

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: <ul style="list-style-type: none"> <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? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 8. | If Yes, please provide more details: ARK Schools is also intending to apply for a new primary school project in Ilford 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? <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 | |
| <p>Company members</p> <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: 7 | |

| | |
|-----|--|
| 17. | Please provide the name of each member below (add more rows if necessary): |
| | 1. Name: ██████████ |
| | 2. Name: ██████████ |
| | 3. Name: ██████████ |
| | 4. Name: ██████████ |
| | 5. Name: ██████████ |
| | 6. Name: ██████████ |
| | 7. Name: ██████████ |

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 chair of the ARK Schools board, the legal governing body for all ARK schools. A local governing body (LGB) will be set up for ARK Enfield Academy in the summer of 2013 and the chair of the LGB will be confirmed at that stage (see **section F6**).

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. | <p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • 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]</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. | <p>Is your organisation an existing independent school wishing to become a Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> |

| | | |
|-----|--|--|
| 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. | <p>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:</p> <p>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 aim that every pupil at an ARK academy will do well enough by the age of 18 to go on to university or pursue the career of their choice.</p> <p>ARK Schools Company Registered in England no. 05112090 Registered address [REDACTED] London [REDACTED]</p> | |

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: ████████████████████

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: | ARK Enfield Academy (working name) |
| 2. | Proposed academic year of opening: | September 2013 (Reception and Year 1) September 2014 (year 7) |
| 3. | Specify the proposed age range of the school: | <input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input checked="" 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: Consideration will also be given to including nursery provision on the site |
| 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 of the proposed school: | N/A |
| 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 Enfield |
| 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 ARK Enfield Academy

Age range

ARK Enfield Academy will be a new, all-through academy made up of:

- A two form entry primary school providing places for 420 primary pupils
- A six form entry secondary school, providing places for 900 secondary pupils
- A sixth form of up to 300 pupils

The age range will be 4 – 19 years, with the possibility of additional nursery provision.

Location

The academy would be located on [REDACTED] in Enfield Highway ward, on the site currently occupied by [REDACTED]. [REDACTED] will move to their new buildings in December 2012.

Summary of proposal

The Enfield area has significant need for new, high quality school places. This is particularly true in Enfield Lock, the area where the new academy is proposed to open (see **section E2**). Enfield Lock is also in the 10% most deprived areas nationally. 36% of children in Enfield Highway ward are eligible for Free School Meals. 36% of families in Enfield do not speak English as a first language. When the Oasis Academy moves to its new buildings, there will be no secondary school serving this community.

ARK Schools is working with the College of Enfield, Haringey and North East London ('the College'), with the support of Enfield Council, to develop a proposal to open a non-selective, non-denominational school that will provide new, high quality school places in the area.

ARK Schools and the College share a vision for an academy which has a strong focus on success and a commitment to developing high aspirations, high motivation and high achievement for all the academy's pupils, regardless of their background or their prior attainment. In particular, ARK Enfield Academy will aim to ensure that every pupil will leave the academy at age 18 with the skills and qualifications needed to go to university or pursue the career of their choice.

ARK Schools: 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)

Vision and ethos

As laid out above, ARK Enfield Academy will aim to ensure that every pupil will leave at age 18 with the skills and qualifications needed to go to university or pursue the career of their choice.

The new academy will be non-selective and non-denominational and will develop high aspirations, high motivation and high achievement in and for all its pupils, regardless of their background or prior attainment.

The new academy's education plan will reflect this vision through its shared 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. Typically at primary, the day will run from 8.30am to 4pm and at secondary from 8.30am – 4.30pm, with optional breakfast clubs and after school sessions running until 6pm.

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. An all-through school of this size will be led by a Principal, with a primary headteacher responsible for the primary phase and assistant headteachers responsible for the key stage 3, key stage 4 and key stage 5 schools.

Aspirations and targets

To achieve our aim of ensuring that all pupils have the skills and qualifications necessary for higher education, we have extremely high targets at both primary and secondary level:

Primary

We 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 at key stage 1; and at least 90% of pupils leave primary school with a level 4a.

Secondary

At secondary, we aim for at least 80% of all pupils to achieve five good GCSEs including English and maths, and that the majority of these will take the GCSEs required to achieve the English Baccalaureate.

In the sixth form, at least 80% of pupils will qualify for a good university and 100% will secure a university place, job, training course or apprenticeship.

Apprenticeships target

To support our drive to prepare all our pupils to remain in education to age 18 and go on to productive and positive destinations, we aim for at least 5% of our pupils to go on to apprenticeships, delivered in partnership with the College.

ARK has substantial experience and expertise in running excellent, inner city comprehensive schools serving school similar to that of North East Enfield and our curriculum and assessment model (see **Vision and Ethos** above and **sections D1 and D4** for more detail) is specifically designed to achieve the targets laid out above.

An inclusive academy

Admissions

ARK academies are non-selective, community schools for local children. ARK Enfield Academy will welcome all local children regardless of ability or background. The main oversubscription criterion will be straight line distance lived from the school. For more information see **section D7**.

Inclusion

ARK is fully committed to inclusion; the ARK education 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

ARK Schools and the College are both non-denominational organisations, providing education for children of all faiths and none.

ARK Enfield 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.

In line with the Council's projections, we aim to open in 2013 with a reception and Year 1 cohort and to admit the first year 7 cohort in 2014.

