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**BOARD FOR
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Parliamentary Under-Secretary of State for Schools
Department for Education Redacted

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London

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Dear Redacted,

I have pleasure in submitting the proposal jointly prepared by the London Diocesan Board for Schools and Twyford Church of England High School for a Free Secondary School in Ealing.

We have received tremendous support from local parents, local community schools and our local Church of England schools and have been encouraged by the response to the proposal of the Secretary of State during his visit to Twyford in December 2010.

We have a suitable site. However it is Green Belt land and the additional lead in time for planning means that we have to submit an application now if we are going to have a chance of opening in 2013.

We look forward to being invited to the interview in August.

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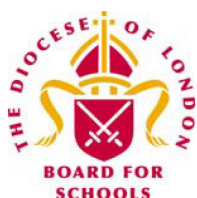
London Diocesan Board for Schools

FREE SCHOOL APPLICATION

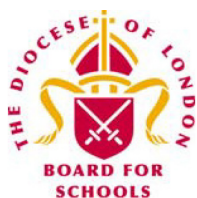
by the London Diocesan Board for Schools
and Twyford Church of England High School

for a Secondary School in Ealing

May 2011



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Section 1: Applicant details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee
Name: TWYFORD CHURCH OF ENGLAND ACADEMIES TRUST
Company address: [Redacted], [Redacted], LONDON, [Redacted]
Company registration number: 07648968
Main contact
Name: [Redacted], [Redacted]
Address: [Redacted], [Redacted], LONDON, [Redacted]
Email address: [Redacted]
Telephone number: [Redacted]
Members and Directors
Please confirm the total number of (a) Company Directors [4] and (b) any other members of the Governing Body [3] appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [Redacted] Position: [Redacted]
Name: [Redacted] Position: [Redacted], [Redacted]
Name: [Redacted] Position: [Redacted]
Name: [Redacted] Position: [Redacted]
Name: Position:
Name: Position:
Name: Position:
Name: Position:
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? LONDON DIOCESEAN BOARD FOR SCHOOLS

If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:

313000. PROPOSER OF THE FREE SCHOOL

If your organisation is an existing independent school, please provide your six digit unique reference number: **N/A**

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed:

Print Name: [Redacted] Date:

27th May 2011

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

* The requirements of the Independent Schools Standards are not applicable for 16-19 Free School

Section 2: Outline of the school

There is no intake planned for 2012. Section 2.2 below sets out the case for this application for a 2013 opening

2.1

Proposed school name:	North Ealing Church of England Academy							
Age range:	11-18							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception							
	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
	Year 6							
	Year 7		180	180	240	240	240	240
	Year 8			180	180	240	240	240
	Year 9				180	180	240	240
	Year 10					180	180	240
	Year 11						180	180
	Year 12							100
	Year 13							
SEN Unit		4	8	12	12	12	12	
	<p>From 2013 a Year 7 intake of 180 pupils will be admitted each year. This will increase to 240 per year in 2015 when there will be additional demand for places in the area.</p> <p>SEN unit will admit 4 students per year from 2013 to reach its full capacity of 12 in 2015.</p> <p>Year 12 will admit 100 students per year from 2018 rising to 125 per year in 2020.</p>							
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	n/a							
Will your school have a religious character (i.e. be a faith school)?	YES. Christian – Church of England.							

If Y, please specify which faith. Please see notes below (at the end of this table).	
Is this an application for a single-sex school? If so, please tick the relevant box.	N. If Y, please tick one of the following boxes <input type="checkbox"/> Boys <input type="checkbox"/> Girls
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Ealing. Close to Brent, and Harrow. Ealing also borders Hillingdon, Hounslow, Hammersmith and Fulham

Being designated as a school with a religious character will allow you to admit pupils or recruit some teaching staff on the basis of religious belief. The Funding Agreement requires you to teach Religious Education according to the tenets of your faith. You do not need to apply for religious designation as part of the application process, but this will be necessary if your application is approved. The Religious Character of Schools (Designation Procedure) (Independent Schools) (England) Regulations 2003 (as amended), available here <http://www.legislation.gov.uk/ukxi/2003/2314/introduction/made>, sets out the procedure for Independent Schools and Academies to be designated as schools with a religious character. As Free Schools will legally be Academies they will need to follow the same process.

2.2 The Case for Consideration of this Proposal in 2011

Summary

This statement sets out the 'exceptional case' for a Free School application in June 2011 for a school to open in 2013.

2.2.1. The Case for 2013 Opening

The proposers have considered both a 2012 and a 2013 opening date for the academy. Section 2.2.4 below sets out the basis on which a 2012 opening has been considered, an option which the proposers have decided against.

Whilst we have the capacity to deliver a new school in 2012, the our strong preference is for 2013 for a number of reasons:

1. Site Issues. The proposers have a preferred site which had been ear-marked by the local authority for a new secondary school as part of their BSF proposals. The site has one small building on it which is too small to open the proposed school. We are advised that the lead-in time to construct sufficient accommodation to open for Year 7 would not permit us to open in 2012.

2. **Planning Issues.** The local authority invited the proposers to a planning briefing with their planning department. We were advised that the site is particularly sensitive as it is Green Belt Land. The added complications of a planning application and approval for this site would make opening in 2012 unfeasible. These complications include the need for a full 16 week planning consultation period and the fact that the application would have to be submitted for review (“called in”) to the Department for Local Government and Communities.
3. **Demand for places.** Although a number of our parent group would welcome a 2012 opening in order to increase their choice of schools, the increased demand across Ealing begins in 2013 after which there is a steady increase in numbers of secondary age children. The planned growth of the academy takes account of this.
4. **Value for Money.** The considerable experience of one of the proposers, the LDBS, in opening new schools has shown that value for money can be improved by:
 - a. Avoiding the need for temporary accommodation;
 - b. Avoiding or minimising the need for phased completion of buildings;
 - c. Completing the construction phase quickly to minimise costs normally allocated to ‘contractor’s preliminaries’;
 - d. Planning a realistic design and construction programme to avoid the need for expensive accelerated programmes and frequent ‘extension of time’ claims;
 - e. Reducing the risk of planning challenges or judicial review on sensitive sites by engaging with local residents over a number of months in advance of the planning application;
 - f. Allowing sufficient time in the design process to explore fully the best solutions and ensure a robust cost plan.
5. **Risk Management.** The proposers’ view is that a two year lead in period allows sufficient flexibility for them to manage the risks associated with opening a new school and to ensure its success. These risks include: unforeseen site problems, design and cost plan reliability, consultation with other local schools, with trade unions and residents to avoid legal challenges.

The period from approval in September 2011 to practical completion of the building in August 2012 is less than 12 months. The factors above lead to the conclusion that attempting to plan, design, obtain planning permission and construct sufficient accommodation in such a period is not feasible and an attempt to do so would involve unnecessary risks and reduce the ability to negotiate to keep down building costs.

2.2.2 Project Timetable

Acting on the advice received the proposers are suggesting a two year lead in programme. Specifically, the proposed project timetable for the building works is as follows:

Notification of approval of proposal	Sept 2011
Consultation period	Oct 2011 – Dec 2011
Design period	Sept 2011 – Feb 2012
Planning application period	Nov 2011 – Feb 2012
Construction period, including enabling works	Jan 2012 – Aug 2013
Practical completion of building	Aug 2013
Academy opens for Year 7	Sept 2013

This programme present challenges but the proposers believe it is realistic and achievable given their experience of opening three new schools in the last four years.

2.2.3 Capital Costs

Such a programme would spread the capital costs across three financial years with the likely spend for 2011-12 being less than [REDACTED], comprising mainly fees and ground investigations.

2.2.4 Potential for a 2012 Opening

2.2.4.1

One creative option up for discussion is a 2012 opening with a Year 6 intake for the first year only. This would in effect be the same year group as would be admitted to the school at the conventional point of transfer (Year 7) and would serve to relieve the current pressure for primary school places being experienced within the borough currently.

Horsenden Primary School is a 3FE primary which currently has two bulge years of 4FE (e.g. with an additional class of 30 students) one of which is in current Year 4 and the other currently in reception.

Accordingly, one possibility which has been discussed would be for the first year of entry to the new school to be all 4 Year 6 classes from Horsenden. The students would not be formally admitted to the NECEA at this point but would remain on roll at Horsenden and at least two of the Horsenden staff would make the temporary transfer with the students. Thus the new school would in the first year form a 'transition annexe' for 2012-13 only. These Year 6 students would, however in this first year only, be given priority for entry into the school as the first formal intake in 2013 as described above, since they would have already have been inducted into the site and to the new school ethos and expectations.

