05/2002	SE27	22/05/2003	SE9
49	06/05/2002	SE14	26/05/2003	SE10
50	22/05/2002	BR3	04/06/2003	SE3
51	31/05/2002	SE13	04/06/2003	SE3
52	01/06/2002	SE3	11/06/2003	SE7
53	12/06/2002	SE2	19/06/2003	SE13
54	20/06/2002	SE10	22/06/2003	SE4
55	20/06/2002	SE10	16/07/2003	SE13
56	26/06/2002	BR4	18/07/2003	SE3
57	11/07/2002	SE3	21/07/2003	SE8
58	25/07/2002	SE7	29/07/2003	SE2
59	02/08/2002	BR1	14/08/2003	SE3
60	26/08/2002	BR6	18/08/2003	SE3
61	xx/xx/2002	N16	18/08/2003	SE6
62	xx/xx/2002	LG10	27/08/2003	SE3
63	xx/xx/2002	SE15	27/08/2003	SE23
64			28/08/2003	SE10
65			31/08/2003	SE6
66			xx/xx/2003	SE6

Green text = twins

Red text = parents who did not give a full date of birth just the year of birth and the year their child would enter Year 7

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Table 28: Geographic distribution of demand by Local Authority

Local Authority	No of children	%
Greenwich	365	39.9%
Lewisham	280	30.6%
Southwark	38	4.2%
Bromley	32	3.5%
Tower Hamlets	31	3.4%
Lambeth	24	2.6%
Bexley	19	2.1%
Hackney	18	2.0%
Croydon	13	1.4%
Newham	8	0.9%
Tonbridge & Malling	8	0.9%
Maidstone	7	0.8%
Wandsworth	7	0.8%
Ashford	5	0.5%
Dartford	5	0.5%
Havering	5	0.5%
Kensington & Chelsea	5	0.5%
Tunbridge Wells	5	0.5%
Epping Forest	4	0.4%
Barking & Dagenham	3	0.3%
Gravesham	3	0.3%
Merton	3	0.3%
Thurrock	3	0.3%
Waltham Forest	3	0.3%
Enfield	2	0.2%
Luton	2	0.2%
Richmond upon Thames	2	0.2%
Sevenoaks	2	0.2%
Shepway	2	0.2%
Unknown	2	0.2%
Westminster	2	0.2%
Woking	2	0.2%
Ealing	1	0.1%
Medway	1	0.1%
Reigate & Banstead	1	0.1%
South Bucks	1	0.1%
Sutton	1	0.1%
Total	915	

Results from the survey based on the number of eligible children (or families) ie those who would enter Year 7 from 2013 onwards (the 915 children from the 609 families).

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Table 29: Languages spoken at home by children whose parents registered their interest

Language	Language 1	Language 2	Language 3	Total	%
French	479	34	1	514	47.4%
English only (monolingual)	153	0	0	153	14.1%
German	105	12	1	118	10.9%
Spanish	51	12	4	67	6.2%
Italian	25	12	3	40	3.7%
Arabic	5	23	0	28	2.6%
Portuguese	5	9	0	14	1.3%
Dutch	9	4	0	13	1.2%
Russian	2	10	0	12	1.1%
Bengali	6	2	0	8	0.7%
Danish	8	0	0	8	0.7%
Finnish	6	2	0	8	0.7%
Swedish	5	3	0	8	0.7%
Mandarin	6	1	0	7	0.6%
Turkish	2	5	0	7	0.6%
Lingala	3	3	0	6	0.6%
Serbian/ Croatian	6	0	0	6	0.6%
Yoruba	6	0	0	6	0.6%
Greek	5	0	0	5	0.5%
Polish	3	2	0	5	0.5%
Berber	0	0	4	4	0.4%
Estonian	4	0	0	4	0.4%
Japanese	2	2	0	4	0.4%
Fula	0	4	0	4	0.4%
Cantonese	1	2	0	3	0.3%
Igbo	3	0	0	3	0.3%
Madagascan	0	3	0	3	0.3%
Amharic	0	2	0	2	0.2%
Hindi	2	0	0	2	0.2%
Luxembourgish	0	0	2	2	0.2%
Norwegian	2	0	0	2	0.2%
Persian	2	0	0	2	0.2%
Shqip/ Kosovoan	2	0	0	2	0.2%
Slovakian	2	0	0	2	0.2%
Vietnamese	0	2	0	2	0.2%
Wolof	0	0	2	2	0.2%

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Language	Language 1	Language 2	Language 3	Total	%
Uzbek	2	0	0	2	0.2%
Afrikaans	1	0	0	1	0.1%
Gujarati	1	0	0	1	0.1%
Hebrew	0	1	0	1	0.1%
Hungarian	1	0	0	1	0.1%
Shona	0	1	0	1	0.1%
Thai	0	1	0	1	0.1%
Urdu	0	1	0	1	0.1%
			Total	1085	