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

Consideration will be given to opening the sixth form early, in line with the raising of the participation age which will come into full effect by 2015 and which is anticipated to increase demand for sixth form places.

| | Current number of pupils NONE | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|-----------|----------------------------------|------|------|------|------|------|------|------|------|
| Reception | | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 1 | | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 2 | | | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 3 | | | | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 4 | | | | | 60 | 60 | 60 | 60 | 60 |
| Year 5 | | | | | | 60 | 60 | 60 | 60 |
| Year 6 | | | | | | | 60 | 60 | 60 |
| Year 7 | | | 180 | 180 | 180 | 180 | 180 | 180 | 180 |
| Year 8 | | | | 180 | 180 | 180 | 180 | 180 | 180 |
| Year 9 | | | | | 180 | 180 | 180 | 180 | 180 |
| Year 10 | | | | | | 180 | 180 | 180 | 180 |
| Year 11 | | | | | | | 180 | 180 | 180 |
| Year 12 | | | | | | | | 160 | 160 |
| Year 13 | | | | | | | | | 140 |
| Totals | N/A | 120 | 360 | 600 | 840 | 1080 | 1320 | 1480 | 1620 |

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 – Curriculum Model

The curriculum for ARK Enfield Academy has been designed to achieve the vision that at least 90% of pupils leave primary school with a level 4a and at secondary at least 80% of all pupils achieve five good GCSEs including English and maths. Where appropriate, pupils will be offered high quality vocational pathways alongside English and maths GCSE in partnership with the College.

In line with the principle of depth before breadth, there will be an emphasis on English and maths during both the primary and secondary phase, with additional support for those pupils below level and additional stretch for those pupils exceeding targets. The allocation of curriculum time is determined by each pupil's needs, with priority given to academic acceleration in core subjects. We will cover the national curriculum in English, maths and science.

Although the ARK network focuses on achieving mastery in the core subjects before tackling the wider curriculum, the academy will ensure that a broad and balanced curriculum is delivered for all pupils over the course of their school career.

Once in post, the leadership team will develop the detailed curriculum offer, with support from ARK's education team. Each year the principal will be responsible for determining which courses are offered and how they are taught in order to best serve the needs of each pupil.

Primary Curriculum

ARK Enfield 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 number of hours per subject at each key stage is shown in annex 1.

Secondary Curriculum

Key Stage 3

The KS3 curriculum is still focussed on depth before breadth, so that pupils develop outstanding skills in English and mathematics in order to access the wider curriculum. There will be room for flexibility in the way that these subjects are delivered based on rates of pupil progress and the attainment of those pupils joining the academy from other primary schools.

At key stage 3, English, maths, science, humanities and MFL will be delivered in ability groups. In maths, the academy will continue the approach developed in ARK's Mathematics Mastery curriculum. Art, DT, music and PE will be taught in mixed ability groups to ensure that all pupils have a chance to integrate and learn with their contemporaries. Humanities subjects will be taught as distinct subjects from year 7 onwards. IT will be taught across the curriculum rather than as a discrete subject until year 10.

At secondary level, the academy's longer school day will enable enrichment activities and master classes to stretch and challenge all pupils, or to allow for targeted catch up where needed (see enrichment section below). The key stage 3 curriculum will also benefit from the collaboration with the College, particularly as part of the extended day and to support careers guidance and options selection towards the end of the key stage.

Key Stage 4

We aim that the majority of pupils will take the GCSE subjects required to achieve the English Baccalaureate. In addition to the primarily academic courses offered by the academy, pupils will be offered an extended range of high quality key stage 4 programmes and access to specialist facilities through the College.

Those pupils taking a mixed academic and vocational programme will be able to take advantage of the borough-wide 14-16 shared curriculum days (Wednesdays and Fridays) to attend relevant learning at the College's Enfield centre, which has specialist facilities for media, art and design, science and sport. Drama pupils will have access to the prestigious Chicken Shed Theatre, where they can learn in a professional theatre environment.

The principal will decide whether to implement alternative qualifications such as IGCSE and native language qualifications, such as Turkish, to reflect and support the local community.

The 16 – 19 curriculum

The 16 – 19 curriculum will stretch and challenge pupils, and will promote independent learning to prepare them for university and working life. The principal will at a later stage decide whether to offer International Baccalaureate, depending on the suitability of the course for each cohort.

The majority of pupils will be expected to take at least 4 AS options. Where appropriate, pupils will have the opportunity to pursue high quality vocational alternative courses through the partnership with the College (supported with excellent careers guidance), including apprenticeships.

Details of these courses, along with the full secondary curriculum model, including number of hours per subject in each year, is shown in annex 2.

Enrichment

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.

ARK currently provides four strands in its enrichment programme across its network of schools. The aim of these strands is to give our pupils the skills and experiences that a rigorous academic education alone cannot provide.

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 experiences. 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. Through the College this will include opportunities to experience the world of work through the volunteering and young leaders programmes.

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 3.

Section D2 – Academy timetable and calendar

The academy day

The primary school day will run from 8.30am until 4pm, except Fridays when school will end at 3pm.

The secondary school day will run from 8.30am until 4.30pm, except Fridays when school will end at 3pm.

Optional breakfast clubs and after schools activities will also be available.