The advantage of this variation to the core proposal would be the release of space at the primary school in question for the bulge years to work through and would allow the NECEA to develop the primary school transition teaching programme which is extensively referred to below. This Year 6 curriculum, taught at NECEA in the first year, would then form the basis of the curriculum continuity which will be a distinctive strength of the NECEA.

2.2.4.2 Conclusion

This option has therefore also been discussed specifically with the parents of the year group concerned as an additional possibility and has gained conditional support. Currently, (May 2011) the proposers are not intending to pursue this option, because it does not represent good value for money for the capital programme to address a responsibility of the local authority. However, if the local authority or DfE wished to re-visit this possibility and provide some capital and revenue contribution in support of it, the proposers would be willing to enter into negotiations alongside Partnerships for Schools.

Section 3: Educational vision

3.1 Core Purpose

The North Ealing Church of England Academy aims: -

- To provide an outstanding school which consciously serves, supports and involves the local community
- To provide an academic curriculum offer in a comprehensive context
- To promote intelligent engagement with the wider world

3.2 Key Features

The school will create a strong and purposeful learning community based on firm Christian values, drawing on and embracing the diverse community which it serves. The school will be distinctively different because of its belief in community.

The school will also have high academic aspirations for all its students.

To achieve this, the school will assert a very particular and positive identity as its partner school, Twyford, has done

The unique identity of NECEA will be built on the following characteristics

- A belief in the capacity of all individuals to do and be good.
- A focus on personal discipline and community responsibility
- Creative curriculum design which supports success in the English Baccalaureate subjects
- Specialist provision in Science and Modern Foreign Languages
- Co-ordinated cross Phase (primary/secondary) curriculum design delivered through specialist support of key feeder schools
- Effective use of expertise from an outstanding partner school (within a multi academy trust)
- Strong local partnerships, including with co-proposer (London Diocesan board for schools) and HE/industry partners
- As part of a multi-academy trust (Twyford Church of England Academies Trust) with its partner Twyford CE High School, NECEA will benefit from the expertise of running an 'outstanding' school, economies of scale and cross-fertilisation of ideas.

3.3 Rationale

The London Diocesan Board for Schools wishes to work in partnership with Twyford CE High School (a school graded as "Outstanding" by OFSTED) to provide a new secondary school in an area of Ealing where there is no local secondary school. The LDBS and Twyford are therefore joint proposers

The proposal comes about for two reasons: -

- a) A need for additional school places within the local area because of population growth
- b) A lack of secondary school provision in the Greenford area to meet parental demand for a local school.

An appropriate site has been identified, which is owned by the Local Authority, and which is in the right location to meet the need

As existing providers of education in the district, the proposers are aware of the demand for additional secondary school places and the high degree of over-subscription for current Church of England schools which enjoy the confidence of local parents.

Setting up a free school would therefore allow the proposers to increase diversity of provision and parental choice; to replicate the excellent standard of education provided by Twyford CE High School and make it available to more children.

The London Diocese through its schools serves the community of London by providing a high-quality, inclusive education; this free school would enable this mission to be furthered. Accordingly, all places will be 'open places'.

We have considered the possibility of an 'all-through' school for ages 4 -18. However, we have rejected this possibility because: -

- a) There is an adequate number of primary schools in the area with land for expansion if required,
- b) The greatest unmet demand for school places in Ealing will be in secondary schools, and
- c) The area of Greenford in question needs as many secondary places (8 forms of entry) as the site can accommodate.

Parents of primary school aged pupils within the local area have indicated within consultations undertaken by the local authority over a number of years, the desire for a local secondary school which provides high academic standards, effective pastoral care and supports community cohesion. (Full details of parental demand and support for this proposal are given in section 5 below).

Parents from Horsenden Primary school in particular are committed to the establishment of a new school and formed a lobby group in June 2010 as soon as the Free School guidance was published. Horsenden is a large primary school with 3 forms of entry and bulge year groups of 4 forms in two of its year groups. Currently students from Horsenden move on to at least 25 and sometimes as many as 35 different secondary schools - including a number which are geographically distant - but which offer high standards. The location of Horsenden Primary school is such that it is not included within the catchment area of any local secondary school (aside from 15 places granted priority at Ellen Wilkinson High School)

NECEA is proposed by the London Diocesan Board for schools and Twyford CE High School which together have an established record for the delivery of high quality education. The LDBS has launched 5 academies within the past 5 years and is an experienced education provider. Twyford CE High School is an existing LDBS school with a very strong local reputation. It achieves excellent examination outcomes, is rated by OFSTED as outstanding and is heavily over-subscribed.

The LDBS is committed to increasing the numbers of places available in mainstream Church of England Secondary schools and is aware of pressure from families unable to access places in local Church of England schools. A recent survey undertaken by the LDBS (June 2009) indicated that this pressure does not simply come from practising Christians for whom there is no local Church secondary school, it is also

from families who favour church schools because of their emphasis on core values and community cohesion. In 2010 the executive board of the LDBS therefore resolved to allow newly forming Church of England schools to have open admissions criteria in order to better serve the local community.

The Governors at Twyford CE High School favour this policy also. Twyford is heavily oversubscribed but operates oversubscription criteria which favour families with existing religious commitments. Twyford is also at capacity physically and for the Governors to offer more places to a wider range of families a further school would have to be established.

The LDBS/Twyford proposal has been developed over the past 18 months and is therefore well advanced. The LDBS has been in dialogue with the Local Authority which supports the proposal on the basis of the proposers' responsiveness to local conditions, popularity with local parents and readiness to deliver.

Local primary school head teachers of three key primary schools have been involved in discussions over curriculum design and continuity and are very keen to use secondary trained staff and resources from as early as Year 2, particularly in the teaching of Modern Foreign Languages. This locally based, cross-phase working will be a foundation stone of the academic expectations of the new school and will guarantee better outcomes for students in the secondary phase.

The parental lobby group has also been involved in driving the proposal and gained an early endorsement of 2,000 signatures for the proposal.

3.4 First year of entry into the school (2013)

The proposers have the infrastructure required to mobilise resources to launch the school within the one year time frame outlined within the Free School guidance and have won significant support, both on the ground from parents and from the local authority. However, the initial plan, brokered with the local authority, was to start the school in 2013 with a smaller intake than the 8FE envisaged in the longer term. Starting the school with 6 forms of entry in 2013 fits with the borough plan to have the school established with a full year's intake by 2015 when the pressure for school places becomes intense.

A further advantage of the LDBS / Twyford proposal, in terms of efficiency, is the ability of Twyford to provide some specialist staff on part-time contracts for the first two years while the school has only 6 forms of entry in order to reduce start-up costs without reducing the range of the curriculum for the first two years of entry.

The 2013 start date is efficient and satisfies the local authority priority of meeting demographic pressures, though it delays by a further year, the demand from local parents for an accessible local school. However most importantly, whilst the site for the new school has been secured and is in the gift of the local authority assuming an appropriate provider is approved, the existing buildings are not appropriate to accommodate an 8 FE secondary school.

Thus the proposers hope to gain approval in 2011 for the NECEA to be developed. This will allow enough time to resolve a number of variables including the issues of

designing and building a low cost flexible building which is fit for purpose and addresses the restrictions of the site. One option will be the use of existing buildings on the site which will only be possible if planning constraints are eased. This may be a time consuming process. However the proposers are keen to start the process of negotiations in order to ensure that the highest quality outcome is achieved in the most economical way.

3.5 Potential 2012 Opening

As described in Section 2.2.4, consideration has been given to the possibility of opening in 2012 in response to pressure from a number of primary school parents.

The option of transferring Horsenden Primary School's Year 6 to the site for 2012 only has been discussed specifically with the parents of the year group concerned as an additional possibility and has gained conditional support. However, as noted previously, the proposers are not currently intending to pursue this option.

3.6 Vision and Ethos

The Vision for the academy is to:

- Put Christian principles firmly at the heart of the academy. This will give it a coherent set of values develop in its pupils an intelligent understanding of the world from both religious and secular perspectives.
- Be a local school for local people, which reflects the diversity of the area.
- Provide an academic curriculum which makes disciplined demands on all its pupils drawing on the benefits of cross-phase teaching and learning
- Provide innovative teaching, particularly in its specialisms of Science and Modern Foreign Languages
- Add to community cohesion by having a special focus on global and environmental awareness across all faith traditions
- Actively encourage community service

The distinctive Christian ethos of the school, will therefore be built around 2 core Christian imperatives, love for one's neighbour and stewardship of the world and its resources. These fundamental principles will demand an intelligent and responsible engagement with the world. They need exclude no philosophy or thought system, but will hold each up to the same intellectual and moral scrutiny. The policy of open admissions is therefore an advantage in enriching the range of 'world understandings' represented in the community and embraced by the same informed interest.

