

Free Schools in 2013

Application form

Mainstream and 16-19
Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: mainstream.fsapplications2013@education.gsi.gov.uk.

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

It is essential that the hard copies are identical to the version you email.

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>

Section A: Applicant details

Main contact for this application													
1.	Name: [REDACTED]												
2.	Address: ARK Schools [REDACTED] London [REDACTED]												
3.	Email address: [REDACTED]												
4.	Telephone number: [REDACTED]												
About your group													
5.	Please state how you would describe your group: <table style="margin-left: 20px;"> <tr> <td><input type="checkbox"/></td> <td>Parent/community group</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Teacher-led group</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Academy sponsor</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Independent school</td> </tr> <tr> <td><input type="checkbox"/></td> <td>State maintained school</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Other</td> </tr> </table>	<input type="checkbox"/>	Parent/community group	<input type="checkbox"/>	Teacher-led group	<input checked="" type="checkbox"/>	Academy sponsor	<input type="checkbox"/>	Independent school	<input type="checkbox"/>	State maintained school	<input type="checkbox"/>	Other
<input type="checkbox"/>	Parent/community group												
<input type="checkbox"/>	Teacher-led group												
<input checked="" 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.	Has your group submitted more than one Free School application in this round? <table style="float: right;"> <tr> <td><input checked="" type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td><input type="checkbox"/></td> <td>No</td> </tr> </table>	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No								
<input checked="" type="checkbox"/>	Yes												
<input type="checkbox"/>	No												
8.	If Yes, please provide more details: ARK Schools is also applying for a new all-through academy project in Enfield through the free schools programme.												
9.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <table style="float: right;"> <tr> <td><input type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>No</td> </tr> </table>	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No								
<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:												
Details of company limited by guarantee													
11.	Company name: ARK Schools												
12.	Company address: [REDACTED] London [REDACTED]												

13.	Company registration number: 05112090	
14.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.	<p>If Yes, please provide details:</p> <p>ARK Schools runs the following schools (also shown are details of the relevant local authority and year of opening):</p> <p>Sponsored academies</p> <ul style="list-style-type: none"> • Burlington Danes Academy – Hammersmith, 2006 • King Solomon Academy – Westminster, 2007 • Walworth Academy – Southwark, 2007 • Ark Academy – Brent, 2008 • ARK Globe Academy – Southwark, 2008 • Evelyn Grace Academy – Lambeth, 2008 • Charter Academy – Portsmouth, 2009 • St Alban’s Academy – Birmingham, 2009 • ARK Oval Primary Academy – Croydon, 2011 <p>Free schools</p> <ul style="list-style-type: none"> • ARK Atwood Primary Academy – Westminster, 2011 • ARK Conway Primary Academy – Hammersmith, 2011 <p>Schools planned to open 2012 and 2013</p> <ul style="list-style-type: none"> • ARK Kings Academy – Birmingham, 2012 • ARK Putney Academy – Wandsworth, 2012 • Bolingbroke Academy (free school) – Wandsworth, 2012 • Isaac Newton Academy – Redbridge, 2012 • ARK Acton Academy – Ealing, 2013 • St Michael and All Angels Academy – Southwark, 2013 <p>Schools currently under consultation to open in 2012</p> <ul style="list-style-type: none"> • Tindal Primary School, Birmingham • Primrose Hill Primary School, Birmingham • Bentworth Primary School, Hammersmith 	

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: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

5. Name: [REDACTED]

6. Name: [REDACTED]

7. Name: [REDACTED]

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

[REDACTED] is the appointed chair of the local governing body for Isaac Newton Academy.

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.

	<p>ARK Schools is linked with the international charity Absolute Return for Kids, although it is a separate legal entity: Absolute Return for Kids (ARK) <i>An international charity whose purpose is to transform children's lives.</i></p> <p>Company Registered in England no. 04589451 Registered charity no. 1095322 Registered address [REDACTED] London [REDACTED]</p> <p>ARK Schools is co-located with and shares resources with Future Leaders: <i>Future Leaders is a charitable organisation committed to developing outstanding senior leaders to work in challenging schools.</i></p> <p>Company Registered in England no. 5829256 Registered Charity no.1116801 Registered address [REDACTED] London [REDACTED] [REDACTED]</p> <p>Some board members of ARK Schools are also on the board of ARK (Absolute Return for Kids).</p> <p>Neither Absolute Return for Kids, nor Future Leaders will play any role in setting up the free school, other than co-location (sharing of resources, office space, office management etc.)</p>	
22.	<p>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).</p> <p>ARK Schools is a secular organisation with no religious affiliations or influences.</p>	
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	<input checked="" type="checkbox"/> Yes

	school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	Number not yet allocated – Isaac Newton Academy will open in September 2012
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:	Isaac Newton Academy (secondary) age range 6FE 11 – 16 and a 350 place sixth form. No pupils are yet on roll: the academy will open in September 2012
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: Not yet carried out – INA will open in September 2012	
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 – see above	
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: Isaac Newton Academy is part of the ARK Schools network. ARK Schools is an education charity and successful academy sponsor with a track record of providing high quality education at both primary and secondary level in areas of disadvantage and/or historic educational underachievement. ARK Schools' vision is to create a group of outstanding schools that radically improve our pupils' life chances. We want every pupil at an ARK academy to do well enough by the age of 18 to go on to university or pursue the career of their choice. ARK Schools Company Registered in England no. 05112090 Registered address ARK Schools	

	<div style="text-align: center;">[REDACTED] London [REDACTED]</div> www.arkschools.org
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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: Managing Director, ARK Schools (and member of ARK Schools Board)

Print name: [REDACTED]

Date: 24/02/2012

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:	Isaac Newton Primary Academy
2.	Proposed academic year of opening:	September 2014 (year R), or earlier if feasible.
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input 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:	September 2020
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	
9.	If Yes, please specify the faith, denomination, etc	N/A

	of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	██████████ (██████████)
11.	Local authority area in which the proposed school would be situated:	London Borough of Redbridge
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	N/A
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

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

Section C1 – about Isaac Newton Primary Academy

Age range

The proposal is for the existing 6 form entry 11-18 Isaac Newton Academy (which will open in September 2012) to expand to include a 3 form entry primary school, serving 630 pupils (reception to Year 6) when full.

The age range of the new provision will be 4 – 11 years, with the possibility of additional nursery provision.

The funding agreement for Isaac Newton Academy is attached as annex 1.

Location

Isaac Newton Academy secondary school will open in new buildings, procured by Redbridge Council through the National Academies Framework, on the [REDACTED], Ilford.