More details on the timings of the school day are laid out in annexes 4 (primary) and 5 (secondary) and the curriculum maps are included as annexes 1 and 2. These two documents will be used to generate the first year timetables for the academy (at both primary and secondary level) in the spring before opening.

The academy year

The standard ARK Enfield Academy year will provide 185 teaching days and 10 staff training days, and 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 primary headteacher and assistant heads of 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, with a form teacher primarily responsible for their pastoral welfare.

Academy organisation: Leadership responsibilities

The principal will have responsibility for the overall vision and strategic direction of the academy. There will be three vice principals who will lead on the following three core areas of whole academy responsibility:

- i. Teaching, learning and CPD
- ii. Behaviour, ethos and inclusion (including safeguarding)
- iii. Assessment, data and IT systems

The finance and resources director will lead the operational team and be responsible for the school budget.

The primary headteacher and each assistant head of key stage 3, 4 and 5 will be responsible for the progress and outcomes of the pupils in their small school as well as creating and embedding a stage appropriate ethos and rewards.

Each subject lead will be responsible for the quality of teaching and learning in that subject area.

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

Annex 7c – secondary senior leadership roles and responsibilities, final year

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

At ARK Enfield Academy we are committed to providing a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability 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: for example, deferring second language study and/or limiting design/technology or humanities in any key stage.

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.

To support pupils with SEN, ARK has appointed a network SEN specialist to work across the network to help identify, assess and plan high quality provision. We have also introduced 'Drive for Literacy' – a programme to identify and accelerate the progress of pupils with literacy difficulties – and have a full time Speech and Language Therapist who works within the network.

A primary and secondary SENCO will be appointed in the first year of opening to lead, oversee and coordinate all matters regarding special and education needs. The SENCO will hold the appropriate qualifications and work closely with the local authority and ARK's SEN team.

The SENCO will lead a team of specialist teachers and assistants who will ensure that all pupils with special needs are identified early, not just those with formal statements of special educational needs, and will support teachers to write Individual Education Plans, or where necessary, Personal Behaviour Plans. These will be communicated to families and monitored termly. It is our expectation that these IEP targets will be addressed through targeted differentiation in lessons as well as, where appropriate, additional targeted classes.

Pupils with physical disabilities

The SENCO 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

The academy is likely to be serving a high proportion of children with English as an additional language. Although many languages are spoken in Enfield, Turkish (along with Greek) represents the largest non-English community.

ARK's focus on depth before breadth and high amount of curriculum time is particularly well suited to supporting these pupils 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. At the same time, the academy will benefit from the skills and experience of the College's EAL teachers and tutors, who are trusted members of the local community.

To further support pupils for whom English is an additional language, the academy will work with the College and local authority Family and Community 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.

Gifted and talented

We identify gifted and talented children as being those young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities.) We will expect gifted and talented pupils to make 3 sub-levels of progress per year as a minimum requirement in a subject that they are excelling in. This will be achieved through outstanding teaching and teachers who have excellent subject and specialist knowledge. 'Extension tasks' will be developed to allow pupils to demonstrate different ways of thinking.

Gifted and talented pupils will also be offered additional advice, guidance and experiences including opportunities to: demonstrate leadership and planning; compete at county and national level and benefit from individual curriculum pathways that may allow for early entry and additional subject options.

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. ARK Enfield Academy will work closely with the SEN, educational psychology and safeguarding teams at Enfield 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.

Our partnership with the College will add breadth to both the learning and support offer. For those programmes delivered at the College, pupils will benefit from personalised study programmes, small class groups, dedicated support from tutors, vocational taster courses and supported work experience. Pupils will have access to high quality vocational provision delivered in industry standard facilities at the College and access to progression pathways that will help pupils to develop essential life skills for further and higher education, apprenticeships, work and independent living.

Section D4 – monitoring and assessment

Assessment is critical to the ARK education model and a key factor in our ability to achieve the targets laid out above and ensure that all pupils are progressing as far and as fast as possible.

Target Setting

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
- Key Stage 3: level 5b in English and level 6c in Mathematics
- Key Stage 4: grade C 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
- KS3: at least 6 sublevels in English, 8 sublevels in mathematics
- KS4: at least 6 subgrades in English and Mathematics (equivalent to at least two levels of progress)

For children with special educational needs, the minimum expectations will be tailored if necessary in discussion with the SENCO.

Assessment and monitoring

ARK Enfield will follow the ARK assessment model, which focuses on four main aspects:

- *Accurate diagnosis of learning and teaching needs* – outcomes of assessment for individuals and groups are used to pinpoint gaps, areas needing reinforcement and misconceptions.
- *Reliable judgements of attainment* – pupils' achievement in subjects is assessed regularly by each teacher and moderated in relation to external benchmarks.
- *Regular tracking, analysis and communication of pupil progress* – each pupil's academic progress is recorded, communicated, analysed and reported so that teachers, pupils and parents know how well each pupil is progressing from their baseline towards their target and can act if required.
- *Adjustment to provision* – outcomes of day-to-day assessment and formal summative assessment informs classroom teaching, curriculum, pupil grouping, individual pupil provision and teacher development.