These two core principles will be underpinned by a coherent set of communal disciplines which students will be helped to develop throughout the secondary school curriculum. The close relationship with a small group of feeder primary schools will also encourage students from early years onwards to consciously secure these skills as automatic learning habits.

The disciplines are to:

- Listen intently
- Memorise accurately
- Read critically

- Write cogently
- Apply systems
- Explore analytically
- Discern logical patterns
- Form coherent arguments

The disciplined use of this taxonomy (grammar for learning) will allow the students to become confident of their intellectual ability to master increasingly complex content. This will be key to the school's ability to encourage its students to relish and be able to cope with, academic challenge.

The chosen specialism of Science will give an essential final dimension of critical enquiry and rational exploration to this core community focus. The second specialism of Modern Foreign Languages will help to engender a global perspective of both language and culture. Our academy's 'whole world' perspective will naturally draw together intelligent understanding and appreciation of cultural difference within the global village. The available site in Greenford is the ideal place for such a school, given the range of cultures and backgrounds represented locally

The innovative approach of the NECEA will be to take a smaller core of traditional academic subjects and design a 'thorough curriculum' which builds on younger students' innate curiosity and capacity to absorb knowledge - emphasising key intellectual disciplines which run across subject boundaries. The key subjects will be English, Maths, Science and Technology, Languages, Humanities and Music.

The curriculum model together with the generic disciplines and emphasis on critical thinking has similarity to and draws lessons from the International Baccalaureate Early and Middle Years Programmes.

Finally, it is also central to the vision of the school that expectations of academic and social conduct will be fully integrated. Thus the school's coherent ethos of intelligent engagement with the wider world in a spirit of critical enquiry will apply to the expectations of how the students relate to each other as well how they relate to their subjects. The NECEA 'way of being' will be based on sensitive awareness of the needs of others, an appreciation of 'difference' and a reliance on reasoned and reasonable behaviour. This will be essential as the direction of the school will be outward looking - seeing both science and religion as vehicles for principled engagement with the universe. It will take an engaged interest in faith perspectives (we anticipate that the 5 major world faiths will be represented within the student body) and will expect all students to learn at least one additional modern foreign language and encourage many student to pursue two so that they can experience both European and Asian languages or classical and modern (see curriculum detail in Section 4 below).

Section 4: Educational plan

4.1 Admissions

The draft **Admissions Annex** is given in Appendix 4.1

The proposed **Admissions Policy** is given in Appendix 4.2

Principles

The proposed policy works within the Code of Practice on admissions to achieve a number of aims:

- To create a local school serving the children of local families;
- To facilitate close links with a small number of local primary schools for the purpose of developing and maintaining a 'transition curriculum', in which secondary school subjects are taught at primary school with appropriate expertise. This is to ensure that: children make excellent progress both before and after secondary transfer in the core English Baccalaureate subjects; that those needing additional support receive it; and, that those capable of faster progress are stretched.
- To promote equality and extending opportunity for all by addressing the historical disadvantage of parents in the North Greenford area. (See below)

The LDBS has recently (2009) determined that, where it is establishing new schools, admissions should be made without reference to any faith adherence of the parents applying for places for their children. Notwithstanding this, it is expected that parents will be aware of the religious character of the school and, by making an application, will be expressing a preference for such a school. Accordingly, the NECEA Admissions Policy is one of 'open places' with no faith-related oversubscription criteria. .

Factors Influencing the Proposed Policy

Demand for Secondary School Places

There is strong parental demand for a new school in the area re-creating the strong ethos and record of success of Twyford CE High School in nearby Acton. This is demonstrated by the 2000+ signatures received in a petition of January 2011 presented to the Secretary of State, Rt. Hon. Michael Gove MP and by the collection of 409 parental survey forms in April/May 2011 expressing an intention to make NECEA one of the six secondary school choices.

Modelling by Ealing Council shows an additional demand for places in Ealing, and in the Greenford area in particular. The latest (updated Jan.2011) school places projection produced by Ealing Council shows a worst case of a deficit across the Borough as a whole of places from 2014 onwards, rising to a 10.4% shortfall in 2016 and a 25.7% shortfall in 2019. A more optimistic projection still shows a deficit from 2016 of 6.1%, rising to a 22.3% shortfall in 2019. Further, given a) the recommended target of a 5% surplus to enable parents to exercise effective parental choice and to ensure meaningful diversity of provision, and b) the historical lack of places in the north of the Borough, there is an immediate need for the additional places which NECEA would provide.

North Greenford Area

The local primary schools in this area of Ealing do not have a local secondary school. As a result very few parents/children get their first or second choice and each Year 6 cohort is likely to be distributed across 25 or more high schools, with children having to travel long distances. This problem is most acute at Horsenden Primary School (the largest local primary with 3 forms of entry) which is close to the border of the Borough and far from most Ealing secondary schools. Horsenden Primary School has achieved a very positive community ethos over a number of years. The parents and staff are, therefore, particularly aggrieved that such a diaspora results.

Therefore, parents, LDBS and Twyford School have been looking at how this school's particular needs can be accommodated in an admissions policy. Accordingly, it is proposed:

- That up to 20 places are made available to children attending Horsenden Primary School. This echoes an approach already adopted by another Ealing high school.
- That priority be given to children for whom NECEA will be the nearest maintained high school or academy in Ealing. Again this approach is used elsewhere in the Borough and in some other parts of London.

As a result of consultation carried out in April and May 2011, there is pressure from some parents at The Edward Betham Primary School who find themselves in a similar position. The proposers intend to consider this issue through its Reference Group, should the proposal receive DfE approval in September 2011.

The Vision for the School

The open admissions policy is key to the vision of a school that serves the local community and has a correspondingly high level of commitment from the local community. This will be achieved by giving priority to those who live near the school and who therefore are likely to attend one of the six nearest primary schools. The school will have an unequivocally academic core curriculum but will not be academically selective. Its core principal is that, through clearly articulated and consistently developed intellectual disciplines, all students will be supported to achieve strong core academic skills in the latter part of primary education and the first phase of the secondary schooling. The enhanced teaching of languages and science at primary school will also enable students to make more rapid progress at secondary school. This vision makes it particularly important to encourage the majority of the intake coming from a small number of closely connected primary schools.

Ensuring a Broad Social Mix

The proposed criteria are expected to produce an intake to the school from an area of diverse social, economic and ethnic mix. The proposers intend to analyse the postcode data from the returns of the Parental Survey in order to demonstrate the likely social mix.

Modelling of Possible Admissions Criteria

A number of possible admissions criteria were examined by proposers and the Academy Reference Group, which includes local parents, was consulted. The criteria considered included: distance only; inner and outer rings; nearest school; named primaries. With the help of Ealing Council a modelling exercise has been completed using 2010 admissions data.

The modelling suggested that the measures above along with distance as the tie break would give greater equality of opportunity for Horsenden parents whilst not significantly compromising access for children from the nearer primary schools. Since Horsenden Primary School lies about 1.5 km. from the proposed NECEA site, the school would remain very much a local school for local people.

4.2 Curriculum and organisation of learning

4.2.1 Overview

The curriculum will provide uncompromising academic challenge alongside a rich cultural experience. The curriculum design will include an academic core curriculum augmented by an enrichment curriculum. The core curriculum will be built on ensuring all students have the chance to achieve the English Baccalaureate. The enrichment curriculum will allow students to follow their particular aptitudes. Students will be able to progress at a rate appropriate to their ability through early-age setting and distinct pathways.