The academy site is located between [REDACTED] and the buildings of the former Ilford Swimming Baths.

For the proposed primary phase, our preferred option would be to expand the site to create an all-through campus by using the site of the former Ilford Swimming Baths (now closed) to build a new primary school. For more information see **section H**.

Summary of proposal

Isaac Newton Academy is a new secondary academy in Ilford, run by education charity ARK Schools. The Isaac Newton Academy vision is to equip pupils with the knowledge, love of learning and character necessary for success at university and beyond. The academy has high academic aspirations for and expectations of all its pupils, regardless of their background or prior attainment

Isaac Newton Academy has received a very positive response from the local community since the principal, [REDACTED], took up post and pupil recruitment began in September 2011. In particular, the community have shown their support for the rigorous academic model being proposed for the academy. Around 600 families attended the open day sessions in October and 525 children have applied for a place at the secondary school, with over 100 of these first preferences.

Since [REDACTED] started working in Ilford, she has had a number of discussions with parents and the wider community which indicate support for a primary school following the same approach. It is also clear that there is a

significant need for new primary places in the area (see **section E**).

Iford has a high proportion of families for whom English is an additional language and a number of areas with high levels of economic deprivation. The ARK educational model has a proven track record of serving these communities especially well, at both primary and secondary level.

In November, [REDACTED] began discussions with the local authority and local schools about the possibility of expanding Isaac Newton Academy to provide an all-through school to the children of Iford. The Council strongly supports the proposal, as does the wider community.

ARK Schools: a proven track record

Isaac Newton is an ARK school, a national schools operator with a proven track record.

- Of ARK's eight academies which have had Ofsted inspections, three have been rated Outstanding and four Good. ARK's two new all-through academies have been rated Outstanding and the third, the merging of two existing schools, has been rated Good with Outstanding features
- Our transition schools' average GCSE pass rate (5 A* - C grades including English and maths) has improved from 22% in 2006 when our first school opened, to 61% in 2011
- In 2011, ARK Schools achieved an average increase in GCSE pass rate of 11 percentage points
- Our pupils on free school meals have made equal progress to those not on free school meals (the GCSE average pass rate in 2011 was 62% for free school meal pupils compared with 61% for non-free school meal pupils)
- At primary level, at Globe Academy 93% of pupils achieved a level 4 or above in English and maths at Key Stage 2
- Using the Jesson Value-Added measure, ARK Schools' average was +15, making ARK Schools the top performing academy group on this measure, compared to Harris (+13), ULT (0), EACT (-2) and Oasis (-5)

Academy vision and ethos

At Isaac Newton Academy our vision is to equip pupils with the knowledge, love of learning and character necessary for success at university and beyond.

In order to achieve this we will:

- Set clear, ambitious goals, and rigorously monitor our progress in achieving them
- Offer a curriculum emphasising core academic subjects, while providing the facilities and the specialist staff to meet and stimulate a wide range of interests
- Employ an approach to teaching that instils knowledge, understanding and a desire to learn

- Ensure that all pupil, teachers, staff and parents commit fully to making Isaac Newton Academy a vibrant learning community.

Isaac Newton Academy is an ARK school and shares a commitment to ARK's six pillars:

1. High Expectations

We believe that every child can reach their potential with the right teaching and support. We set exceptionally high expectations for pupil attainment, which we reinforce constantly as they go through school. These expectations are reflected in the academy and individual targets (see below) as well as in the principal and staff performance management structures.

2. Excellent teaching

Nothing is more important than excellent leaders and teachers (see **section F5**). ARK's recruitment team ensure that our schools attract and retain outstanding staff. At the same time, we prioritise learning and development and ensure that all leaders, teachers and support staff have access to high quality CPD opportunities throughout their career. These are provided through bespoke training programmes such as 'Aspiring to Headship' and the 'Lead Teacher Programme'; through the ARK training menu – an online CPD tool; and through numerous school and network wide events throughout the year, including the annual ARK Summit, which brings together all staff in the network.

3. Exemplary behaviour

Our schools are characterised by a friendly and orderly environment, where teachers can teach and pupils can learn. A smart, recognisable uniform ensures that all pupils are seen as ambassadors within their local community.

4. Depth before breadth: the curriculum

A strong command of the core subjects of English and maths is vital for the whole curriculum. This is all the more true if pupils arrive at school with lower than average attainment. We therefore prioritise depth before breadth so that pupils secure firm foundations in these core subjects as quickly as possible. At primary, this means we spend up to 10 hours a week on discrete literacy classes (including phonics, handwriting, and reading) and up to 8 hours a week on mathematics; at secondary, around five hours a week each is focussed on literacy and mathematics. See **section D1** for more detail.

5. More time for learning

To enable us to spend time on the core subjects, as well as ensure that pupils experience a range of creative and enrichment activities, ARK academies operate a longer school day.

6. Small Schools

Positive relationships between pupils and staff reinforce a culture of excellent behaviour and commitment to learning. ARK schools are organised as small schools so that every pupil knows and is known by every member of staff within their small school.

Aspirations and targets

We believe that every pupil has the potential to achieve 5 or more A*-C grades at GCSE (with the emphasis being on the higher grades (A*, A and B)) and have set ourselves a target of at least 90% of the founding cohort achieving this measure.

At primary level we will aim to lay the foundations of success to ensure that every pupil is fully prepared to meet the challenges of secondary school by age 11, both socially and academically. In order to achieve this we will aim that at least 90% of our pupils achieve 7 points or above by the end of Reception; at least 90% achieve a level 2a or higher in English and Maths at Key Stage One; and at least 90% of pupils leave primary school with a level 4a in English and Maths.

These targets are supported by the ARK curriculum and by ARK's emphasis on effective assessment and monitoring of pupil progress, at all levels (see **section D4**).

An inclusive academy

Admissions

Isaac Newton Academy is a non-selective, non-denominational community school, welcoming all local children regardless of ability or background.

After prioritising a) those with statements of special educational need and b) children in care, the main oversubscription criteria will be c) those with a sibling attending the academy and d) straight line distance lived from the school. For more information see **section D7**.

Inclusion

ARK is fully committed to inclusion; the ARK model particularly supports those pupils with special educational needs or English as an additional language (**section D3**). ARK will work with the Local Authority and other agencies to ensure that effective and high quality SEN provision.

Religious education

Isaac Newton Academy is a non-denominational, community school, providing education for children of all faiths and none.

Isaac Newton Academy will follow the locally agreed religious education curriculum. Parents will have a right to withdraw their children from religious education if they wish.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

Isaac Newton Academy will open with its first Year 7 cohort in September 2012. Assuming that this application is successful, the first reception cohort would open in September 2014.