Combined results (%) of languages spoken at home (children may speak up to 4 languages (including English))

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Table 30: Third and fourth languages spoken by French/English and German/English speakers

3rd and 4th languages of bilingual French/ English speakers	Number	%
Arabic	22	24.4%
Italian	11	12.2%
Spanish	9	10.0%
German	7	7.8%
Portuguese	7	7.8%
Turkish	5	5.6%
Berber	4	4.4%
Russian	4	4.4%
Fula	4	4.4%
Lingala	3	3.3%
Madagascan	3	3.3%
Amharic	2	2.2%
Luxembourgish	2	2.2%
Polish	2	2.2%
Wolof	2	2.2%
Swedish	1	1.1%
Thai	1	1.1%
Urdu	1	1.1%
Total	90	
3rd and 4th languages of bilingual German/ English speakers	Number	%
French	9	47.4%
Bengali	2	10.5%
Dutch	2	10.5%
Swedish	2	10.5%
Hebrew	1	5.3%
Mandarin	1	5.3%
Spanish	1	5.3%
Italian	1	5.3%
Total	19	

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Table 31: Reasons parents gave for wanting the Academy

Reasons for why families wanted our school	All families		Multilingual families		English monolingual families	
	Number	%	Number	%	Number	%
Bi/multilingual and international environment	311	60.3%	277	65.8%	34	35.8%
Because our school would be potentially offering the IB	86	16.7%	67	15.9%	19	20.0%
Wanting a good, local community school so their children could be educated within the Borough	47	9.1%	30	7.1%	17	17.9%
Because they wanted more choice for secondary schools locally	32	6.2%	14	3.3%	18	18.9%
Because it would give their children better job opportunities including working abroad	13	2.5%	11	2.6%	2	2.1%
Because their children would be able to study abroad	12	2.3%	11	2.6%	1	1.1%
Because there is a lack of secondary school places locally	8	1.6%	8	1.9%	0	0.0%
Because our school is seen to be taking a different approach, being innovative, supportive and small	7	1.4%	3	0.7%	4	4.2%
Totals	516		421		95	

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Selection of quotes from parents who completed our surveys 2011/2012

There is a real need for a community school in Greenwich because every year people are moving away from this area because they perceive the secondary schools to be inadequate for their needs. Also, we have a great number of children who are from bi-lingual backgrounds and they are not being catered for in mainstream or in private. Research has found that bilingual children have higher cognition, mathematical ability etc. I am an EAL and SEN specialist and I see a lack of knowledge of the value of languages by schools.

Dutch/French/Spanish speaking family, SE3 (Greenwich)

It is very important for us to get into a school where the second language and the importance of languages in general is acknowledged. IB programme is also an important aspect as it is highly regarded worldwide. It will open more doors for our children if they want to take higher education in another country than in the UK, it will be easier to meet the entry requirements.

Finnish speaking family, SE9 (Greenwich)

I would be very excited by a school which reflects the international nature of its city in its priorities and ethos. ...It's also vital that parents and children have more choice in the type of schools their children can attend in the city - at the moment its controlled by your financial situation or religion, or so it seems, so to have this choice would be invaluable.

French speaking family, SE12 (Lewisham)

I believe that the IB is a holistic way of teaching the curriculum. I also feel that foreign languages can be neglected somewhat in secondary schools. By focusing on languages and celebrating the children who are already bi-lingual I believe it will promote a positive attitude to language in the school and encourage the students to embrace a subject that is often difficult to teach and embarrassing to partake in when you are a teenager. I believe that knowing at least one second language fluently can greatly enlarge an individual's opportunities in life, expanding the job market that is available to them, enabling them to learn further languages more easily and helping them understand the structure of their own language. In addition now that tuition fees are coming into place across the UK British students may well want to apply to European universities who sometimes charge more reasonable fees.

French speaking family, SE6 (Lewisham)

This school will be an exciting opportunity for my children to be themselves, practising their languages, meeting other children with different cultures and languages and 'living' with them without any stigmatization.

French/Arabic/Berber speaking family, SE16 (Southwark)

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As an inner city secondary school teacher myself, I believe it is paramount for children from dual heritage to be given the opportunity to learn both their home language and English at a very high standard. It helps them developing on many levels. In addition, the need to develop a workforce able to communicate in foreign languages has been documented time and time again. At the moment, the only schools enabling children to learn foreign languages, English, and all the NC subjects for that matter at a competitive level are either selective schools or fee paying schools. How can children from deprived circumstances value education as a social mobility tool if they are not given the same opportunities as other wealthier children?

French speaking family, SE23 (Lewisham)

Greenwich is a natural area for families who work in Canary Wharf and the City, being one of the few affordable family residential areas in <30min commuting time. Many of our friends have however moved from Greenwich to W London (in particular Clapham) for the high-quality schooling on offer. Much of this population is international, and there is clearly a large and growing French population in Greenwich, including ourselves. We would value an international school very highly and believe that demand would be high, as with the French schools in W London and South Kensington.