The distinctive features of the curriculum will include:

- i. **An over-arching curriculum focus** (extending to the whole of school life) on global citizenship and environmental awareness. In a richly multi-ethnic area of London, this will explicitly aim at developing community cohesion.
- ii. **Specialism 1: Science.** The choice of Science as a specialism will put open-minded, analytical, enquiry-based approach to learning at the heart of the students' experience. Teaching and Learning will be driven by pedagogies, based on exploration, experimentation and discovery and Science will be a core-subject
- iii. **Specialism 2: Foreign Languages.** Students will learn Latin as a 'base-language' providing the foundations for study of two other foreign languages. This strong foundation in language learning will contribute to the global awareness of other cultures and leave the way open for progression to the International Baccalaureate Post-16.
- iv. **Flexible progress ('stage, not age')** in which students progress in their learning at a rate commensurate with their abilities and aptitudes, thus ensuring success and reducing the risk of failure. This will be achieved according to three principles:
 - a. Early identification and intervention. Using a range of diagnostic tools including CATS Tests, students will be assessed on entry to the school;
 - b. Early setting to ensure able students are stretched and challenged sufficiently;
 - c. Distinct 'Pathways' for phases 2 & 3(broadly corresponding with current KS4 & 5). Some would adopt a fast track pathway leading to early entry to a broad academic Level 3 curriculum; some would require catch up courses in Phase 1 (Years 7 and 8) to prepare for the academic courses in the upper school (particularly relevant to pupils in the early stages of English language acquisition); and some will progress to an applied curriculum.
- v. **A demanding, disciplined approach to learning** in Year 7 and 8 (referred to as secondary phase 1) to ensure that students make an intelligent and informed choice about the appropriate pathway at phase 2 (years 9, 10 & 11) & phase 3 (6th Form).
- vi. **The use of non-standard accreditation** to ensure a high level of challenge e.g. IGCSE in maths and science and in Phase 3 possibly the International Baccalaureate.
- vii. **Close links with the curriculum of the main feeder primary schools,** building on their strengths and seeding aspects of the curriculum in preparation for the

secondary years. A firm approach to key learning disciplines will therefore run through primary & secondary stages e.g. immersion teaching in modern languages to promote high level listening and recall & high-efficiency models of music teaching such as Suzuki violin to develop higher levels of concentration, confidence & co-operation.

The school will act as a centre of excellence in these subjects committing to provide teacher training for staff from both primary and secondary phases within the borough.

4.2.2 Curriculum Organisation

The curriculum at NECEA will have two principal components, the academic core and creative / vocational electives. The balance of time spent within each of these components will vary for individual students and at each of the three secondary phases. As described above, success in the three secondary phases will depend upon & be supported by academic progress within the primary phase. Hence the commitment to specialist outreach in Science and MFL in the three partner primary schools. The generic learning disciplines outlined in the vision section above will be clearly delineated in the delivery of specialist subjects (see curriculum section below)

4.2.3 Core Studies

The three phases of the secondary school have been designed intelligently drawing on the current experience of Twyford High School in achieving excellent progression from Year 7 to post-secondary transfer at Post 16 or Post 18. This requires differentiation within the curriculum offer to ensure that students can undertake pathways which match their ability along with encouraging the majority of students to take as academically stretching a curriculum as they are able rather than specialise early into an area which later limits their choices. Hence within the NECEA curriculum the majority of students will follow the English Baccalaureate as their core study with increasing levels of differentiation within this during phase 2.

In line with the founding principles of the school, RE will be considered part of all students' core studies in all 3 secondary phases, Music will also be part of the core experience at all Phases through the daily activity of 'Collect'. This draws on the experience at Twyford in the value of music in promoting effective individual and team/communal discipline (see details in curriculum content below).

4.2.4 Electives

The NECEA aims to move away from a model in which 'academic' studies gradually squeeze creative subjects out of students' overall curriculum. A wide range of creative and practical subjects will therefore be offered, using the model of the extended day to allow all students to take at least one creative / practical option per day and some students to take two. This will be designed as an elective programme to allow students choice (assuming numbers permit) - e.g. students will have a number of Art options and may choose between ceramics, fine art or photography.

Unlike core studies, electives encourage the students to direct their own learning in longer projects under the guidance of specialist tutors. Also in contrast to core studies, any one elective may have students of a range of ages. Students will however be graded for their engagement / achievement in elective programmes using the same generic learning disciplines outlined in the educational vision above. The extended school day described below will allow students to take a second elective to increase the range of

creative options open to them. Additional tutorial support, behavioural mentoring and supervised study will also take place during the elective periods as required

4.2.5 Structure of the school day

The school year will be constructed on conventional lines in order to provide coherence with the primary schools. There will however be a programme of holiday schools at Easter and Summer both in the UK and abroad.

Each day will start with a period of collective worship known as 'Collect'. This is designed to gather the community, to re-enforce community values and allow students to 're-collect' themselves in an atmosphere of calm. The period of collect is also the 30 minute period during which core music takes place using a range of group musical styles and involvement. Music and silence will be used interchangeably to cultivate attentive listening and a sense of unity within the community.

In order to maximise resources in a relatively constrained site, the school day will vary for students in each Phase. Phase 1 & 2 students will start school at 8am, Phase 3 students at 8.30am . Post 16 student leaders will however provide leadership for younger students during their Collects.

At Phase 1, all core curriculum tuition will take place during mornings and will be taught in shorter time lesson periods. Elective subjects will be taught in the afternoon in longer lesson periods.

Some lessons at Phase 2 and all lessons at Phase 3 are longer in duration (70 - 100 mins)

School Day	Phase 1	Phase 2	Phase 3
8.00am - 8.30am	Collect (Music /Worship)	Collect (Music/Worship)	
8.30am - 9.20am	Period 1	Period 1	Collect (Music/Worship)
9.20am -10.10am	Period 2	Period 2	Period 1
10.10am -11.00am	Period 3	Period 3	
11.00am -11.30am	Break	Break	Break
11.30am -12.20pm	Period 4	Period. 4	Period 2
12.20pm -1.10pm	Period 5		
1.10pm - 1.40pm	Lunch	Lunch	Lunch
1.40pm - 3.40pm	Compulsory Elective	Period 5	Period 3
3.40pm - 4.00pm	Break	Break	Break
4.00pm - 6.00pm	Voluntary Elective	Voluntary Elective	Voluntary Elective

4.2.6 Phase 1

For the majority of students Phase 1 will be a 2 year programme following the English Baccalaureate subjects. Content will however be revised from current National curriculum so that content aligns with chosen exam syllabuses. It is essential that, as in the IB, course design is in the hands of the curriculum leaders who draw their experience from the requirements of Level 3 courses and University entrance. In the case of the NECEA this experience will be 'borrowed' from Twyford since the curriculum structure has successfully evolved to the model described.

All teaching in the core subjects in Phase 1 will take place in the morning in shorter lessons (50 mins). This will help emphasise the consistent learning disciplines and focus required across these subjects. The structure of the school day will then allow longer learning periods (2hrs) in the afternoon suitable for creative subjects and projects.

4.2.7 Phase 2

Phase 2 will be a three year programme which will allow more able students to experience level 3 courses (e.g. AS units) during Year 11. This will facilitate effective selection of Post 16 options within Phase 3 (6th Form). For some students the first year in Phase 2 (Year 9) will be a booster year to ensure core skills in literacy, numeracy and ICT are achieved.

As indicated above, the majority of students will be expected to continue to follow the core subjects to GCSE and the three year GCSE programme will support a positive success rate. However care will also be taken to differentiate programmes within each core subject to cater for a range of abilities. Some subjects studied as compulsory electives at Phase 1 will be offered as GCSE options at Phase 2, however students will be able to maintain an interest in these areas through the voluntary electives programme. This will enable students to maintain an interest which they may choose to return to as a specialism at Phase 3 either within the school or on a college or work training programme.

4.2.8 Phase 3

The school will design its Post 16 curriculum based on the ability profile of the students within Phase 2, however the current assumption is that A-level courses will be used since these offer maximum flexibility and opportunity for specialisation - particularly in the areas of MFL and Science.

For more able students, students may have achieved AS units during their Phase 2 curriculum which will allow them to take a wider range of A-level courses. Packages mirroring the strengths of the IB will be designed for students aiming at Oxbridge and competitive Russell group universities. This will involve at least 4 a-level courses plus a research project using the Extended Project Qualification, Philosophy and Ethics. All students will be expected to undertake Community service within the school or wider community. 6th Form students will be able to participate in the voluntary elective programme.