The school roll will build up gradually, year by year, until the academy is full.

	Current number of pupils (Sep 2012)	2013	2014	2015	2016	2017	2018	2019	2020
Reception			90	90	90	90	90	90	90
Year 1				90	90	90	90	90	90
Year 2					90	90	90	90	90
Year 3						90	90	90	90
Year 4							90	90	90
Year 5								90	90
Year 6									90
Year 7	180	180	180	180	180	180	180	180	180
Year 8		180	180	180	180	180	180	180	180
Year 9			180	180	180	180	180	180	180
Year 10				180	180	180	180	180	180
Year 11					180	180	180	180	180
Year 12						180	180	180	180
Year 13							170	170	170
Totals	180	360	630	900	1170	1440	1700	1790	1880

Section D: Education plan – part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

Section D1 – The Curriculum

In designing the curriculum at Isaac Newton Academy we have asked two key questions:

- How can we impart knowledge whilst instilling a love of learning and developing learning power?
- How can we develop in our pupils the character necessary to translate that knowledge and learning power to success in life?

Delivering a challenging, academic, creative, interesting and inspiring curriculum is central to achieving our ambitious goals.

The Isaac Newton Academy curriculum will follow the central pillars of the ARK education model, focussing on:

Depth

- So that pupils become proficient in Literacy and Maths skills and core academic subjects quickly

Breadth

- So that, building upon that foundation, pupils gain knowledge, skills, understanding and qualifications that demonstrate academic, aesthetic, creative, human, social, political, physical, manipulate, linguistic, literary, mathematical, moral, ethical, scientific, spiritual and technological qualities and awareness

In addition the curriculum will focus on the following principles:

Skills & Character development

- So that pupils leave the academy with the learning dispositions and character traits necessary for success in life

Academic rigour & knowledge acquisition

- Preparing pupils to compete successfully against their highest performing peers nationally for places at top universities

Primary Curriculum

Isaac Newton Primary Academy will follow the ARK primary curriculum, which reflects the belief that well-structured knowledge is the foundation for broad intellectual development, and that skills development should build on the knowledge acquired by pupils. From Reception onwards, pupils will be taught through a number of discreet, daily lessons: phonics, literacy, handwriting,

grammar, guided reading and writing. Maths learning will take place through a daily maths lesson as well as a daily maths meeting, which focuses on developing mathematical fluency.

Early Years

ARK has developed an Early Years Curriculum which reflects the structured approach to literacy (synthetic phonics) and maths. This approach was commended on a recent HMI visit to an ARK school.

Maths

We have also developed a specially tailored maths curriculum for both primary and key stage 3 – the Mathematics Mastery programme. This has been developed through a combination of education research, existing UK best practice, and learning from the curriculum and pedagogy of Singapore. There is a strong emphasis on number sense, place value correct terminology and problem solving.

Our mastery approach dedicates more time to each new mathematical concept or process. This means a smaller number of topics in each term and each year, but much less time wasted revisiting what was previously taught.

Science

ARK has a tailored science curriculum for Years 1 – 6, loosely based on the Singapore science curriculum. Its salient features are a strong emphasis on scientific knowledge and vocabulary development, rapid progress and a lively variety of activities and observations. Each unit of work is planned in detail including links to websites, instructions for all activities and appropriate outcomes.

The full primary curriculum model, including the number of hours per subject at each key stage is shown in annex 2.

A detailed curriculum map for the first year of Isaac Newton Academy (secondary), along with the timings of the secondary school day, are laid out in annex 3.

Enrichment

At Isaac Newton, our vision is to create an outstanding school which enhances our pupils' life chances. We will provide an enriched and extended curriculum accessible to pupils of all abilities which will support the high aspirations we have for them and encourage excellence by providing them with a variety of opportunities.

Some enrichment will be delivered as part of the compulsory teaching week, but will also extend beyond the teaching week to weekends and school holidays. It may include master classes, residential trips, summer schools and revision classes as well as day visits and in-school experiences.

As part of the ARK network, the academy will also take advantage of the four

strands of the ARK enrichment programme:

1. Music: we believe that every child can be a musician, and that music has the facility to develop confidence, creativity, community and excellence. Our aim is for all pupils to have access to, and participate in, a breadth of music making experiences that reflect the multicultural, modern world in which we live. Through their engagement with high-quality curriculum and enrichment activities, we aim for pupils to become successful, passionate and versatile musicians, who will maintain an active relationship with music throughout their lives. The academy's music curriculum and enrichment programme combined will involve vocal opportunities, instrumental opportunities and an enhanced curriculum for every pupil, at both primary and secondary level.
2. University success: ensuring pupils have the skills and experience (not simply the grades) to make informed university applications, succeed in the interview process, and complete a successful degree course.
3. Careers success: ensuring that pupils make informed and appropriate career choices, and have the skills to be successful in those choices.
4. Personal development and showcasing excellence: ensuring that pupils develop confidence, experience and skills to be successful. This includes world-class opportunities which publically enhance the academy's image, whilst contributing significantly to pupils' development.

Academy specific enrichment

In addition to these specific strands, there will be a full range of extracurricular activities delivered by the academy staff, through a combination of PE and music lessons, as options within the extended school day, or as clubs during lunchtime or before / after school. A list of possible activities this will include is attached as annex 4.

Section D2 – Academy timetable and calendar

The academy day

The primary school day will run from 8.30am - 4pm, and the secondary day will run from 8.30am – 4.10pm. There will also be an optional breakfast club and optional extended day activities (until 6pm for the secondary school).

More details on the timings of the primary school day are laid out in annex 5 and the curriculum map for the hours per subject at the different primary key stages is included as annex 1. These two documents will be used to generate the first year timetables for the academy in the spring before opening.

The academy year

The Isaac Newton Primary year will be the same as the secondary year, providing 185 teaching days and 10 staff training days. The academy will follow PAN London term dates.

In the first year, an additional 5 training days will be included to allow detailed staff induction before the academy opens to pupils.

An indicative academy calendar for year one is shown in annex 6.

Academy organisation: small schools

The academy will be primarily organised around a small school model. This will mean that the head of the primary phase (and senior leaders at key stages 3, 4 and 5) will have overall responsibility for both the academic progress and pastoral welfare of all the pupils in that phase or key stage.

Within each small school, pupils will be organised in year groups. At primary level, a form teacher will be primarily responsible for the pupils' pastoral welfare.

Academy organisation: leadership responsibilities

The principal will have responsibility for the overall vision and strategic direction of the academy.