French speaking family, SE10 (Greenwich)

We are an international family, both myself and my wife grew up in an international setting. I am German/Syrian and my wife is French. We are both trilingual and believe that this has been a huge advantage in our lives. We are bringing our kids up trilingually and would love to send them to a school that is allied to these values.

German/French speaking family, SE15 (Southwark)

Really hoping for a school with languages locally. Greenwich near to us. Children started this by finding leaflet and showing me. They really enjoy their languages at school and want to carry on.

English monolingual family, SE13 (Lewisham)

We would like our children to be in a small state school in a loving and caring environment. And of course it is a big plus if the school understands the extra challenge of bilingual children

Danish speaking family, SE3 (Greenwich)

I do not live in London currently but I grew up in the Borough of Greenwich (my parents still live there) and I can only imagine this would be a positive thing for the area. If the International Academy came into being, I would very seriously consider relocating in order for my child to attend.

German speaking family, TN4 (Tunbridge Wells)

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We believe true social integration can only be done through embracing the culture and languages of others. We see the advantage of foreign languages over academic grades.

Mandarin/Cantonese speaking family, SE18 (Greenwich)

There is a shortage of very good state secondary schools in Greenwich. There are no schools with an emphasis on languages. We have French connections in the family and additional French tuition would benefit the children. The proposed school would be of a reasonable size (i.e. not too large). My 6 year old nephew attends a bilingual English/German school (in Switzerland) and I have seen the benefits first hand.

English monolingual family, SE3 (Greenwich)

Performance of local secondary schools in Greenwich

Table 32: 2011 Performance⁶² of state secondary schools⁶³ in the Royal Borough of Greenwich

School (ward ⁶⁴)	% 5 A*-C GCSE grades including English and Maths	% achieving all English Baccalaureate subjects ⁶⁵	% pupils achieving A*-C in language component of English Bac ⁶⁶	Ofsted report grade	% receiving free school meals ⁶⁷
St Ursula's Convent School (West Greenwich)	86	32	81	Outstanding (Grade 1) ⁶⁸	13.9
St Thomas Moore RC Comprehensive School (Eltham South)	80	26	74	Good (Grade 2) ⁶⁹	7.7
Woolwich Polytechnic School for Boys (Thamesmead Moorings)	67	7	86	Outstanding (Grade 1) ⁷⁰	37.4
Thomas Tallis School (Eltham West)	63	12	63	Good (Grade 2) ⁷¹	23.3

⁶² Source: DfE: 2011 Performance Tables <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qtype=LA&superview=sec&view=aat&set=1&sort=&ord=&tab=51&no=203&pg=1>

⁶³ Source: PfS Free School Kit <http://fsk.partnershipsforschools.org.uk/>: Secondary schools are defined as: Community, Voluntary Aided, Voluntary Controlled, Foundation, City Technology College, Academy Sponsor Led, and Academy Converters. We have excluded: Community Special, Non-Maintained Special, Independent School approved for SEN pupils, Other Independent Special School, Other Independent School, Foundation Special School, Pupil Referral Unit, Sixth Form Centres and Special College.

⁶⁴ See Figure 4 for a map of the wards

⁶⁵ % of pupils who secured a C grade GCSE or above across a core of academic subjects including English, Maths, History/ Geography, the Sciences and a Language)

⁶⁶ Source: DfE: 2011 Performance Tables <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qtype=LA&superview=sec&view=aat&set=3&sort=&ord=&tab=90&no=203&pg=1>

⁶⁷ Source: DfE: 2011 Performance Tables <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qtype=LA&superview=sec&view=cqs&sort=&ord=&no=203&pg=1>

⁶⁸ Source: Ofsted, January 2010 http://www.ofsted.gov.uk/oxedu_reports/display/%28id%29/117401

⁶⁹ Source: Ofsted, July 2010 http://www.ofsted.gov.uk/oxedu_reports/display/%28id%29/124953

⁷⁰ Source: Ofsted, October 2011 <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/100187>

⁷¹ Source: Ofsted, June 2010 http://www.ofsted.gov.uk/oxedu_reports/display/%28id%29/122368