The advantage of the links with Twyford, which has a large Sixth Form with a correspondingly wide range of subjects, is that students wishing to follow minority subjects such as Music and German may undertake some or all of their studies at the partner school rather than run uneconomical classes at both schools. This will be particularly useful in the first two years of the Post 16 offer when the cohort is likely to be no more than 100

Outline of the Curriculum Entitlement

	Core curriculum	Compulsory Electives	Voluntary Electives
Phase 1 Yr 7&8	English Math Science (taught as 3 separate Sciences) MFL (Dual) Humanities (History/Geography/RE)	Art Drama Food/Electronics Sport Music	Animals care Health & Fitness Horticulture/Gardening (Capel Manor College) Orchestras Choirs
Phase 2 Yr 9-11	<p>Core English (Lang & Lit) Maths (including IGCSE+ FSMQ for upper ability) RE Science (Single/Dual/IGCSE 3 Sciences) MFL (Single or Dual language pathways) History or Geography (7 Subjects minimum)</p> <p>Electives Physics (IGCSE as part of triple science offer) Drama Music PE Latin /Mandarin ICT/Computing Fine Art Graphics Electronics Vocational Science Options (Health & Social care, Catering, Land Based Studies)</p>		Health & Fitness ICT Photography Orchestras Choirs DoE Bronze
Phase 3	English (x2) Maths Further Maths Biology (x2) Chemistry (x2) Physics History Geography Politics Sociology Philosophy/Theology French Spanish PE Fine Art Art Graphics		Health & Fitness ICT Photography Orchestras Choirs Extended Project Qualification Community Service /DoE Silver/Gold Enrichment language curriculum Applied Science for Medics

	Core curriculum	Compulsory Electives	Voluntary Electives
	ICT (Applied) Electronics Computing Business studies (Applied) Law (Applied) Drama Music / BTEC Performing Arts		

Approximate Curriculum Share:

	Phase 1	Phase 2	Phase 3
English (+ Additional Literacy Support)	14%	13%	Differentiated range of level 3 options. 4 subjects x 5hrs per week 6th Form Sport : 1 double period per week
Maths (+ Additional Numeracy Support)	14%	13%	
Science (ICT & Tech)	14%	14%	
MFL	14%	14%*	
Humanities	14%	13%	
Electives (Creative Arts & additional Science/Technology Languages & Sport)	30%	30%	
		Sport 3%	

4.3 SEN Provision

The school will expect to abide by the SEN code of practice in full. Close working with the three feeder schools will achieve early identification of SEN needs so that specialist support can be provided for individual students where this is dictated by specific statements of Special Educational needs.

The school will aim to develop a strong learning and inclusion department, as Twyford has, in order to undertake early intervention with students whose learning or behavioural needs could become a barrier to their progress or the progress of others. The work of this department will be high profile and motivational to re-enforce the message that all students are expected to achieve - according to their own gifts. NECEA will draw on the substantial body of experience from Twyford to provide support and training for specialist support staff. Where possible, learning support will be provided by the teaching assistants who provide tuition in the elective programmes.

The needs of SEN students will be borne in mind in the design of the differentiated pathways in the core subjects. In each of the five areas of the core curriculum it is envisaged that as well as graduated sets, there will be a small nurture group to support students who start the school with attainment below level 3 in teacher assessment.

The differentiated course offer within the core curriculum during Phase 2 should ensure that the majority of students are able to access the mainstream GCSE programmes, albeit with a reduced core of subjects.

Vocational options in Science, ICT and Technology will ensure that less academically able students follow a formal curriculum with a range of progression opportunities at Post 16. Year 11 will be used as to provide effective Information Advice and Guidance for some students who will progress to supported college options at access level. In a small number of cases students may undertake college release courses during their Phase 2 timetable or undertake a joint programme in the mainstream school and with the SEN unit at the school.

4.3.2 SEN Unit

Ealing Council has indicated that they would wish to explore the possibility of an SEN unit for 12 students to be incorporated in the school. The proposers positively welcome this whilst recognising that agreement would depend upon the detail and on an appropriate financial contribution to both capital and revenue budgets.

Appendix 4.3 is an outline of Ealing Council's proposals to be developed further if the proposers are successful with the bid for the free school.

4.4 Accountability/ Pupil development and achievement

4.4.1 Improving learning

The school will ensure highly effective learning by an unremitting attention to four key factors:

- Effective curriculum design;
- High quality teaching and learning, including positive quality assurance and staff development;
- Sensitive awareness of the needs of individual learners;
- Effective systems for intervention and support

It is these four factors which have been the basis of the excellence achieved by Twyford where both attainment (examination results compared to national benchmarks) and progress (attainment from students starting-point on entry) are very high (CVA 1021, 5A*-C pass rate of 74% inc English & Maths. These outcomes have been significant factors in Twyford's achieving two consecutive gradings of 'Outstanding' in OFSTED inspections.

In practice, high standards of achievement and attainment start with immediate analysis of the intake on entry or preferably before entry, a differentiated curriculum with accelerated opportunities for the most able and early intervention programmes giving additional support in specific areas such as literacy, numeracy and self-esteem building/emotional awareness. Twyford is also piloting early intervention work on listening skills which it would be well placed to roll-out in a new school.

The NECEA will hold itself accountable to the local governing body but most particularly to the parents of existing students.

The curriculum framework and, where possible, content will be made available to all parents and students via the Virtual Learning Environment. This will also contain details of the assessment regime (including end of unit tests), and how these contribute to end of term grades.

Parents will receive termly grade sheets indicating individual students' progress and will routinely meet with staff twice per year to discuss their child's progress.

Parents will also be invited to an introductory meeting at the start of each academic year to make clear the expectations for the year ahead for that particular year group. At that meeting the overall results of the year group will be shared. As well as academic outcomes the school will share data on conduct, attendance & punctuality and engagement in the elective programmes.

The school will use a consistent system of individual target setting for all core subjects so that parents and students are able to see whether students have made expected progress and discuss strategies to bring about improvement where this is not the case.

The students will meet individually with their academic mentor once per term in order to review their progress and identify areas for improvement. It is integral to the ethos of the school that the students are 'conscious learners'. This means that they will be aware of the conditions which will lead them towards academic success and take personal responsibility for these. The clarity of the curriculum framework and learning disciplines will underpin this expectation strongly.

All middle leaders within the school (Heads of Department & Heads of Year) and all senior staff will have access to all performance data and will discuss it at half termly line management meetings.

Reports on in year attainment and overall attainment will be presented to the Governing body via the work of key committees.

4.4.2 Success measure

a. Phase 1

Internal assessments will be used to measure student progress in all core subjects on a termly basis. Academic targets will be set for students based on their attainment at primary school and their outcomes in CATs test. School exams broadly in line with National Curriculum SATs will be set at the end of each academic year to measure progress against individual targets. The school anticipates that its curriculum provision (particularly the effective progression from primary school) will ensure the school will achieve results in line with current progression rates for the top 10% of schools.

Students failing to meet their target in English and Maths will be provided with booster support during the compulsory elective programme.

b. Phase 2

All students entering the school with teacher assessments at level 4 and above will be expected to achieve 5 GCSE passes including English and Maths at grades A*-C and the majority of these will also achieve a full English Baccalaureate qualification.

The system of individual target setting will continue in Phase 2 allowing students and parents to be aware of each student's progress. Targets will be set at a level which will place the school within the top 10% of schools.

As at Phase 1, students failing to meet their target in any core subject will be offered additional support during elective periods

c. **Phase 3**

Targets will be set in Phase 3 using ALIS testing and current progression graphs. Internal testing will take place in November and February. All students will be expected to be on or above target in their chosen courses during Phase 3 studies. As with Phase 2, elective periods will be used for supervised study where Post 16 students are failing to achieve expected grades.

The NECEA will expect to achieve an ALPs rating of 2 for its achievements in Phase 3.

4.4.3 Teaching and Learning

The principles of teaching and Learning at NECEA are that students must be encouraged and stimulated to question and explore and then draw conclusions and articulate hypotheses, arguments and answers. The style of teaching employed will encourage this. However it is also an expectation that students prepare for each class by ensuring they have a sound understanding and accurate recall of that which was covered in the previous lesson or topic. The structure of each lesson will re-in force this. The expectations of students will be clearly articulated and understood by all members of the school community. An overview of the curriculum for each subject, including core content which the students are required to master will be available to parents as well as students, as will the assessment system and criteria. This will be important to fulfil the school's aim to make the education provided by the school a concern of the whole community.

4.4.4 Curriculum Content

1. Core subjects

All students in Phases 1 & 2 will be expected to follow a core curriculum of English, Maths, Science, Humanities, MFL. Additional curriculum time has been allocated to this group of subjects since they will form a solid base for future specialisation e.g. Post-16. Music is part of the compulsory core at Phase 1 but not at Phase 2. Students with statements of special educational needs may be exempt from aspects of the core curriculum (notably Modern Foreign Languages).)

The generic skills mentioned above will be consciously developed throughout the primary curriculum of the feeder schools and in all subjects at all three Phases. The generic skills are:

- Listen intently
- Read critically
- Write cogently
- Explore analytically
- Discern logical pattern
- Form coherent argument
- Apply systems
- Memorise accurately

The brief curriculum summary outlined below will indicate how each subject contributes to the overall delivery of coherent learning disciplines as well as giving a flavour of how the content will be defined.