The head of primary will be responsible for the development of the primary curriculum and teaching and learning and academic outcomes in the primary phase. He or she will also be responsible for developing a stage-appropriate ethos and rewards, working alongside the secondary senior leader responsible for behaviour.

The finance and resources director for the secondary academy will be responsible for the management of the academy budget (both primary and secondary).

Full details of the academy leadership structure can be found in the following annexes:

Annex 7a – primary senior leadership roles and responsibilities, year 1

Annex 7b – primary senior leadership roles and responsibilities, final year

Section D3 – Inclusion (providing for pupils with different abilities)

At Isaac Newton Academy we will provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all prior attainment levels are well equipped to meet the challenges of education, work and life.

The curriculum teaches pupils from their starting point, even if this is below the level normally expected in a given key stage and is designed to achieve rapid catch-up for those pupils who are behind. The allocation of curriculum time is determined by each pupil's needs, with priority given to academic acceleration in core subjects. There may be a reduction in other curriculum

time if it is necessary to make enough time to accelerate a pupil in English and/or mathematics.

Special educational needs

The academy will comply with the statutory code of practice and other guidance issued by the Secretary of State as it applies to maintained schools, relating to special educational needs.

At Isaac Newton Academy a senior leader is being appointed to champion the needs of all potentially vulnerable individuals and nationally under-performing groups - SEN, EAL, children in care, FSM, persistent absentees, hard to reach families etc. This person will be the academy's SENCO. He or she will oversee and co-ordinate all matters regarding special and additional education needs at both primary and secondary level.

When the primary school opens, a primary SENCO will be appointed, who will work closely with the senior leader for inclusion in the secondary school.

The academy will be supported by an ARK central SEN specialist, who works across the network to help identify, assess and plan high quality provision. ARK has also introduced 'Drive for Literacy' – a programme to identify and accelerate the progress of pupils with literacy difficulties – and also has a full time Speech and Language Therapist who works within the network.

Pupils with physical disabilities

The inclusion leader will also be responsible for those pupils with a physical disability, who will be fully included in the academy curriculum. Individual plans will be developed for these pupils to ensure any necessary adjustments are made to enable full participation in aspects such as sports.

Pupils with English as an additional language

ARK's focus on depth before breadth is particularly well suited to supporting pupils for whom English is an additional language as, where needed, the curriculum will be tailored to provide additional time to accelerate progress in the core subjects. A solid grounding in English and mathematics will then allow them to more fully engage with an expanded subject base.

To further support pupils for whom English is an additional language, the academy will work with the local authority's existing Community Learning and Family Learning programmes to provide opportunities for parents and carers to improve their English language skills. This will enable parents and carers to engage better with their child's learning and share in their achievements.

Stretch and challenge

For high-attaining pupils, rather than focusing on a small 'gifted and talented' group, Isaac Newton Academy will ensure that all pupils are challenged and stretched through in-class differentiated teaching, extension activities,

appropriate independent learning tasks and enrichment activities and opportunities after school and at weekends. This will be achieved through outstanding teaching and teachers who have excellent subject and specialist knowledge. The academy will maintain a culture in which staff constantly encourage pupils to learn beyond the classroom.

Working with other agencies

In addition to the internal ARK resources we have developed, ARK also supports its schools to buy-in to local provision to support children with special needs. Isaac Newton Academy will work closely with the SEN, traveller, EAL, educational psychology and safeguarding teams at Redbridge Council to ensure that the full circumstances of each child are known and that the full range of specialist support can be given to every pupil in order to help that pupil succeed.

Section D4 – monitoring and assessment

At Isaac Newton Academy we will take a systematic approach to assessment, establishing baselines, tracking pupils frequently and using regular diagnostic assessments.

Target Setting

Pupil targets will reflect the high expectations of the academy. The minimum attainment targets for pupils at each key stage, irrespective of entry point are:

- Early Years: seven points on all Literacy and Mathematics scales
- Key Stage 1: level 2a in reading, writing and Mathematics
- Key Stage 2: level 4a in English and Mathematics

As well as the floor target, the minimum expected progress in each Key Stage is:

- Early Years: at least four points on all literacy and mathematics scales
- KS1: at least 6 sublevels in English and Mathematics
- KS2: at least 7 sublevels in English and Mathematics

For children with Special Educational Needs, the minimum expectations will be tailored in discussion with the SENCO.

Assessment cycle

After assessing pupils on entry, we will undertake six-weekly assessments in the core subjects of English, mathematics (primary and secondary) and science (secondary) and termly assessments in other subjects. This is to gain a real picture of each pupil's progress and track this progress over time, comparing it against each pupil's predicted levels of achievement.

Each pupil will have an assessment profile and clear progress path. Following

each assessment cycle, class teachers will meet with their line manager to discuss their pupils' progress and identify problem areas and strategies for improving specific areas of attainment. Progress will be shared regularly with pupils and their families, with face to face parent meetings taking place at least twice a year. Every member of teaching staff will have performance management targets directly related to pupil progress and teaching and learning.

Attainment reports will be analysed to ensure that particular groups of pupils are not underperforming (for example those on free school meals) and all pupils are receiving the support they need from different staff across the academy, in order to achieve their predicted targets.

Each term, the ARK central team also analyses the academy's assessment data and provides the principal, the director of education and the Local Governing Body with a detailed report. This report informs the monitoring visits (see **section F6** for more detail) and enables both ARK and the governors to identify any issues early on and provide appropriate challenge and support.

Section D5 – Admissions

All ARK academies are non-selective, community schools for local children.

Admissions Criteria

If the academy is oversubscribed, priority will be given to pupils with statements of special educational needs, where the academy is named on the statement. The remaining places will then be offered in the following order of priority:

- children who are in public care
- (from September 2013 onwards) children who have a sibling who already attends the school and who will continue to do so on the date of admission (for this purpose "sibling" means a whole, half or step-brother or sister resident at the same address)
- children who live closest to the school, by straight line distance from the main entrance of the academy to the main entrance to the child's home.

The academy will keep a waiting list which will be used to fill casual vacancies occurring if pupils leave during the year, or withdraw from a place that has been offered.

ARK will work through the Local Authority's coordinated admissions process.

Given the diversity of the communities in the immediate area surrounding the proposed academy site, a straight-line distance policy will ensure the intake represents that of the local community, with a wide range of economic and ethnic backgrounds (see **section E** for more detail). The applications for the first secondary cohort show an excellent balance between girls and boys and

cover a wide range of feeder primary schools.