The ARK assessment cycle

All the ARK schools share the same assessment system and cycle:

- Half termly assessments in core subjects (including science at secondary phase)
- Termly assessments in all other subjects

Teachers will review and discuss the results of these assessments promptly and thoroughly with their line manager and feedback to pupils and parents, with face to face parent meetings taking place at least twice a year. Where a child is at risk of underachieving, clear and coordinated strategies will be implemented and monitored.

The attainment reports are also 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 data available 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

Primary and secondary admissions

ARK academies are non-selective, community schools for local children and we therefore propose using straight line distance as the main admissions criterion (after admitting pupils with special educational needs, pupils in care and those with siblings already attending the school). In line with all ARK schools, the admissions policy will be in accordance with the School Admissions Code and we 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, and the parents who have expressed an interest in the academy, a straight-line distance policy is likely to result in a free school meal percentage of 36%. The borough average for children with English as an Additional Language is 36%, but we think it likely that the intake at ARK Enfield will be higher than this.

16 – 19 Admissions

When making course decisions at age 16, pupils will be given high quality careers and university advice by both the academy and the College, to ensure that their course choices properly support and prepare them for their intended destination when they leave education.

For admission into the academy sixth form, all applicants will be expected to have an academic reference from their current school supporting their suitability for A level study and must meet a basic requirement of having 5 GCSEs at or above grade B level, including English language and maths.

Some higher individual grade requirements may be necessary to study specific courses. These will be confirmed and published before opening the sixth form.

If the academy sixth form is oversubscribed, places will be offered first to applicants who are looked after, then to existing year 11 pupils who are continuing their studies at the academy and applicants with a sibling attending the academy. The remaining places will be allocated to those applicants meeting the basic qualification who live closest to the school.

Admissions to courses at the College

Pupils who wish to take courses at the College, including apprenticeships, will need to meet the College's entry requirements which are specific to the course proposed.

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 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 actions, and a hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

The principal will develop the detailed policy and procedure in consultation with ARK's director of education in advance of the academy's opening. The policy will be made explicit to staff, pupils and parents during the recruitment and induction process and will be applied fairly and consistently. The principal will review the policy regularly and monitor it systematically to evaluate and constantly improve it.

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
- Promote the idea of personal responsibility

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.

Rewards and Sanctions

An academy ethos of encouragement is central to the promotion of good behaviour. Rewards will be clearly defined and there will be a strong emphasis on praise, both formal and informal, to individuals and groups.

Sanctions are also required to respond to inappropriate behaviour and a range of appropriate sanctions will be clearly defined in the procedures. Their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures will make a clear distinction between the sanctions applied for minor and major offences.

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.

Working with parents

Parents and carers will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have regular opportunities to raise any issues which arise, particularly those related to bullying or other 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

A 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.

Exclusions

Exclusions – both fixed term and permanent – are considered a last resort in managing behaviour. ARK's exclusions policy (as laid out in its master funding agreement) is in line with national guidance and policy on exclusions.

Section D7 – Working with the wider community

ARK has substantial experience and expertise in running excellent, inner city comprehensive schools serving communities similar to that of north east Enfield and our education model has been developed to deliver outstanding outcomes for all pupils, regardless of their background or prior attainment.

We recognise that to serve these 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.

ARK's engagement with the community will be facilitated by working with the College, which already has mature local links including, but not limited to, the Local Authority, police, the NHS, social services and local community groups. The College's record of collaboration with a broad range of partners, together with its innovative projects and initiatives that promote social responsibility and community cohesion, will provide the foundation for engaging with the wider community.

Our approach to engaging young people and local parents and building a strong local community can be summarised as:

- An academy committed to the six ARK pillars, creating an aspirational, achievement-oriented culture and calm and orderly atmosphere
- Creating a local school for local families through a non-selective, distance based admissions policy
- An academy where pupils are engaged through participation and enrichment as well as through academic success. This includes a wide variety of opportunities that will broaden pupils' horizons including:

- Performances at the Barbican, through the ARK music programme
- Performances of Shakespeare plays at the RADA theatre through the Shakespeare Schools Programme
- Outward Bound residential, through the ARK 'Expanding Horizons' programme
- Visits to universities across the country through the ARK 'University for Success' programme
- Network wide sports, debating and spelling competitions
- Regular school trips
- A close partnership with parents: we will encourage parents to visit the academy for achievement assemblies, mealtimes and other special occasions. We will have clear and easy to access websites to keep parents up to date. We will maintain day to day contact with parents through regular phone calls, letters, texts and meetings – both to pass on praise and discuss any concerns. We will also feedback pupil progress to parents regularly.
- Providing a range of support for parents and families: a parent council will be established which would take the lead on providing services to the parent community. This might include: English or IT lessons through the College's extensive adult learning offer; surgeries for accessing services; financial advice and support into work through our partner College (and in collaboration with Jobcentre Plus)
- Academy facilities being available to the community, encouraging the perception of the academy as a wider community resource.

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 $D = ((B+C)/A) \times 100$.

The figures below are indicative of families who have said they are likely to apply following the first stage of marketing the free school, rather than showing application numbers, in age bands rather than specific years. Please see **section E part 2** for more detail.

| | 2013 | | | | 2014 | | | | |
|-------------|------|-----|---|---|------|-----|---|---|--|
| | A | B | C | D | A | B | C | D | |
| Reception | 60 | 169 | | | 60 | 169 | | | |
| Year 1 | 60 | | | | | | | | |
| Year 2 - 6 | | | | | | | | | |
| Year 7 | | | | | 180 | 206 | | | |
| Year 8 - 13 | | | | | | | | | |
| Totals | 120 | | | | 240 | | | | |

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.