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School (ward ⁶⁴)	% 5 A*-C GCSE grades including English and Maths	% achieving all English Baccalaureate subjects ⁶⁵	% pupils achieving A*-C in language component of English Bac ⁶⁶	Ofsted report grade	% receiving free school meals ⁶⁷
Eltham Hill Technology College for Girls (Eltham North)	61	10	77	Satisfactory (Grade 3) ⁷²	24.7
Plumstead Manor / Negus School (Plumstead)	59	6	89	Good (Grade 2) ⁷³	31.2
St Paul's Academy (Abbey Wood)	57	21	41	Good (Grade 2 sustained from 2007) ⁷⁴	22.8
The John Roan School (Blackheath Westcombe)	51	11	82	Satisfactory (Grade 3) ⁷⁵	34.4
Blackheath Bluecoat CoE School (Kidbrooke)	50	1	24	Satisfactory (Grade 3) ⁷⁶	34.7
The Eltham Foundation School (Middle Park and Sutcliffe)	48	4	72	Inadequate (Grade 4) ⁷⁷	34.2
Corelli College (formerly Kidbrooke School) (Kidbrooke)	35	4	78	Good (Grade 2) ⁷⁸	45.1
Crown Woods School (Eltham South)	32	5	38	Good (Grade 2) ⁷⁹	29.2

⁷² Source: Ofsted, January 2012 <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/100182>

⁷³ Source: Ofsted, October 2011 <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/100183>

⁷⁴ Source: Ofsted, March 2011 http://www.ofsted.gov.uk/oxedu_reports/download/%28id%29/133769/%28as%29/105135_373892.pdf

⁷⁵ Source: Ofsted, November 2011 <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/100192>

⁷⁶ Source: Ofsted, June 2010 http://www.ofsted.gov.uk/oxedu_reports/display/%28id%29/121664

⁷⁷ Source: Ofsted, November 2010 http://www.ofsted.gov.uk/oxedu_reports/display/%28id%29/129011

⁷⁸ Source: Ofsted, October 2008 http://www.ofsted.gov.uk/oxedu_reports/display/%28id%29/100708

⁷⁹ Source: Ofsted, December 2009 http://www.ofsted.gov.uk/oxedu_reports/display/%28id%29/115806

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Locations of existing secondary schools in Greenwich

10.6 Currently, see Table 33 and Figure 14, secondary schools in the Greenwich Borough are located in the following wards, predominantly in the West and South of the Borough with a few to the East.

Table 33: Locations of existing secondary schools by ward

Ward	Existing School(s)	Population (census 2001)
Abbey Wood	St Paul's Academy	13,372
Blackheath Westcombe	The John Roan School	11,981
Charlton	n/a	12,608
Coldharbour and New Eltham	n/a	12,425
Eltham North	Eltham Hill Technology College for Girls	12,303
Eltham South	Crown Woods School St Thomas Moore RC Comprehensive School	11,629
Eltham West	Thomas Tallis School	13,438
Glyndon	n/a	13,879
Greenwich West	St Ursula's Convent School	11,228
Kidbrooke with Hornfair	Blackheath Bluecoat CoE School Corelli College	12,098
Middle Park and Sutcliffe	The Eltham Foundation School	12,832
Peninsula	n/a	10,155
Plumstead	Plumstead Manor / Negus School	14,112
Shooters Hill	n/a	12,854
Thamesmead Moorings	Woolwich Polytechnic School for Boys	11,755
Woolwich Common	n/a	14,967
Woolwich Riverside	n/a	12,767

10.7 There are no secondary schools in the Centre or North of the Borough (ie along the riverside).

10.8 The recently approved Greenwich Free School is currently looking at premises in the wards of Shooters Hill and Woolwich Riverside,⁸⁰ while Blackheath Bluecoat C of E School (Kidbrooke with Hornfair) is scheduled to close by 2014.

⁸⁰ [REDACTED]

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Figure 13: Map showing wards in the Greenwich Borough which do not have a secondary school (these wards are coloured in green)



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Comparison of Greenwich with neighbouring Boroughs

10.9 In terms of comparison to its neighbouring Boroughs of Bexley, Bromley, Lewisham, Southwark and Tower Hamlets, Greenwich:

- Is ranked last of the six Boroughs for 5 A* - C GCSE grades
- Has the highest number of looked after children under 18
- Is placed third for its percentage of known to be eligible for free school meals where a quarter are eligible, reflecting high levels of deprivation within the Borough
- Is second in offering first preference of schools
- Has the highest percentage (30.3%) educated outside the Borough (the average for London is 18.7%).
- Greenwich is eight in England for having their children educated in other Local Authority areas⁸¹, and
- Is ranked third top for being oversubscribed for its secondary schools

⁸¹ Source: DfE National Offer Day 2011, Home applicants with offers to a school in another LA: 1) City of London (100.0%), 2) Hammersmith & Fulham (36.8%), 3) Knowsley (36.1%), 4) Reading (34.9%), 5) Merton (33.5%), 6) Lambeth (33.1%) and 7) Kensington & Chelsea (32.0)%

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Table 34: 2011 Performance of Secondary Schools in Greenwich compared to those in the neighbouring Boroughs of Bexley, Lewisham, Southwark and Tower Hamlets and other indicators