Section D6 – Behaviour management and pupil wellbeing

The vision for the academy places an emphasis on excellent standards of behaviour and conduct in school and the local community at all times. As laid out in the six ARK pillars: ensuring that teaching and learning are uninterrupted makes exceptional achievement possible. The academy's behaviour policy is therefore extremely important in ensuring the academic success for every pupil.

The aim of the academy's behaviour policy will be to determine the boundaries of acceptable and unacceptable behaviour, at all times encouraging pupils to take greater personal responsibility for their action. There will be a hierarchy of praise/recognition and sanctions which will be fairly and consistently applied.

Overall, the policy will:

- Promote self-discipline and proper regard for authority among pupils
- Encourage good behaviour and respect for others and prevent all forms of bullying among pupils
- Regulate pupils' conduct
- Ensure pupils understand how to monitor, learn from and take responsibility for their own behaviour

Pupils will be encouraged to develop:

- Respect for others; their feelings, opinions, cultures, limitations and the right to their individuality.
- Respect for themselves; pride in their own achievement and that of others within the Academy, high standards of dress and behaviour and the desire to produce their best work at all times.
- Respect for the environment; their personal environment, the Academy and other people's property and the wider community in which we live
- Respect for the future; the belief that we can all make a difference by our contribution to the local, national and global community.

Mutual Respect

The school will insist that differing views, interests, abilities, backgrounds and outlooks are honoured; that the authority of staff be acknowledged; and the particular needs, contributions, talents and interests of pupils are nurtured and developed.

Behavioural procedures

The Principal will develop the procedures from this policy in consultation with staff. The procedures will have a clear rationale, which is made explicit to staff, pupils and parents and which will make clear to the pupils how acceptable standards of behaviour can be achieved. These procedures will be consistently and fairly applied and promote the idea of personal responsibility.

The Principal will ensure that appropriate high quality training on all aspects of

behaviour management is provided to support the implementation of the policy and will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them and ensure that they are consistently and effectively applied.

Roles and responsibilities

The Principal will be responsible for the implementation and day-to-day management of the policy and procedures, but all staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential to achieve consistency and create a high quality learning environment.

The Principal and staff will ensure there is no differential application of the policy on any grounds and will ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have the opportunity to raise any issues which arise.

Pupils will be helped to take responsibility for their own behaviour and will be made fully aware of the academy's expectations. Pupils will also be supported to report any bullying or disruptive incidents.

All parents (and pupils at secondary level) will be expected to sign a home-academy agreement outlining behaviour expectations, roles and responsibilities. The home-academy agreement will also be signed by a member of the Senior Leadership Team on behalf of the academy.

Bullying and pupil wellbeing

The academy's strong culture and explicit teaching of behaviour will minimise the opportunities for children to be bullied or become bullies. A culture will be fostered at the academy that everyone has the right to learn in a safe and secure environment and a responsibility to be vigilant when it comes to noticing and reporting bullying. On those occasions where bullying is found to occur, the academy will implement a system of clear procedures for dealing with different degrees of bullying, recognising the needs of all of the pupils involved and ensuring that a consistent response is provided to both bullies and their victims.

Feedback on pupil well being will also be elicited from the pupil council and we will ensure that pupils are appropriately supported, coached and counselled at stressful times such as test and exam periods.

Attendance

In order to achieve our ambitious attainment targets, it is essential that every pupil attends school every day. This is a basic expectation that will be stressed to parents/carers at every opportunity. It has already been made clear to prospective parents of secondary pupils that leave of absence will not

be granted during term time and that all medical appointments should be made out of school hours. This will be reinforced in home visits and is a commitment made in the home/school agreement. Attendance officers at primary and secondary phases will make first morning absence calls to parent and carers. 100% attendance will be recognised and praised with certificates and raffles prizes. Lateness will incur a same day detention.

Section D7 – Working with the wider community

We recognise that to serve our pupils properly, we need to work in partnership with the Local Authority and a range of other external agencies. These relationships will be built by working with those outside the school environment as equal partners and by making the time and effort to work across existing institutional boundaries and to explore ways of achieving the best outcomes for pupils and their families.

As part of the planning for the secondary phase, links have already been made with the Redbridge Director of Children's Services, School Improvement Staff and other Redbridge headteachers, as well as Redbridge Social Services, children's centres and the Educational Welfare Service.

██████████ and her Vice Principal, ██████████, have also established a positive relationship with:

- the Redbridge Secondary Heads (██████████ attends the half-termly Secondary Heads meetings)
- 12 of the closest primary schools (██████████ has visited each one)
- The Ilford Sports Club (plans are underway for reciprocal use of each other's facilities)
- The Father of the local church (where worshippers have supported the petition for the primary phase)
- The local Gurdwara and mosques (where worshippers have supported the petition for the primary phase)
- Many local businesses and shops (visited regularly regarding progress of the secondary phase and plans for the primary phase)

Working with parents

A close partnership with parents is key to an academy's success and we will encourage parents to visit the academy for achievement assemblies, mealtimes and other special occasions. We have clear and easy to access websites to keep parents up to date and maintain day to day contact with parents through regular phone calls, letters, texts and meetings – both to pass on praise and discuss any concerns. Formal feedback on pupil progress will be given every six weeks and parents' evenings will be held at least twice a year.

Each family of a child joining the academy will receive a home visit from a member of the leadership team. At the home visit the working partnership between home and school will be discussed. All parents/carers will also be

invited to a meeting soon after the start of the school year to talk about how parents can effectively engage with the school and how they can support their child in completing Independent Learning.

A parent council will be established which will take the lead on providing services to the parent community and ensuring that the staff at the academy hear the parent voice effectively. There will be regular opportunities for parents and carers to provide feedback and complete evaluations on the academy's provision.

Academy facilities

It is central to our vision that Isaac Newton Academy will be at the centre of the local community, with opportunities for the pupils' parents, siblings and neighbours to attend classes and benefit from its facilities. The principal is already in dialogue with several community sports providers regarding the use of the academy's facilities in the evenings and at weekends. A full lettings programme will be developed over time, with a community liaison and an out of hours lettings and learning coordinator appointed to oversee this important element of the academy's provision.

Section D8 – (not applicable)

Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e $D = ((B+C)/A) \times 100$.

	2014			
	A	B	C	D
Reception	90	0	>87	>97%
Year 1	0	0	0	
Year 2	0	0	0	
Year 3	0	0	0	
Year 4	0	0	0	
Year 5	0	0	0	
Year 6	0	0	0	
Totals	90	0	>87	>97%

Section E: Evidence of demand and marketing – part 2

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

Section E2: marketing the free school and engaging with the local community

Isaac Newton Academy will serve a highly diverse community. The nearest community primary schools have free school meal percentages ranging between 24% – 35%. 46.9% of people in the London Borough of Redbridge speak English as an additional language.