Introduction

As laid out above, the Enfield Highway ward is in the 10% most deprived in the country. Between 30 and 40% of families do not speak English as a first language and mobility is high. The free school meals eligibility in the ward is 36.3% and rises to 42.6% in Enfield Lock ward which is immediately to the north. A map of the IDACI in Enfield borough is attached as annex 8.

In addition to undertaking a campaign to raise awareness of the new ARK school and establish local demand for this type of educational provision (discussed in more detail below) we have also summarised our experience of setting up new schools in areas with similar demographics.

Finally we have gathered data demonstrating the need for primary and secondary places in the area to provide the local context.

Our conclusion is that given the demand expressed parents in the local area, ARK's experience to date of opening new schools and the local demographic and place need context, we expect the academy to be full upon opening – **at 100% roll**. We would expect the academy to be oversubscribed on first preferences within two years of opening.

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

In order to communicate the proposals to as wide an audience as possible we have undertaken the following:

- A phone survey of 500 addresses surrounding the site, with children of appropriate age (see below for a detailed analysis of the survey)
- Distributing flyers to 21,500 local residences and businesses to raise awareness about the proposal – attached as annex 9, map of distribution attached as annex 9a
- Writing to the headteachers of all local primary, secondary school and early years providers – attached as annex 10
- Writing to the local ward councillors and MP
- Distributing information about the proposal and flyers to local community groups through Enfield Voluntary Action
- Holding four public drop-in sessions held at the College's Enfield site for interested people to find out more – materials attached as annex 11 and 11a
- Providing information at a College course open day, including a hard

- copy petition/feedback form – form attached as annex 12
- Providing information on the ARK Schools and the College websites, including an online feedback form/petition

Parent demand – response to the phone survey

Between 27 January and 7 February 2012 we commissioned an independent research company to do a phone survey of parents with potential primary (0-4) and secondary (4-9) aged children to establish whether they were aware of and supported the ARK academy proposal. The survey followed the distribution of leaflets to all the residences and businesses in the local area.

Full phone interviews were conducted with 535 parents living in the following areas: Brimsdown, Enfield Lock, Enfield Wash, Freezy Water and Ponders End. 282 parents had children aged between 0 and 4 and 377 had children aged between 4 and 9, with an average of 2.13 children per family. Annex 13 shows the demographic breakdown of the parents interviewed.

After explaining the academy proposal and the involvement of ARK and the College, parents were asked whether they were likely to send their child to the academy having heard all of the information about it.

Demand for an academy

The results of the parent survey showed that there was very strong demand for a new school on the [REDACTED] site. Almost 400 parents agreed that the new school provision was needed and many spontaneously stated that there was a need for more schools and more, good-quality schools in the area. There were no differences in overall agreement between men and women, or people from different ethnic backgrounds. Out of three options, the type of school most favoured by parents was an academy or free school (compared to a conventional state school or an independent school).

Age range

The highest demand was for a new secondary school, from 370 parents, but 295 parents also agreed with a need for a new primary school.

Demand for the specific attributes of the proposed ARK academy

The survey also demonstrated that there was a specific demand for the educational model offered by ARK. Academic progress and strong behaviour/discipline were the two most important factors for parents in considering the new school:

- 95% of parents felt it was important that the school have a clear policy which promotes good behaviour and discipline. Many expressed a wish for the school to tackle the issues of poor behaviour generally in the local area
- 81% of respondents would like their child to go to a school which encourages its students to progress academically, with a view to

going on to university.

- 90% of parents said that attainment in the core subjects of English and maths and high academic expectations generally were either very important or important to them.
- Almost 70% of parents support a longer school day, provided it benefits pupil learning

The partnership between ARK and the College

72% of respondents had heard of our partner, the College. Of those, almost a third (28%) said that the link with the College would make them more likely to send their child to the academy and 81% agreed that it was important for the academy to have strong links with local colleges.

Numbers of children likely to attend the school

Approximately 60% of all parents spoken to said that they were likely to consider sending their child to the proposed academy.

In order to protect respondents' privacy (given that the responses were collected by cold call) respondents were asked the age band of their children rather than their specific ages.

In total we spoke 282 parents with at least one primary aged child and 377 parents with at least one secondary aged child. The table below shows the minimum number of applicants this would generate in each age band, based on the response rate of 60%.

| Phase | Number of families (minimum 1 child) | 60% uptake |
|-----------------|---|-------------------|
| Primary (0-4) | 282 | 169 |
| Secondary (4-9) | 377 | 206 |

These figures are shown in the table in **section E part 1**.

Additional local demand – online petition response

In addition to the phone survey, we also collected hard copy and online signatures to the e-petition to open a new school. The petition/response form was accompanied information about the proposal and respondents were asked whether they supported the opening of a new academy, operated by ARK in partnership with the College, on the [REDACTED] site. Respondents were also asked whether they had children of an appropriate age who might attend the academy (either primary or secondary phase).

40 responses were gathered using the online and hard copy forms, a mixture of parents and local residents.