2. English

The NECEA English curriculum will be built around the study of English literature from Chaucer to the present day so that students have a clear sense of the development of language and of literary genres. The students will therefore study poetry, plays, novels and prose which will be grouped thematically within half termly units. Students will also study one unit in Year 7 on basic linguistics, since this will improve their study of MFL, Latin and for some students, Mandarin Chinese.

Within the framework of generic skills, in English will concentrate on students' ability to read texts critically and appreciatively, to write accurately and creatively and to be able to construct formal arguments both in writing and orally (in the context of debates and formal oratory)

Students will be set in English during Phase 2 in order to ensure students at middle and upper ability and are exposed to a more challenging range of literature. The top two sets will be split by gender since experience from Twyford shows improved results when appropriate texts and teaching styles are targeted at boys

3. Maths

In Maths students will be set from the start of Year 7 based on their achievement in the curriculum which will run coherently from primary school

The curriculum will be designed so that for students who start with a lower level of Mathematical ability there will regular recapitulation and reinforcement of key principles. For more able mathematicians students will be expected to have a routine of practicing independently the Mathematical principles taught in class. A high premium will be placed on mathematical agility, mental arithmetic and problem solving. In this regard Maths will consciously concern itself with the students' ability to notice patterns, think logically & analytically and apply & develop Mathematical arguments.

4. Science

The additional time allocated to Science will allow more opportunity for practical work within the curriculum and at all Phases Biology, Chemistry and Physics will be clearly delineated as separate strands and at Phase 2 & 3, different subjects. In all three sciences, students will be expected to engage in topics with curiosity, analysing and exploring scientific contexts, creating hypotheses, drawing conclusions from evidence and articulating processes and outcomes clearly and accurately. As with MFL, the subjects require students to memorise core content and be able to apply it intelligently. From Year 7 students will be set in Science in order that more able students can follow a curriculum which will lead to a separate GCSE in each of the three Sciences, As with Maths, the IGCSE syllabus will be followed for the top set as a better progression route to A-levels in the Sciences.

Students taking dual science will be encouraged to take an alternative technology subject during Phase 2. A number of other electives are also available which will allow students to enjoy the practical applications of science. Some of these electives

will include input from partner organisations such as Capel Manor College (horticulture), Glaxo Smith Kline (preventative medicine) and Active Ealing (health and fitness). The applied science electives will encourage students to be excited by Science in action; it will also allow them a greater awareness of the possible career routes which science may offer.

5. MFL

Languages have been chosen for the school's second Specialism because a sincere interest in language learning will lead students to look beyond their immediate home culture to engage with the global community. Through Twyford's work as a Specialist Language college the new school will inherit links with European partner schools to support the learning of European languages and a link through the Education Department of Yunnan province of South West China with Secondary and Primary schools there. This latter link will support the teaching of Mandarin Chinese, however it will also enable teacher exchanges to take place from NECEA and from its partner primary schools in order to compare pedagogy in common core subjects such as Maths and Science.

NECEA will inherit considerable confidence in the effective teaching of MFL from Twyford. A key principle is that students will learn language most effectively if they hear it spoken (and develop the discipline of attentive listening). 90% of teaching will therefore be undertaken in the target language and there will be good use made of exchanges and electronic contact with European partner schools. All students will start by studying French and it is expected that given the linked Primary school curriculum students will start in Year 7 with a higher foundation of the language than previously. All but the bottom set of students will start their second language from Christmas of Year 7 and this will be Spanish or German. For the top set in language in MFL there will be the opportunity to learn at least one Humanities subject through the medium of either French or Spanish. This system will only be successful provided that students master subject specific vocabulary in preparation for their lessons and listen attentively. At Phase 2, students with aptitude in languages may follow a dual language course foreign language (French & Spanish or French & German. The emphasis on languages within the curriculum at NECEA is in part philosophical (see section on 'vision' above) however the proposers are also clear that the skills of attentive listening required for language learning will improve students overall performance across the curriculum and in terms of general conduct.

It is likely that in MFL top ability students will achieve GCSE standards before the end of Year 11, in which case they will start to work on AS material.

In addition to core European languages, all students (except SEN withdrawal groups) will learn Latin in Phase 1. An elective in Latin at Phase 2 will also allow students to reach GCSE standard in Latin. Mandarin Chinese is also a voluntary elective subject from Year 7.

Although it will be an expectation that the majority of students continue with a Modern Foreign Language to GCSE, provision will be made for students who are need additional support in English acquisition or literacy support. The maximum number of students expected to take an alternative programme would be 25%.

6. Humanities

Within the three Humanities subjects (History, Geography and RE) students will use all 8 of their learning skills as they move from being able to describe world contexts accurately to being able to explain them. In order to fulfil the aims of NECEA of being an outward looking school with a global focus, some care will be taken to co-ordinate with primary partners to ensure the greatest possible coverage within History, Geography and RE. Whilst these three disciplines will be seen as separate, care will also be taken to ensure that learning in one are re-in forces another.

Within Humanities subjects students will see the value of out of lesson preparation to master factual content, in order to facilitate better understanding, discussion and debate within lessons.

Students within the top sets for Humanities subjects will have one or more subject taught within the medium of their first Modern Foreign Language.

RE is a core subject in Phase 2 & 3 irrespective of subject options chosen. This reflects the religious foundation of the school, however it will also be a vehicle for the promotion of profound understanding of and respect for religious and philosophical difference. In Phase 1 and in primary school, care will be taken to ensure students have a sound knowledge of the 5 major World Faiths (Buddhism, Christianity, Hinduism, Islam and Judaism). In Phases 2 & 3 the subject broadens to Religion and Ethics and therefore covers an awareness of other significant religions & philosophies (including small religious groups such as Sikhism, Zoroastrianism and Bahia and a range of world philosophies including the ancient philosophies of Asia and he classical world such as Confucianism and Greek Philosophies

7. Music

Music is a core experience at Phase 1. Although the new school will not have the luxury of Music as its core Specialism it will have the benefit of Twyford C E High School's experience and resources through the partnership. At Twyford Music has been used a vehicle for developing the school's identity and so the executive team establishing the school will use similar strategies of developing a 'performance' culture which encourages students to admire those who have sufficient ability and discipline to be able to perform well. In order to build a tradition of musicianship at the school, half an hour a day would be devoted to group music tuition. All students will be required to choose one of a number of group tuition opportunities including Violin (Suzuki style), vocals, wind group, drums or steel pans. As the school grows in size it is feasible that a wider range of musical instruments / traditions may be included. However the principle will be established from the outset that students are given an opportunity which they are expected to capitalise on for their own good and the good of the community. It has also been the experience of the partner school that Musicianship supports a higher level of concentration and encourages co-operation .For this reason the range of groups available will allow students of only average musical ability to engage with whole school music. From the start of Phase 2 students with musical aptitude will have the opportunity of leading groups and all will continue to participate in group tuition, however this period of the day will also be used for additional academic or subject mentoring when required.

Morning music will be coached by peripatetic staff based at the school some of whom will provide individual lessons throughout the school day at NECEA on a withdrawal basis and some of whom will provide music tuition at the partner primary schools.

Music coaches will teach during the voluntary elective programmes in the afternoon which will allow the school to develop its elite music groups such as chamber choir, orchestra and Jazz band.

At least two of the subjects within the compulsory electives will be music related; these options will include composition, Music technology, Grade 5 music theory and music appreciation.

From Phase 2 Music will become available as a GCSE option however the elective programme will also be designed so that able musicians receive sufficient support to undertake music or music technology A-level.

8. Elective subjects

The principle for electives is outlined above. In practice, elective programmes have been arranged so that they may be taught by staff from Twyford or by artists in residence from the local community. When the school reaches its full size, more of the staff teaching the elective programmes may be employed as full-time teachers, however where possible classes will be run by staff with a genuine personal interest or practice in the area concerned. This will be particularly workable in creative arts subjects. Science and Technology elective tutors will include non-teaching staff recruited from the local community. This may include the recently retired or individuals with current industry experience (examples of this may be chefs/catering staff, paramedical staff and sports coaches from local community/industry partners.) The compulsory and voluntary elective slot on Wednesday is given over entirely to team sports.

There will be no voluntary elective session on Friday pm, however the school facilities will be available to voluntary groups and uniformed organisations who wish to run sessions during this time period.

A sample of the electives running in year one of the school is given below. Although at this stage this is offered for illustrative purposes only, it indicates the curriculum range which can be achieved through the elective programme.