London Borough	% 5 A*-C GCSE grades including English and Maths ⁸²	No of looked-after children u18 per 10,000 ⁸³	% pupils eligible for free school meals ⁸⁴	% offered first preference of school ⁸⁵	% educated outside Borough ⁸⁶	Surplus capacity (negative number = oversubscribed) ⁸⁷
Greenwich	54.5 ⁸⁸	111	28.9 ⁸⁹	75.1	30.3	-72
Bexley	63.3	43	13.2	81.1	12.8	693
Bromley	67.2	42	11.4	65.3	14.7	278
Lewisham	55.9	90	28.3	60.2	24.8	-245
Southwark	58.0	101	36.9	52.5	19.9	-95
Tower Hamlets	61.4	70	56.8	74.0	4.8	113
England – state funded schools only average	58.2	n/a	15.9	66.2	18.7 (London average)	n/a

⁸² Source DfE: 2011 Performance Tables: London Region: click on Borough, Secondary, Topline: % achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs http://www.education.gov.uk/schools/performance/geo/regionH_all.html

⁸³ Source: DfE Children looked after by local authorities, rates per 10,000 children aged under 18 years http://www.education.gov.uk/inyourarea/results/nat_064_leas_8.shtml

⁸⁴ Source DfE: 2011 Performance Tables: London Region: click on Borough, Secondary, School characteristics, Pupil population: Percentage pupils eligible for free school meals http://www.education.gov.uk/schools/performance/geo/regionH_all.html

⁸⁵ Source: DfE National Offer Day 2011 <http://www.education.gov.uk/rsgateway/DB/STR/d000993/index.shtml>

⁸⁶ Source: DfE National Offer Day 2011, Home applicants with offers to a school in another LA <http://www.education.gov.uk/rsgateway/DB/STR/d000993/index.shtml>

⁸⁷ Source: DfE National Offer Day 2011: Oversubscription by Borough = The sum of the admission numbers of all secondary schools minus Applications received from parents of children living in the area of the authority <http://www.education.gov.uk/rsgateway/DB/STR/d000914/index.shtml>

⁸⁸ Source DfE: 2011 Performance Tables: % achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&superview=sec&view=aat&set=1&sort=&ord=&tab=51&no=203&pg=1>

⁸⁹ Source DfE: 2011 Performance Tables: <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&superview=sec&view=cqs&sort=&ord=&no=203&pg=1>

Benefits of language learning

10.10 There are multiple benefits of language learning, these are summarised below.

10.11 According to studies at the Cornell Language Acquisition Lab (CLAL), children who learn a second language can maintain attention despite outside stimuli better than children who know only one language⁹⁰. This ability is important as it is responsible for selective and conscious cognitive processes to achieve goals in the face of distraction and plays a key role in academic readiness and success in school settings. The early acquisition and regular use of two languages have been shown to enhance the ability of children to solve problems which require them to selectively attend to information, eg where they are required to ignore or inhibit misleading information⁹¹.

10.12 Studies have also shown that bilinguals outperform monolinguals in reconstructing perceptual situations, verbal and nonverbal intelligence, verbal originality and symbol substitution. Bilinguals also performed significantly better than monolinguals on “theory of mind” tasks, the ability to be aware of the intentions and beliefs of others.⁹²

10.13 Additionally in social terms, so called elements of “intercultural competence” also arise from language learning, these are:

- Attitudes
- Knowledge
- Skills of interpreting and relating
- Skills of discovery and interaction
- Critical cultural awareness/political education⁹³.

⁹⁰ Cornell University, Chronicle Online, March 2009

<http://www.news.cornell.edu/stories/may09/bilingual.kids.sl.html>

⁹¹ Bialystok, E 2001, *Bilingualism in Development: Language, Literacy and Cognition*, Cambridge University Press, Cambridge. Department of Education and Early Childhood Development, State of Victoria, Australia, February 2008 “Teaching and Learning Languages Other Than English (LOTE) in Victorian Schools”

<http://www.eduweb.vic.gov.au/edulibrary/public/publ/research/publ/language-learning-report.pdf>

⁹² Abigail Ramser: “Running ahead: second language proficiency and cognitive advantages”
<http://psych.hanover.edu/research/thesis05/ramser.pdf>

⁹³ Byram, M 2000, ‘Assessing intercultural competence in language teaching’, *Sprogforum*, vol. 6, no.18, pp. 8–13. Department of Education and Early Childhood Development, State of Victoria, Australia, February 2008 “Teaching and Learning Languages Other Than English (LOTE) in Victorian Schools”

<http://www.eduweb.vic.gov.au/edulibrary/public/publ/research/publ/language-learning-report.pdf>

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- 10.14 Being able to speak another language other than English is important economically in our globalised age. However, some people have yet to realise this and the value, in terms of personal development (eg confidence, adaptability) and job prospects, which knowing another language(s) brings. A British Council report⁹⁴ predicts a 'bleak economic future' for monolingual English speakers competing for positions in the global marketplace against multilinguals who speak English and one or more other world languages. The report states that "English is not the only "big" language in the world, and its position as a global language is now in the care of multilingual speakers".
- 10.15 The Association for Language Learning echoes this view and also warned of a "growing social divide" as poorer pupils abandon language GCSEs. It said "If the decline continues it has to be a worry. In a more global world people travel and young people from other countries speak two or more languages. It is much more difficult for our young people to compete."⁹⁵
- 10.16 Our school, through its focus on language learning, will offer students:
- Academic success due to the cognitive ability which children develop as part of language learning
 - The ability to interact with different people and cultures easily
 - The edge when competing in the international job market.