Of these responses, 88% agreed that the new ARK academy should open on the [REDACTED] site. In addition to the desire for new educational provision, respondents also expressed a wish to see more play space and sports facilities available for children in the area to use.

Community support

Those members of the community we have spoken to have all been supportive of the proposal. In particular, we have letters of support from:

- [REDACTED] ([REDACTED]) – annex 14
- [REDACTED], [REDACTED] and [REDACTED] ([REDACTED]) – annex 15
- [REDACTED] ([REDACTED]) – annex 16

ARK experience to date

Of the 11 academies ARK operates, two are new all-through schools: King Solomon Academy in Westminster (opened in 2007) and Ark Academy in Brent (opened in 2008). Both these academies serve a similar demographic to Enfield.

The table below shows the build up of demand (expressed as applications for places overall and first preference applications) for our other two all-through schools, King Solomon Academy and Ark Academy (Wembley).

| Academy | Year | 1 st pref | Total | 1 st pref | Total |
|------------|---------------------------------|----------------------|-------|------------------------------|-------|
| Ark | (Secondary – 180 places) | | | (Primary – 60 places) | |
| | 2009 | | | 31 | 70 |
| | 2010 | 55 | 241 | 88 | 188 |
| | 2011 | 285 | 987 | 218 | 590 |
| | 2012 | 325 | 1108 | Not yet available | |
| KSA | (Secondary – 60 places) | | | (Primary – 60 places) | |
| | 2008 | | | 28 | 111 |
| | 2009 | 69 | 46 | 46 | 169 |
| | 2010 | 109 | 71 | 71 | 219 |
| | 2011 | 156 | 93 | 93 | 269 |
| | 2012 | 135 | 480 | Not yet available | |

Both King Solomon Academy and Ark Academy were undersubscribed in their first year of opening, but within two years of opening both were oversubscribed on first preferences alone at both primary and secondary level.

Since building a successful network of schools, we have seen our admissions numbers in new schools increase significantly. For example:

- ARK Conway received 63 applications for 30 places in 2011 (prior to opening)
- Isaac Newton Academy received 525 applications for 180 places this year (prior to opening)

- Bolingbroke Academy received almost 600 applications for 120 places this year (prior to opening)

These data reflect the strong demand for the ARK education model – based on the six pillars laid out above – and that this demand increases rather than decreases once our academies have opened.

Section E2: The local context and place need

In our early discussions with the local authority they have indicated their strong support for the proposal, since it will both increase the diversity and strength of school provision in the borough and meet a critical place need, which is focussed in the [REDACTED] area.

Primary place need

[REDACTED] falls within the Enfield Lock Planning Area for primary projections. The 2011 Census for this area suggests that there will be a significant deficit of primary places in the Enfield Lock area, once Oasis Hadley Academy moves to its new site.

Enfield Council is exploring several bulge-class options at existing local primary schools, including at Prince of Wales Primary in EN3. However these are temporary arrangements so do not address the long-term deficit.

Enfield Lock Planning Area

There are five primary schools in this area which combined provide 330 reception places. The projected place need in this area over the next three years is shown below:

| Year | Existing permanent capacity | Projected need | Surplus / Deficit |
|---------|-----------------------------|----------------|-------------------|
| 2012/13 | 330 | 386 | -56 |
| 2013/14 | 330 | 388 | -58 |
| 2014/15 | 330 | 384 | -54 |

[REDACTED] Planning Area

The planning area to the west of Enfield Lock is [REDACTED]. Again there are five primary schools which provide 330 reception places. The projected place need is shown for the next three years:

| Year | Existing permanent capacity | Projected need | Surplus / Deficit |
|---------|-----------------------------|----------------|-------------------|
| 2012/13 | 330 | 359 | -29 |
| 2013/14 | 330 | 359 | -29 |
| 2014/15 | 330 | 358 | -28 |

This combined place need indicates that a new primary school of at least 2 forms of entry is required urgently, with the centre of the need in the Enfield

Lock planning area where the [REDACTED] site is located.

Secondary place need

In October, a report to the Enfield cabinet recommended the establishment of an 8FE secondary school on the [REDACTED] site in order to meet the 8 extra forms of entry required through place planning projections. The projections without the establishment of a new school are shown below:

| Year | Existing permanent capacity | Demand based on GLA forecast and new Meridian Water housing devt. | Capacity required (with 2% flexibility) | Forms of entry required |
|---------|-----------------------------|---|---|-------------------------|
| 2014/15 | 3860 | 3895 | 3973 | 4FE |
| 2015/16 | 3860 | 4112 | 4195 | 12FE |
| 2016/17 | 3860 | 4297 | 4383 | 18FE |

Even if a new secondary school is opened at the [REDACTED] site, the Council is seeking subsequently to open another 8FE secondary school in order to meet the extra demand generated by the new housing development at Meridian Water. This demonstrates that the need for new secondary provision is similarly urgent to the primary place need.

Ongoing community engagement

To ensure that the academy is full, ARK, with the support of the College, will continue to develop strong relationships with the local community. In particular, we will work with the local authority and a variety of voluntary organisations and local schools to ensure that the new academy is viewed as a school of choice by all local people, not just one particular group.

We will continue to run information sessions for local parents during the summer, through the College's planned community events. We anticipate that once the use and plans for the site are confirmed, parent commitment to the new school proposal will be even higher.