It is envisaged that most courses will run 3 13-week units, though in some cases courses may run for one unit only

Sample Elective programme for Year 7 in the first year of operations

Monday	Tuesday	Thursday	Friday
Compulsory Electives Art (Fine Art) Musical Theatre Music (Composition) Food & Nutrition Horticulture Gymnastics	Compulsory Electives Art (Ceramics) Euro-Drama Music (Appreciation - unit 1) Cookery (Asian home cookery) Bee keeping Trampolining	Compulsory Electives Art (Graphics) Drama (Improvisation) Percussion group Electronics Medicine (Preventative health) Modern Dance	Compulsory Electives Art (Photography) Drama (Plays in performance) Music & Media ICT Journalism (school magazine) Mandarin Tai-chi

Voluntary Electives Senior Orchestra Community choir Asian Dance Fencing	Voluntary Electives Training Orchestra Chamber choir Portuguese Table tennis	Voluntary Electives Jazz Orchestra Gospel Choir Arabic Tae-kwon-do	
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9. Sport

One afternoon per week is given over entirely to sport per year group, which enables students to participate in regular fixtures with other schools as well as benefitting from in squad training. Again the advantage of this system, as well as aligning with other schools, is that students of different year groups can engage with the same training programme (e.g. Year 7-9 within the same under 14 squad) since the sport programme coincides with other electives. In the majority of cases students will undertake sport with their own age group, however the system allows for students with exceptional ability to move to a higher league. The emphasis within the sports programme is therefore on team sports which will vary with the appropriate seasons. The NECEA has the advantage of large playing fields and it is envisaged that some of the squad training will take place jointly with Twyford which does not have its own pitches. This will also allow the NECEA to have access to a wider range of sports coaches and PE staff than would be available until the school reaches capacity.

The compulsory and voluntary elective programmes will however have opportunities for alternative sporting, health and fitness activities and the range will grow as the school fills. In order to ensure the range is as broad as possible, sports coaches will be used from the local community, including students studying Sports Science at Thames Valley University and at Brunel University.

4.5 Organisation of pupils

The principal organisational unit in the school will be the year group with considerable influence given to the Head of Year who will have pastoral responsibility for the progress and wellbeing of students.

Unlike many secondary schools, the NECEA will not organise by tutor groups, since in all five core subjects students will be set according to the pedagogical practice in that department. When students are involved in electives, their groupings will be based entirely on interests and may, as the school develops include a range of ages.

The role of the Head of Year will be to maintain a close scrutiny of the progress of students within the year group via the central assessment data base, the conduct logs and the electronic registration system (see below). The school has deliberately been designed to be relatively small in size to allow one member of staff to be able to know all of the students within a year group both personally and through the use of an effective data-handling system.

All staff (including senior staff and full-time non-teaching support staff) will however be attached to a year group within the school and will have a small group of students for whom they have tutorial responsibility. For most staff they will therefore tutor between 10-15 students in total. Students will remain under the supervision of the same member of staff throughout their time in the school.

Once a term the elective programme will be suspended in order to allow students to meet individually with their tutors who will review their progress over the previous term. Parents will be informed of these meetings and will always be welcome to attend. In the case of students failing to make expected progress, parents will be specifically invited to attend. Students who start the school with patterns of underachievement, low attendance, unsatisfactory punctuality or poor behavioural records will automatically be placed under the tutorial oversight of a senior member of staff or the Head of Year him/herself.

Although the year group (which is in essence a horizontal structure) will be the key grouping for driving attainment, there will also be a lateral system of houses. This will make systematic, a principle which runs through the organisation of much of the school, which is that students must have an awareness of the school as a self-sustaining community rather than a mechanism for individual success. As mentioned above, via morning performance music sessions, sporting teams and squads and electives, students will work alongside others from different year groups and of different academic abilities. This will promote integration and offer opportunities for older students or those with particular aptitudes to provide active leadership or positive role-modelling. The house system will also be predominantly student led. The whole school (staff and students) will be divided into six houses with a house captain from each year group. Where possible, staff will tutor students from a single house in order to increase the sense of allegiance; however the spirit of the house system is one of healthy and light-hearted competition. The student house captains will be responsible for tallying the positive and negative points which have been achieved for the house during the course of each half term, house points being gained through the conduct system as described below.

The house captains will also orchestrate a number of inter house competitions which will take place during lunch times. These will include inter house music, sports and enterprise competitions, the latter will be based on charitable fund raising for the charity which the house chooses to support. The students will lead assemblies once every half term in order to motivate the house to engage positively with these community events.

4.6 Behaviour and Attendance

Local parents and teachers invited by the Diocese to comment on this proposal have been very clear on their desire for the school's ethos to be based on the culture of high expectations of student conduct which they see evidenced at Twyford currently. The new school will therefore aim to replicate the robust pastoral systems, rewards and sanctions policies and reporting procedures which have been developed at the partner school and have been consistently praised in successive OFSTED inspections. These systems include an entirely consistent approach to the promotion of positive learning behaviour which runs through every classroom and a lateral house system which encourages student leadership and overt community responsibility ('Care for neighbour in order to care for self') in a context of healthy competition.

Although the pastoral systems of the school would share Twyford's approach which is to expect high standards and motivate students through the constant celebration and re-enforcement of success, it is inevitable that sanctions will be required. In this area the school will also mirror current good practice of clear protocols which are commonly understood by all students, staff and parents with immediate action on even low level issues in order to pre-empt, wherever possible, larger issues emerging

The NECEA will promote good behaviour through the integrated approach to learning described above. The school will be a purposeful community whose aims are positive, clearly articulated and commonly owned by all members of the school community.

Students will be motivated by the opportunities provided to make good progress and clear sense of direction which the NECEA imparts. Each individual within the institution will be challenged by individual targets and by personal mentoring by a key member of staff who is able to have a clear overview of the students' progress and potential. The academic challenge offered by the curriculum will be used to encourage aspirations and the strong involvement of the local community- parents, primary schools, employers and further education providers will re-enforce the school's vision. Students and parents will be aware of the success achieved at Twyford CE High School and of its reputation locally for high standards of conduct and its partnering of the new school will hold a level of authority with students and parents. This will give the NECEA an institutional head-start in establishing a culture of high expectations and older students from Twyford, as well as contacts within the wider educational community, will be used to support the setting of high expectations within the school. The links with Yunnan province in China, with three European partner schools and with Imperial College Health Care trust and Glaxo Smith Kline will give the school a genuinely outward looking aspect which is likely to engage and interest students, as well as giving a 'real world' context for their learning.

The school will therefore 'accentuate the positive' whenever possible and ensure that the responsibility taking which is an expectation at primary school level is actively sustained throughout NECEA. The generic learning skills which are held in common throughout the school will help students to become self-evaluative as learners and this coupled with unequivocal feedback from teachers will ensure students are clear and purposeful about their own priorities. The communal incentives of the House system, the sporting opportunities and the group music activities will make clear the positive impact of good behaviour on one's neighbour as well as oneself. This is a formula which has worked highly effectively at Twyford so is eminently transferable to the new school. Celebration assemblies for the Year group at the end of each term, positive re-enforcement through house assemblies and regular communication with parents regarding progress are all likely to have a very positive impact on behaviour.

Although the school expects to achieve good behaviour through long-term and short term reward, nonetheless it will be important to have consistent sanctions.

A common classroom code will be used by all teachers so that students are aware of and respect basic behavioural expectations.

A system of electronically recorded conduct points will be used to acknowledge positive behaviour or achievement - in particular in relation to the generic learning skills mentioned above as well as the achievement of good grades or high scores in assessments. Negative conduct points will however be used to sanction any behaviour in class which is disruptive or undermines good learning for the individual or the community. If negative conduct points accrue, they will in due course translate into detentions and ultimately withdrawal from class to the internal behaviour unit. Withdrawal of the privilege of schooling will be the most serious punishment in the experience of the proposers, provided the school builds up a sufficiently positive sense of how good it is to do and be good in the community, removal from the positive school community is sufficient sanction to allow students to re-consider their behaviour and re-direct themselves. For students

with more serious behavioural issues, intensive support will be given as well as regular mentoring from the Head of Year or Senior teacher as described above.

It has been the experience at Twyford High school that early intervention in the case of students whose prior attainment or interpersonal behaviour puts them at risk of exclusion from school is highly effective. In many cases interventions are a combination of remedial academic support and behaviour modification programmes. The school's SENCO will provide some of this work.

The school will go to great lengths to avoid permanent exclusion, however there are small number offences which present a serious threat to the safety and wellbeing of the school community (such as the possession of an offensive weapon or the dealing of drugs) and these will not be countenanced by the school. The behaviour policy will make this clear to all members of the school community and it will be clearly articulated to students.