⁹⁴ British Council 2006 "English Next: Why global English may mean the end of 'English as a Foreign Language'" David Graddol <http://www.britishcouncil.org/learning-research-english-next.pdf>

⁹⁵ Evening Standard "Poor language skills cost jobs" 24 Oct 2011
<http://www.thisislondon.co.uk/standard/article-24001631-university-applications-down-by-nine-per-cent-in-capital-ahead-of-rise-in-fees.do>

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International Academy of Greenwich marketing strategy

10.17 The marketing strategy will aim to:

- Describe our school to prospective parents and persuade them to select it for their child;
- Build trust in the concept among local stakeholders;
- Build links with other international schools, schools abroad and global companies based in London, in particular south-east London and Canary Wharf.

Our message

10.18 Our key message is as follows:

That our project is distinctive and innovative. Its unique selling point is the focus on languages and an international education which will harness and build on the cultural and linguistic diversity within Greenwich and other boroughs in south-east and east London. It will offer students better employment opportunities locally and internationally, and opportunities for higher education both in the UK and abroad. It will complement the current secondary educational offering in Greenwich and broaden choice for parents and students.

10.19 Other messages we wish to convey are:

- *That our school will be inclusive, non-selective and open to children whatever their background, circumstances or languages spoken. The curriculum model we intend to use – the International Baccalaureate Middle Years Programme – has been proven to benefit children of all abilities.*

Our challenge will be to show English-only speakers that they are as welcome as bilingual students and to demonstrate to less privileged families that this is a school for all children who are motivated to benefit from the education on offer and not just middle-class linguists.

- *That our school has clearly defined plans for community involvement and offering value to the state education sector in Greenwich.*

This will come in the shape of a community Language Centre which will offer foreign language support to local primary schools, language teachers and community groups. We will also market the school's commitment to its students engaging in active community service.

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Establishing the brand

- 10.20 We will develop a logo and a motto to establish a clear identity for the International Academy of Greenwich.
- 10.21 In time, a concise “brand book” will be developed for the school. This book will be a quick, easy-to-read, comprehensive guide to all the elements important to the brand. It is likely to include:
- When and how to use the motto and logo in print and online (eg, the size of the logo, position on a page etc);
 - Which fonts to use and when;
 - The International Academy of Greenwich colour palette;
 - Tone of voice/register of language;
 - Photography style;
 - A style guide (eg clarify whether it is “Sixth Form”, “6th Form” or “sixth form”; “Year 7” or “year 7”; “Academy” or “academy” etc).
- 10.22 This book would create a standardised approach to any communications from the Academy. Following such a guide helps to form a key reference point for staff and marketing partners.

Promoting the school

- 10.23 A major plank of our campaign will be to promote the Language Centre. The school and the Language Centre will be marketed simultaneously to primary school heads in the start-up phase in order to demonstrate to them that we will provide both a real educational alternative for local children and an agency role, with a strong remit to help schools in a concrete way with their language teaching. This, we believe, will also help in conveying information about our Academy to families who might be interested in selecting it as a secondary option.
- 10.24 At the same time we will be working to build links with international companies in Canary Wharf and elsewhere in south-east and east London, as well as overseas. This will be done through personal contact by members of our core group, governors and parents, backed by a dedicated leaflet. We already have a declaration of support from Total Gas and Power Ltd, a French company based in Canary Wharf, who are happy to be named as a community partner, and are actively discussing similar expressions of support with other corporate entities. We will publicise these links to highlight our commitment to equipping our students for the global employment market.
- 10.25 Links with schools teaching an international curriculum and languages, including the IB programmes, in the UK and abroad will reinforce the message that our school can be trusted with the education of local children. The International Academy of Greenwich will be seen as belonging to a supportive community of schools with similar aims and a track record of academic success. Similarly, we intend to build links with embassies regarding the language needs both of their nationals and of

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British students hoping to study abroad. The Cultural Service of the French Embassy has already declared its support. Connections of this type will enhance the academy's credibility as a safe pair of educational hands. Members of our group and governors will take responsibility for establishing these links.