The approaches we use to engage with the community, including the use of facilities, are described in detail in **Section D7**.

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

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 and specialist staff at the College to support the opening and running of ARK Enfield Academy. 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 ARK Enfield Academy. **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

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.

The further education leadership of the College's senior leadership team will further enhance the professional development of sixth form senior and middle managers, and the College's continuous professional development programme will extend the range of specialist development opportunities to all staff.

Expertise and capacity in supporting young adults

In addition to ARK's specialist support, the College brings extensive experience and skilled staff in mentoring, welfare, counselling services and mental health support, which is particularly geared towards supporting pupils as they become young adults.

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 ARK Enfield Academy. 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

ARK Enfield Academy Staff Structure

The proposed staff structure has been structured to deliver the proposed curriculum (see annexes 1 and 2) and is based on experience to date in similar sized schools serving a similar pupil profile. As laid out in **section G**, the staff structure is affordable.

The following staffing structures are attached in the annexes:

- Annex 17a – first year of opening, primary
- Annex 17b – first year of opening, secondary
- Annex 17c – final year, primary
- Annex 17d – final year, secondary

The staffing model for years R – 13 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 ARK Enfield Academy will grow in parallel with the pupil cohort.

The primary headteacher will be the leader who is recruited first, reporting

to the director of education until the overall academy principal is appointed in January 2014 (to take up post in September 2014).

In line with the ARK principle of creating small school structures, there will be a primary head of school and assistant headteachers assigned to each key stage. These senior leaders will be responsible for both the academic and pastoral welfare of each pupil within their key stage. See annexes 7a – 7c for organisational charts laying out the senior team's roles and responsibilities.

All senior leaders at the school will be expected to take on some teaching responsibilities when first appointed. This will then reduce as the pupil cohort increases.

Section F5

Recruiting the primary headteacher designate (and principal designate)

ARK Schools has a dedicated recruitment team who will recruit all of the academy staff.

ARK is committed to recruiting outstanding leaders and also identifying and developing talent within its own network of schools. Across its network, ARK uses its experienced principals with outstanding track records, such as [REDACTED] (Ark Academy), [REDACTED] (Burlington Danes Academy) and [REDACTED] (Isaac Newton Academy) to identify potential talent through the aspiring to headship programme and provide training, leadership and mentoring support to all of ARK's first time headteachers.

The recruitment team is responsible for ensuring that the recruitment process is rigorous and the very best candidate is appointed. The process and timeline for recruiting the primary headteacher is laid out in annex 18.

Recruiting other high quality members of staff

The ARK recruitment team will also work with the principal and primary headteacher to recruit the members of staff (both teaching and support) for ARK Enfield. This will be done through:

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

Recruiting from the local community

We aim to recruit staff from the local community wherever possible. This will bring benefits to the wider community and build ownership of the academy locally. To support this aim, we will tap into the College's extensive range of employability skills programmes and other initiatives (e.g. teaching assistants programme, early years and nursery programme) to recruit to the academy as its staff complement builds up.

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

We have not yet identified any specific candidates for either staff or governor positions.

Recruiting governors

Once planning for an academy has begun in earnest, the recruitment team will work with local contacts, in particular the College, to identify suitable governors for the academy. We aim to seek out prospective governors who reflect the local community and will be highly regarded within it. We will also seek to appoint governors with skills which would particularly benefit the governing body.

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

For more detail of the role of local governors see **section F6**.

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 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 College representative
- 1 local authority nominee
- Up to 7 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.

██████████ 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 ARK Enfield 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.