Since November, [REDACTED], with support from ARK Schools and Redbridge Council, has undertaken a campaign of marketing and raising awareness of the proposed primary phase of the academy.

We have informed Ilford and Redbridge residents of our proposal through:

- A piece about the proposal on the Isaac Newton Academy website (written by [REDACTED]) which appeared on 3 Jan 2012, along with an automatic alert flagging up the primary proposal.
- A letter to all the secondary, primary and early years educational establishments, sent on 3 Jan 2012, from [REDACTED] and [REDACTED] (ARK Director of Education) outlining our plans and offering to come and talk to any staff/parents who would like a meeting, attached as annex 8. No one has requested an individual meeting.
- A press release in the Ilford Recorder (attached as annex 9).
- Emailing all the prospective parents who came to our September 2011 Year 7 information evenings and inviting them to sign our online petition if in support of the proposal (attached as annex 10).
- Emailing all those who have signed up to receive newsletters about Isaac Newton Academy to inform them about the proposal and inviting them to sign the petition if in support of the proposal.
- Distributing flyers to local residences and businesses (attached as annex 11).
- Getting support from local residents in Ilford Shopping Centre, on [REDACTED] and on [REDACTED] on three successive Saturdays, giving out flyers and Isaac Newton prospectuses and collecting signatures.
- Leaving paper copies of the petition at the Seven Kings Library (on [REDACTED]) for local residents to sign if in support of the proposal (attached as annex 12).
- Leaving paper copies of the petition with 2 nurseries (Belmont on [REDACTED] and Clementswood on [REDACTED]) and the [REDACTED] Children's Centre for prospective parents of INA primary

children to sign if in support of the proposal. [REDACTED] at the [REDACTED] Children's Centre was particularly supportive of the proposal.

- Getting support from the parishioners from St Mary's Church ([REDACTED]) through [REDACTED] and from [REDACTED] Church.
- Getting support from parents who use the after school club at the Ilford Baptist church.
- Getting support from members of the local mosques and muslim religious gatherings, through the imams.
- Getting support from the Ilford Sikh Gurdwara.
- Getting users of the Ilford Sports Club [REDACTED] to sign the petition if in support.
- Getting support from users of the nursery at King George Hospital
Getting the support of a local supplementary school (Best Tutors Tuition Centre) which many primary and secondary pupils from Ilford attend.

The above demonstrates the significant amount of work undertaken to make all members of the immediate and local community (educational, social, religious and cultural) aware of our proposal and to include them in our consultation. All of the groups we have spoken to support the proposal.

Response to the campaign

We have received over 1300 signatures backing the proposal to open a primary phase of Isaac Newton Academy. The table at the beginning of **section E** shows the breakdown of this support in terms of pupil age group and how many signatures are from parents of children who will be of reception age in 2014. The figures are expressed as a minimum, since a high proportion of respondents indicated that they had primary aged children, but did not include their ages. We are therefore confident that the primary school would be full upon opening (100% roll).

Questions asked

We asked those who signed the petition to sign if they supported the proposal to "open a primary phase of Isaac Newton Academy", rather than simply opening a new primary school (as this may only have captured responses reflecting the primary place need in the area rather than the demand for Isaac Newton Academy specifically).

We asked respondents to record the ages of their children if they had any. We did not ask prospective parents to indicate whether they would definitely put our school as a first choice place because:

- The proposal has not been approved
- The question of site is a sensitive one (the marketing literature simply indicated that we were seeking a site near to the existing academy)

- The demographic need for primary places in the area is evident

Annex 13 shows a map with the distribution of the locations of the 1300 signatures/support. Annex 14 also shows the key economic indicators of these areas.

Demand for Isaac Newton Academy

In addition to the high level of support we have received for the primary proposal, we are confident that parents would put our school as first choice, based on the significant support and demand demonstrated for the secondary phase of Isaac Newton Academy in its first year of opening. Despite Isaac Newton being a new and therefore unknown school, and there being no building and no staff members recruited except the principal, parents showed an overwhelming interest in the new academy.

This year (prior to opening) the academy received 525 applications for 180 places. Of these, over 100 applications were first preferences. Of those who expressed a specific reason for choosing the academy, 32% said that it was the vision and reputation of the principal, indicating the support for this particular type of educational provision in the area. (The other major reason specified was the distance applicants lived from the academy).

Section E2: the local context and place need

Redbridge’s population has been increasing rapidly in recent years, due to both inward migration and increasing birth rate. Demand for primary places has been steadily increasing as shown by the graph of actual and projected demand in annex 15.

This year the Council is opening bulge classes in four existing primary schools to meet the critical place need for 2012. A new, 2FE Jewish primary school is also planned to open in 2013.

However, even taking this provision into account, the table below shows the projected deficit of primary places over the following two years:

	Academic Year	Deficits	Deficits as FE
Actual births	2012/13	-26	-1
	2013/14	-185	-6
	2014/15	-268	-9
Projected births	2015/16	-240	-9
	2016/17	-243	-9
	2017/18	-243	-9
	2018/19	-243	-9

A map showing this primary place need, and its locus in Ilford specifically is attached as annex 16.

The table and map show that for September 2013 there remains a projected deficit of six forms of entry. This need is most acute in Clementswood ward, where Isaac Newton Academy is located, and its surrounding wards. Therefore, in addition to the further expansion of existing schools, Council officers have been authorised to discuss additional academy and free school provision in order to meet this need.

Support from Redbridge Council

ARK Schools have developed a strong working relationship with Redbridge Council through the opening of Isaac Newton Academy secondary phase. The Director of Children’s Services has written to confirm her support for the primary school proposal (see annex 24).

The planning and development team have confirmed that they will work with ARK Schools to explore a range of options for the site of the academy and where possible use their resources to unencumber the preferred site and make it available on a 125-year lease to the academy.

Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

Sections F1 – F3 ARK Schools central resources and expertise

Isaac Newton Academy

██████████ is an experienced Headteacher and National Leader of Education. Her Vice-Principal, ██████████, joined her with the academy planning in January 2012 and together they will be recruiting the first cohort of staff over the coming months. Key appointments will include:

- An assistant principal
- Subject leaders
- Finance and resources director

As the academy will open with a single Year 7 cohort and grow year by year, there will be additional capacity in the leadership team to focus on the opening of the primary phase.