10.26 We will make use of the following in our efforts to promote the school:

- vi. **Publications.** We will develop a range of promotional literature, including a prospectus and various leaflets and flyers, which will be targeted at specific audiences. All will incorporate our logo and motto.
- vii. **Website.** The website will be used to foster trust in the school's concept among parents and other stakeholders. It will be developed and expanded in order to give a clear and professional picture of the proposed Academy, its ethos and how school life will be for its students day to day. Graphics and photography will be incorporated, together with a facility for newsflashes which will be regularly updated to report progress on the project.

A page devoted to parents' reasons for supporting the school and testimonials from students following a similar international education at other schools will aim to build confidence locally that both the model of education on offer and the school itself can succeed. The website will also include a welcome and possibly a blog from our Principal.

- viii. **Social media.** We are already using social media, including Facebook and Twitter, and will continue to do so as an effective and low-cost way of keeping prospective parents informed of developments.
- ix. **Press campaign.** Targeting local media, including newspapers in south-east and east London, blogs and forums, proved a highly successful strategy for reaching a wide range of parents. We aim to expand on this with a focused campaign aimed at national, local and educational media, taking in television and radio. We intend to minimise advertising spend.
- x. **News releases,** together with photographs, will go out at key junctures, including:
 - Provisional approval by the Department for Education in September 2012.
 - Appointment of a Principal.
 - Announcement of the school premises.
 - Inviting applications from parents and their children.
 - Unusual or interesting developments as they happen, for example, news about the Language Centre; agreements with parents to provide tuition; interesting volunteer stories; statistics or news which further underline the need for the International

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Academy of Greenwich.

Reaching parents

- 10.27 We will continue to promote the International Academy of Greenwich widely to parents within Greenwich and in neighbouring boroughs, but on a larger scale.
- 10.28 Methods to be employed will include (timings given in square brackets are indicative only and are yet to be confirmed subject to approval by the Department of Education in September 2012 and negotiations to acquire and convert premises for a planned opening in 2013):
- i. An active policy of approaching primary school heads in the area, in particular in schools with high eligibility for free school meals or where many languages are spoken, to explain the project and enlist their support in relaying information to parents, an item in the school newsletter being a good starting point. Marketing the Language Centre will form part of this policy. *[Timing: from September 2012.]*
 - ii. Ongoing leafleting across Greenwich and neighbouring boroughs. There will be a continued focus on deprived wards, as identified in London's Property Profile⁹⁶. We plan to carry out further door-to-door leafleting, as well as distributing flyers in public places, such as Woolwich, Lewisham and Deptford markets, which lie in disadvantaged areas or attract parents from less privileged communities. *[Timing: from Summer 2012.]*
 - iii. Expanded use of parent advocates representing different cultures, communities and languages, with an organised network covering different areas – with the aim of having at least one parental advocate per ward in Greenwich and Lewisham . Where possible, parental advocates would arrange informal meetings, for example, in homes. *[Timing: from Summer 2012.]*
 - iv. Stands at public events, at language supplementary schools and in primary school playgrounds, where appropriate and where authorised. *[Timing: from September 2012.]*
 - v. Public meetings. *[Timing: September 2012 and up to three more at intervals throughout the pre-opening phase.]*
 - vi. A community event to promote the international nature of the school – possibly an international food day, with contributions from parents supporting the project. *[Timing: spring term 2013.]*
 - vii. Giving talks to community groups whose members include parents who might be interested. *[Timing: from September 2012.]*

⁹⁶ <http://www.londonpovertyprofile.org.uk/indicators/boroughs/greenwich/>

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- viii. Making use as far as possible and where required of bilingual representatives to facilitate the transmission of information to people whose first language is not English. *[Timing: ongoing]*
- ix. Further local media coverage, including social media, radio and television. *[Timing: see Press Campaign above – from Summer 2012 and at various key junctures.]*
- x. Using our growing email database (currently at over 500 names) to full advantage by sending out a monthly e-newsletter to keep parents and supporters up to date and enlist their help in passing information on to other parents. *[Timing: ongoing.]*
- xi. Developing our website and updating it with detailed information as the project evolves. *[Timing: from September 2012.]*
- xii. Publishing a prospectus both online and in hard copy. *[Timing: as soon as possible after the project has been approved by the Department for Education with a view to publication in September 2012.]*

10.29 Once the Principal has been appointed, they will address meetings of prospective parents and students and attend public events.

Admissions

10.30 We have outlined our proposal to Greenwich Council but not yet entered into discussions about admissions. If it is not possible to be included in the common application process for the first year, 2012, because of time constraints, we will rely on press and PR, our programme of meetings with parents and community groups, and building a relationship with local primary heads. There will be minimal advertising in local newspapers and magazines. Value for money will be a key consideration in any advertising decisions.

Marketing the school following its opening

10.31 Our intention is to be included in Local Authority brochures distributed to primary schools and to continue to market our Language Centre to primary school heads, using it to promote the benefits of the Academy. We also anticipate ongoing press coverage, and will actively press release the work of the Language Centre, students' achievements and other interesting developments or newsworthy activities at the Academy.