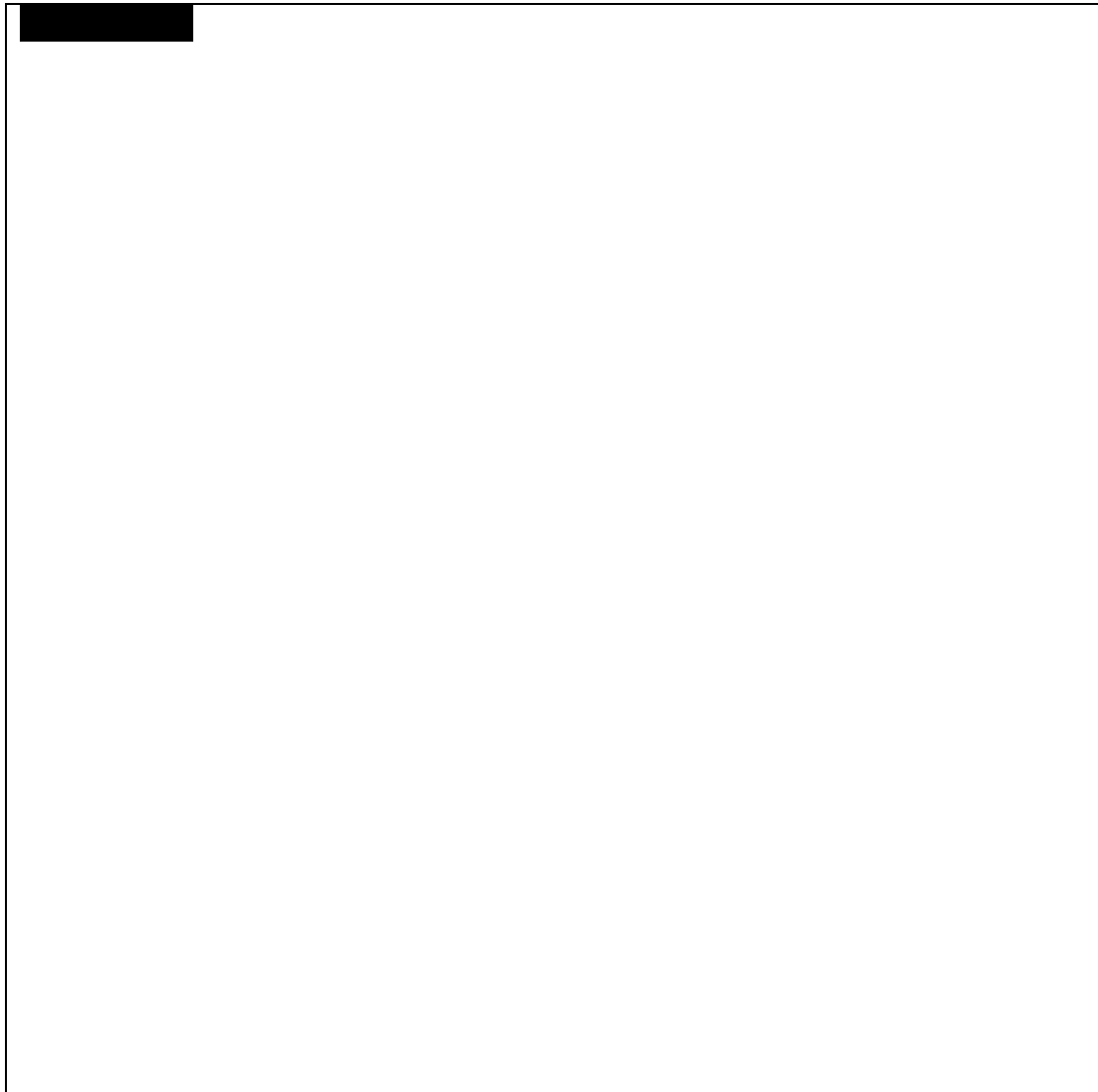
Parent council

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.



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 ARK Enfield Academy

ARK Schools has identified a suitably sized site for the academy, which is also ideally located to meet the significant place need in the north east Enfield area. Enfield Council is supportive of the new ARK school opening on this site.

Location

██████████, Enfield, ██████████ (see map below).

██████████

Current site use

The ██████████ site ██████████, a secondary comprehensive which closed in 2009. The original buildings were built in the 1930s and successive additional blocks have been added up until the present day. The site currently provides temporary accommodation for ██████████.

██████████.

Freeholder and availability

Enfield Council owns the ██████████ site and currently lease it to ██████████ (██████████). The LA has confirmed that once ██████████, the land will revert back to them. The LA has agreed to lease the land to ARK at a peppercorn rent for 125 years, in order to run the proposed academy, if the proposal is successful.

Description of site

The total site area is c. 8 acres. The site comprises a series of secondary buildings, which have been added successively to the site, along with specialist further education facilities and several temporary buildings for the primary cohort. There is also reasonable outside play space which can be separated for the primary and secondary phases. There is a sports hall and MUGA and the site is adjacent to ██████████ and playing fields which would provide opportunities for grass pitch sports.

Suitability of site

The site is considered ideal because:

- The size of the site
- The location
 - in the centre of the borough place need and parent demand for the academy
 - adjacent to [REDACTED]
 - near to the Enfield site of the College, our 14 – 19 partner in the proposal, allowing for close collaboration and sharing of facilities and staff

Accommodation

The initial assessment of the site carried out by Partnerships for Schools in 2009 concluded that the majority of accommodation would require considerable refurbishment in order to meet PfS standards and achieve a good lifecycle for the fabric of a new school. It was therefore agreed that [REDACTED].

We have since visited the premises with a representative from PfS. Although some of the existing buildings are in a satisfactory condition, the layout of the accommodation is extremely inefficient and causes a number of operational problems for the academy:

- Severe inability to supervise pupils or monitor visitors/intruders (66 CCTV cameras have been installed by Oasis Academy to ensure any serious incidents or crimes are recorded)
- Poor circulation (narrow corridors, unusual routes and difficult navigation) which increases behaviour problems.
- Some of the accommodation is not DDA compliant.
- Overstaffing in order to manage the site – Oasis Academy currently employs 6 premises staff and 20 cleaners in order to keep the site operational.
 - This would be unsustainable in terms of the new school's budget. Our financial plan shows that a maximum of 4 site staff can be employed for an all-through school of the planned size.
- Frequent replacement and low-level refurbishment to improve the existing spaces and make them fit for high-quality teaching and learning. Oasis has had to invest heavily in refurbishing and equipping classrooms, just for their short term occupation.

Moreover, the inefficient use of the site means the current accommodation is unlikely to be able to accommodate the full all-through school.

Site solutions

In view of this, ARK and the College believe that capital investment in the site would be better spent on demolition and the construction of one or more efficient, simple blocks of accommodation.

One option would be for a section of the site to be disposed of, potentially freeing capital for reinvestment in the buildings and / or enabling additional development.

Further work will need to take place to explore the most appropriate solution, in discussion with the local authority.

Annexes

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

Annexes 1 – 22 are attached as zip files.

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