ARK Schools

██████████ will be supported by the ARK central team. ARK Schools has a successful track record of opening and operating new schools at primary and secondary level.

ARK Schools will use the staff on its central team to support the opening and running of Isaac Newton primary. The central team's role is to support the academy by:

- Providing effective support services
- Creating a collaborative network that facilitates the sharing of good practice and resources
- Holding schools accountable for performance through monitoring and performance management

The ARK central team is currently structured to provide services for around 15 secondary academies and 30 primary academies. ARK currently has eight open secondary schools and seven in development, including Isaac Newton primary. **This means that ARK can commit as much time as is needed from individuals from the education, financial and operational teams for the new academy to ensure its success.**

Details of the roles and the capacity of the ARK central team in the key areas of educational, financial and operational support are below.

Education expertise and capacity

The ARK education team comprises former teachers, school leaders and educationalists who assist the principals and senior leadership teams of each school, both in their planning before a new or transition school opens

and the delivery of their educational vision once the school is open.

At least once a term [REDACTED], the ARK Education Director, leads a monitoring visit of each academy and prepares a report on the academy's progress. This report is shared with the Managing Director and the Chair of Governors of each academy and enables ARK and the local governing body (LGB) to work together to provide support and intervention to the academy wherever necessary (**see section F6**).

The ARK education team provides expertise in the following key areas to support each academy:

Mathematics – [REDACTED]
English – [REDACTED]
Special educational needs – [REDACTED], [REDACTED] and [REDACTED]
Music – [REDACTED], [REDACTED] and [REDACTED]
Extended Schools - [REDACTED] and [REDACTED]
University and careers success – [REDACTED]
Assessment and data – [REDACTED]
Training and development – [REDACTED]

We attach particular importance to the training and development of all our staff and offer all staff three full-network training days every year, as well as access to a wide range of courses and opportunities through ARK's online training menu, supported by the training and development team.

The ARK also works closely with Future Leaders and Teaching Leaders to maximise opportunities for staff within the network.

Finance expertise and capacity

[REDACTED] is ARK's Responsible Officer, providing oversight of each academy's financial affairs to ensure that resources are being managed economically and effectively and that sound systems of internal financial control are being maintained.

The central finance team provides strategic direction, support and training to the finance teams at each academy. The finance team also performs a procurement function for some of the operational contracts across the ARK network to make best use of economies of scale and other benefits. A facilities manager supports the finance and resources staff at each academy with small scale building projects, FM and other facilities and premises related issues such as catering and cleaning, both during the planning stage and once the schools are open.

Operations capacity – HR and recruitment

ARK is a single employer with over 1000 staff and takes its commitment to managing and developing its staff seriously. The network has a single set of HR policies, including the diversity and equality policy, which is monitored centrally. The HR team works closely with the Principals and academy

Finance and Resources Directors to ensure the implementation of these policies is consistent and well managed.

ARK has a specialist recruitment and retention team, led by [REDACTED]. The recruitment and retention team is responsible for working with individual schools to meet their recruitment needs and developing network approaches to recruitment and retention (see section F5 for more detail).

Operations capacity – IT

IT is managed centrally, enabling flexible deployment of staff and a higher quality, better value managed service. ARK also runs network wide management information systems to support school improvement, HR and finance. CMIS is used for pupil data and assessment; HR information uses Snowdrop, a specialist HR system and the PSF is the finance system. Implementation of and training on these systems is managed centrally.

Project management

The projects team is responsible for coordinating the opening of new schools and the management of the academy building projects. The projects team has been undertaking the project management role on behalf of the DCSF as well as coordinating ARK input since 2007. We have opened eight academies since then and have six more under development.

ARK will provide an in-house project director, project manager, buildings project manager and decant manager to plan and coordinate the opening of Isaac Newton primary. The only functions we contract out of house relate to technical advice and client design advice (buildings) and legal advice across the projects, performed by [REDACTED].

Section F4

Isaac Newton Primary Staff Structure

Isaac Newton Primary will share staff with the secondary phase, particularly in terms of leadership and operational staff.

The following staffing structures are attached in the annexes:

Annex 17a – primary staff structure, first year

Annex 17b – primary staff structure, final year

The staffing model as the academy builds up its roll are shown in the financial model in **section G**.

Academy senior leadership team

The staff structure for the primary and secondary phases of Isaac Newton Academy will grow in parallel with the pupil cohort.

The head of primary phase will report directly to the academy principal and will be responsible for both academic and pastoral welfare of all pupils in

the primary school.

See annexes 7a and 7b for organisational charts laying out the senior team's roles and responsibilities.

Section F5

Recruiting the head of primary phase

The head of primary phase will be recruited with the support of the ARK central recruitment team and will take up post in January 2014. The primary head of school will then take part in the ARK primary head training programme to prepare for the primary opening in September 2014.

The timeline and plan for the recruitment of the head of the primary phase is attached as annex 18.

Recruiting other high quality members of staff

The ARK recruitment team will also work with the principal and head of primary phase to recruit the members of staff (both teaching and support) for Isaac Newton Primary Academy. This will be done through:

- A number of specific recruitment events
- Advertising in the TES and other relevant publications

The timeline for recruiting the other staff for the academy's first year of opening is attached as annex 19.

The governing body

The chair of governors of Isaac Newton Academy is [REDACTED], who also sits on the ARK Schools Board.

The other governors for Isaac Newton Academy will be recruited this year in advance of the secondary phase opening in September 2012. During the recruitment process, the recruitment team works with local contacts to begin identifying suitable local governors for the academy. These may be members of the local community with specific links to a school or with skills which would particularly benefit the governing body.

All potential local governors will be interviewed at ARK and appropriate safeguarding checks carried out before the position is finally offered.

For more detail of the role of local governors see section F6 – governance

Section F6 – Governance

ARK's governance arrangements (as laid out below) are laid out in the Master Funding Agreement. Through the success of ARK's existing schools, the governance structure has been demonstrated to be effective in delivering challenge to those with executive functions at the school.

ARK Schools governance arrangements

Under the funding agreement, the legal governing body for all ARK academies is the board of directors of ARK Schools.

However, the ARK Schools Board delegates the majority of its powers to the academy local governing body (LGB) which operates with delegated powers as a committee of the ARK Schools Board.

See annex 20 for a table detailing the division of responsibilities between ARK Schools Board and the local governing bodies and annex 21 for a diagram laying out the above structure.

LGB composition

The LGB composition will be:

- The Chair – [REDACTED]
- The Principal, one elected member of the teaching staff and one elected representative from the non-teaching staff
- 1 elected parent representative (who also acts as chair of the parent council)
- 1 local authority nominee
- Up to 6 other nominations

Local governing bodies will normally meet six times a year. Where appropriate, the chair may decide to hold part of the meeting without academy staff governors or officers present.