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Plans for public consultation

10.32 We have included an outline of our plans for public consultation. As we will only need to conduct a statutory consultation if our proposal is approved, this section assumes we have received approval and is thus written to reflect this.

Table 35: Outline of our plans for public consultation as set out under Section 10 of the Academies Act 2010

Scope of the consultation	
Topic of this consultation:	<p>Establishing the International Academy of Greenwich which will open in September 2013 – a state funded free school specialising in languages in the London Borough of Greenwich.</p> <p>We are consulting now so responses received can influence how our school will be run.</p>
Scope of the consultation:	<p>Following approval of our free school proposal we are conducting a public consultation to:</p> <ol style="list-style-type: none"> i. assess how the International Academy of Greenwich will impact on other secondary schools in the Borough ii. ensure that the curriculum offered is suitable for children of all abilities iii. assess how we can support the wider community in terms of the extracurricular activities we provide iv. find out how local communities can support our students in target language activities by helping us provide immersive language experiences v. assess how we can support those children who want to attend/will be attending our Academy but currently only speak English and no other languages vi. ensure that the school is inclusive and achieves diversity outcomes (in their widest senses) vii. seek views from parents on specific policy areas eg asking parents if they support our uniform code before implementing it.
Geographic scope:	<p>The school will be based in the London Borough of Greenwich, neighbouring Boroughs include Bromley, Lewisham, Southwark and Tower Hamlets.</p> <p>We will also contact the following Local Authorities in which parents, who are resident there, registered</p>

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	their interest in our spring 2011 and winter 2011/12 survey: Bexley, Croydon, Hackney, Lambeth and Newham.
Basic information	
To:	<p>We would welcome responses to our consultation from:</p> <ul style="list-style-type: none"> • The Directors of Education of the Boroughs mentioned above • Local primary and secondary schools • Metropolitan Police Service • Transport for London • Local residents • Local MPs • Local councillors • Parents • Teachers • Children • Community groups • Members of Black and Minority Ethnic groups • Charities • Those who are growing/grew up in a bi- or multilingual environment • Those who teach/have taught in a bi- or multilingual environment
Duration:	The consultation will last for 12 weeks
Enquires:	<p>If you have any enquires, you can contact us:</p> <ol style="list-style-type: none"> i. Via email at [REDACTED] ii. Via our website [REDACTED]
How to respond:	Responses to our consultation can be returned via email or our website.
Additional ways to become involved:	<p>If you are interested in becoming involved, please:</p> <ul style="list-style-type: none"> • email or telephone us on 020 8175 5219 for dates of future meetings • join our Facebook group: [REDACTED] • follow us on Twitter: [REDACTED] <p>We are happy to assist those who require alternative formats of our consultation paper as well as providing face-to-face briefings.</p>
After the consultation:	We will provide a Summary of Responses to our consultation which will summarise the comments

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	received and our feedback on them. This will appear on our website.
Background	
Getting to this stage:	<p>The idea for the International Academy of Greenwich was first conceived in 2007 by the Nouvelles Racines New Roots Group. A Board was set up and two proposals were discussed with the Department for Education in 2010.</p> <p>As part of the new Free School Application process we submitted a proposal in May 2011 which was unsuccessful. In February 2012 we resubmitted our proposal which was then approved by the Department for Education.</p>
Previous engagement:	<p>To get to the consultation stage previous engagement in the form of meetings with stakeholders includes:</p> <ul style="list-style-type: none"> • Department for Education • New Schools Network • Greenwich Council • Education Funding Agency (EFA) (previously Partnership for Schools) • Dartford Grammar School • Cultural Service of the French Embassy <p>We have conducted our own research using four surveys to gauge parental demand: surveys in winter 2009, summer 2010, spring 2011 and winter 2011/12.</p> <p>The issue of free schools was most recently debated in Parliament on 5 April 2011 as part of the Education Bill during the Public Bill Committee stage.⁹⁷</p>

⁹⁷ Source: Parliament, 5 April 2011

<http://www.publications.parliament.uk/pa/cm201011/cmpublic/education/110405/am/110405s01.htm>

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- 10.33 The consultation paper will be clear about the consultation process, outline what is being proposed, ask specific questions to which we would like comments, the scope of influence people will have and the expected costs and benefits of the school.
- 10.34 We will design our consultation exercise to be accessible to, and clearly target, our intended consultees. We will carefully analyse responses and give feedback in the form of a Summary of Responses which will appear on our website or other format appropriate to the responder.
- 10.35 Conducting a public consultation exercise will give us the following benefits:
- Ensuring our school meets the needs of the local communities and our future students
 - Teasing out unexpected consequences and
 - Discovering better ways of implementing our vision and strategy.