Where appropriate and necessary, finance and curriculum subcommittees may be established by the LGB. Otherwise the oversight of these areas is carried out by the full LGB.

[REDACTED] is ARK's Responsible Officer, providing oversight of each academy's financial affairs to ensure that resources are being managed economically and effectively and that sound systems of internal financial control are being maintained (**see section F1**)

Principal performance management

The principal is line managed by the Director of Education and Chair of the LGB. At least once a term, ARK's director of education will lead a monitoring visit to Isaac Newton Academy and prepare a report on the school's progress. This report is shared with the Managing Director of ARK Schools and the LGB Chair and informs the performance management of the principal. The outcome of the monitoring visit also informs the central education team's termly support plan.

As well as the monitoring report, the academy is monitored against termly attainment reports and a termly finance report, shared with the ARK Schools team and the local governing body.

Parent council

ARK Schools will work with the LGB to establish a parent council. The chair of the parent council will ideally be the parent representative on the LGB. It is advised that the parent council meet at least twice per term. Although it varies for each academy, the parent council could have responsibility for:

- The promotion of strong community relations
- The development of suitable fundraising strategies
- Communicating any parental concerns to the chair of the parent council

Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

Part 1 – Financial plans

Two finance models for Isaac Newton Primary are attached. Annex 22a shows the financial position where each year group is full, as it comes on stream (100% pupil roll). Annex 22b shows the impact if each year is only 90% full.

Part 2 – Financial narrative

Section G1: Show how the school will be financially viable and offer good value for money up to the point where there are pupils in each year.

In both financial models the academy is operating with a small surplus/contingency. In both models a small in year deficit is incurred in a minority of years, but in all cases it is covered by the cumulative position. The deficits are also too small to be considered statistically accurate, when compared to the overall budget.

We believe that the proposals represent good value for money. Significant economies of scale are achieved by this academy being linked to Isaac Newton Secondary Academy. This allows a reduction in operational staff with no finance staff included in the primary model for example, allowing more resources to be spent on front line teaching staff.

Diseconomy staff funding (start-up funding) has been minimised to four key senior staff, despite the academy's size.

Section G2: Show how the school will be financially sustainable once there are pupils in each year.

The first financial plan shows a surplus once all year groups are in place of £16k per annum. This is based on a robust educational model plus a lean operational staff structure. Based on our experience to date of operating all-through academies (which INA would effectively be) we believe that this model is robust and sustainable. Sensitivity analysis has been carried out to show that the academy is still viable should there be a reduction in income, as set out below.

Section G3: Show how the school will be financially resilient to reductions in income.

We have put together a second financial model based on a 90% pupil roll each year. This causes a reduction in income of £36k in year one through to £255k per annum at a steady state. No further sensitivity scenarios were deemed necessary as we have used the local FSM rates and a prudent approach to nongovernmental income has been taken. The only other income stream included is SEN funding from the LA for statemented pupils. Should these amounts come in lower than expected, the requirement for LSAs will be reduced which will match off without further effect.

A 90% roll would naturally have some impact on the ability of the academy to run in the same way as with a full roll. However, once pupil number-based expenditure has been reduced accordingly, the deficit is small.

The numbers of front line (classroom) teachers are the same, but this assumes an increase in the teaching loads of senior leadership staff. Further necessary adjustments to balance the budget coming from minor adjustments to operational staff.

There will therefore be no impact on the delivery of the curriculum and overall it is not anticipated there will be any impact on the successful operation of the academy.

As laid out in **Section E** we are extremely confident that the school roll will be full from its earliest years. Local demand is strong, and all current new ARK academies are full, with most heavily oversubscribed.

Section G4: Provide realistic financial plans that are consistent with other aspects of your application.

The assumptions laid out in the financial model follow the assumptions described in the education and staffing sections of, and the demographic information laid out in, this proposal. Non-payroll assumptions are the same in both plans and are based on ARK's experience of running similar all-through schools.

Section G5: Provide sound financial plans that are based on realistic and evidenced assumptions about income and expenditure.

See sections G1 – G4 above.

Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

Proposed site for Isaac Newton Primary

Location

Isaac Newton Academy is located between [REDACTED] and [REDACTED] ([REDACTED]). The location is at the centre of both the secondary and primary place need in the borough, as well as being in one of the 20% most deprived wards in Redbridge.

Map of academy location in Ilford



The new secondary academy is located between [REDACTED] (the [REDACTED]) and the [REDACTED]. For the proposed primary phase, our preferred option is to expand the site to create an all-through campus by using the site of the [REDACTED] ([REDACTED]) to build a new primary school.

The [REDACTED] ([REDACTED]) is shown by the green arrow in the picture below. The secondary academy is being built adjacent to the [REDACTED], on top of the [REDACTED]:



Current site use

The swimming pool complex shut in 2009 due to health and safety concerns. In 2010 Redbridge Council undertook a feasibility study to establish whether the pool could be renovated, but the dilapidation of the buildings and the site abnormalities, including extensive contamination with asbestos and other pollutants, meant that it was not financially viable to do so.

Redbridge Council has not yet confirmed whether the pool complex can be demolished to make way for the primary school, but in early discussions have confirmed that there is no available funding for rebuilding it as a swimming pool. The site may therefore be released to meet the primary place need. At its Cabinet meeting on 14 February 2012, the Council authorised officers to negotiate with the organisations which have rights over the land on the site of the swimming pool, with a view to ensuring that the land is legally unencumbered.

Freeholder and availability

Redbridge Council owns the swimming pool site. If the site can be unencumbered, the Council will lease it to ARK at a peppercorn rent for 125 years, in order to run the proposed academy.

Description of site

The total site area is 3367m². The site comprises the pool complex only, at a height of three storeys and a small amount of external space. As it is adjacent to the secondary academy, parking and sports facilities (and possibly play space) can be shared between the primary and secondary phases.

Suitability of site

The existing buildings would need to be demolished and a new primary school built from scratch in order to provide suitable accommodation for the primary school. The site has enough space and an appropriate layout and location adjacent to the secondary academy to achieve this.

ARK believes that this site is ideal for siting the academy due to:

- The size of the site
- The location:
 - in the centre of the borough place need and parent demand for the academy
 - adjacent to the secondary academy enabling sharing of facilities and staff
 - the creation of an all-through campus serving local pupils from 4 - 18
- The Council's ownership of the land and ability to lease it to ARK Schools

Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

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