Students will be registered electronically both on arrival in school and on arrival in class, again expectations of both attendance and punctuality will be made clear. The Head of Year will monitor attendance and punctuality fortnightly and will identify individuals whose record is a cause for concern. In most cases this situation will be improved through personal contact with parents and in may be that the teaching assistant in charge of family liaison may need to become involved to resolve the root causes of any identified problems.

4.7 Community Engagement

a. Key Features:

- Established by the community for the community
- Community delivery within the curriculum
- Community service by students
- Use of facilities by community groups
- Support of the wider educational community

b. Established by the community for the community

The NECEA has been designed as a community school. The students will be drawn from the immediate area and will represent the range of cultures and backgrounds in this diverse area of West London. The school will however have a very distinctive character which will allow the school to appreciate and celebrate diversity, within a strong unifying framework. In this sense the school will consciously build itself into a strong community and will aim thereby to strengthen the local community.

The parental lobby group and the reference group - as well as local councillors, whilst representing the diversity of the local area have been clear from the outset that a framework of core Christian values will be beneficial as part of this framework. In this sense the school will be 'culturally Christian' whilst looking outward embracing all those of other faiths or none with engaged and informed interest (as detailed above)

It is also indicated above that the school will also build on Twyford's current practice of high involvement for parents and students through effective communications and transparent systems as well as consultation on key issues, regular, routine information evenings and focus groups. Local parents of students at NECEA and at

the feeder primary schools will therefore have a high ownership of the school from its inception.

c. Community delivery within the curriculum

The school has chosen its specialisms carefully in order to draw on the assets of the local community. Glaxo Smith Kline is a very large local employer and a previous owner of the site, while TVU the nearest accessible FE provider is the largest trainer of nurses and paramedics within the country. The proposers have already engaged in conversations with these community/ industry partners and has links with the Imperial Health care trust which runs Ealing Hospital and Capel Manor College is already a borough partner for courses based on land based studies. The school anticipates drawing on expertise from these specialist scientific areas particularly in the elective programme, as it will in the teaching of local community languages such as Arabic and Polish.

Contact has also already been made by the proposers with religious leaders from within the community so that they are able to contribute to the programmes of RE and Ethics at the school.

Finally it is hoped that the school will be able to draw on the paid or voluntary help of recently retired people from the local community to support programmes such as gardening, animal nurture and beekeeping on appropriate parts of the school site.

d. Community service by students

Students will themselves be expected to make a positive contribution to the wider community as well as to the school community. All students within Phase 3 will undertake a formal programme of community service as part of their curriculum and this will include a programme of unpaid internships at local businesses whilst students at Phase 2 will be encouraged to undertake the DoE Bronze Award which also demands a regular commitment to community service. All students in Phase 1 of the school will participate in activities

e. Use of facilities by community groups

The NECEA will have buildings which make the most of its excellent location in extensive playing fields. It is not clear currently how much of the current sports and leisure facilities will be retained and how much replaced, however it is envisaged that the sports facilities used by the students will be offered to community groups out of school hours. Twyford already has extensive experience of this type of partnership working as it runs a sports facility jointly with Active Ealing as well as hosting a community language school. The school will employ a business manager who will actively seek community use of the buildings to ensure maximum benefit for the local community.

f. Support of the wider educational community

As has already been mentioned, Twyford is in discussion with the local authority regarding the contribution that the new school can make to the delivery of Music within the wider educational community in Ealing. The Greenford site would be stable as a partner centre to Twyford, which is located at the other end of the borough.

NECEA would also see itself becoming part of a shared training school along with its partner Twyford, aiming to run teacher training programmes in both of its specialisms.

Section 5: Evidence of demand and marketing

5.1 Evidence of Parental Demand

5.1.1 Parental Demand and Consultation

There is significant parental demand for a high school in the Greenford North/Perivale district and there is considerable support for the proposal for a school set up by LDBS working with Twyford CE School. This assertion is supported by the outcomes of four separate consultations.

Consultation 1

As part of Ealing Council's BSF bid a general borough-wide consultation took place in 2008. There was clear support for a new high school because parents report a limited choice of secondary schools especially in North Greenford where many children end up travelling out of borough, in many cases long distances

Consultation 2

Further to their BSF bid, Ealing Council commissioned EdComs to carry out a consultation on the specific proposal for a new 8-form entry high school on the Oldfield Lane North site taking a qualitative approach to elicit comments on the proposal. This consultation in April – June 2010, reached Ealing residents; Ealing parents; senior managers, teachers, governors, parents and Y6 pupils of Oldfield and Horsenden primary schools; senior teachers in other Ealing schools including special schools, PRU, primary and high schools.

Respondents were specifically asked about the management and leadership of the proposed school with opinion being divided about who should set up and run the school. Overall, "faith and local authority maintained schools were the most popular because they had a track record in running successful schools." However, some "expressed concern that a school run by a faith group might lead to certain community groups feeling excluded from the school."

In the Overview of Findings, EdComs reported,

"Parents of children potentially eligible for the new school, as well as primaries that could act as feeder schools, were enthusiastic about the opening of the new school. They felt the lack of viable options for parents to send their children to high school in the near vicinity was detrimental, since it led to children being widely dispersed over London and beyond. It was also considered to place a burden on primary schools as they needed to liaise with a large number of high schools as a result."

"Many respondents found it difficult to comment on who should run the school other than the local authority and church groups who have proven track records."

A Year 2 parent was quoted, "You either have to go for a faith school that is extremely hard to get into and then you can't get into it because of distance, for example, Twyford. Then you've got the periphery schools that we're not even in the area. Or we're sending

our kids miles away just to get a decent school. That is our problem. In this area we have absolutely nothing after primary.”

A Year 6 parent was quoted, *“A lot of children are separated from their friends. This proposed high school would be brilliant because a larger number of children could go there and have familiar faces and it would help them make the transition.”*, Ealing Council Report to Cabinet 20th July 2010.

Consultation 3

In December 2010, the LDBS and Twyford jointly formed an Academy Reference Group to represent the local community and to work with them to ‘shape’ the proposal. There is representation from primary schools (parents and governors), local headteachers, ward councillors, local churches, local residents and other faith groups.

The membership of this group is very broad and thus ensures that the consultation, and the chance to shape the proposal, particularly reaches:

- Those of all faiths represented in the area
- Those of no faith adherence;
- All social groups, including the most disadvantaged;
- Parents of children of all abilities.

Thus, the proposers have sought to ensure that they do not in their consultation or in the nature of the school discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

Through this Reference Group, a petition was undertaken between 6th and 25th January 2011 specifically seeking support for the LDBS/Twyford proposal for a local school serving the local community with an open admissions policy and a distinctively Christian character. This petition attracted a total of 2053 signatures of whom 1073 are parents of school age children and 599 are local resident but not parents. Amongst the remainder are 15 local teachers including primary headteachers.

This petition demonstrated a very high level of support for the LDBS/Twyford proposal from the people the school expects to serve.

The Reference Group has been a key part of the proposers’ consultation strategy and, in particular, has been central to designing the admissions policy. A range of principles and policy options (with different over-subscription criteria) were discussed and gradually refined to produce the policy which is proposed as part of this bid.

Consultation 4

In April/May 2011, the proposers undertook a Parental Survey of parents of children in Years 2, 3 and 4 in the local primary schools. This survey provided additional information about the proposed academy covering:

- The proposers
- The admissions policy
- The character of the school
- Key features of the curriculum

Parents were asked for their name, postcode, and the age group and current school of their child(ren). They were asked to confirm their intention to make the academy one of their six choices of secondary schools and invited to make any comments they wished about the proposal.

The proposers ensured that all local parents had the opportunity to respond by distributing the form to six local primary schools. This ensured that deprived and disadvantaged families were reached and parents of all faiths and none were equally treated.

The total number of valid responses represented 512 children. Of these there was one negative response which opposed the proposal. The table below summarises the responses supporting the proposal:

Current year group of child	Number of Childrens' Parents supporting the proposal	Year of entry to the Academy	Percentage of proposed cohort
Year 4	154	2013	86%
Year 3	135	2014	75%
Year 2	145	2015	60% (cohort of 240)

Further analysis is to be undertaken of the postcodes of the respondents to establish the socio-economic profile of the likely intake and compare it with the area as a whole.

Appendix 5.1 is the Parental Survey form showing the questions that were asked and the information given about the proposal.

Appendices 5.2 and 5.2.1 are quotes and letters showing support for a school in the area from Ealing Council's consultations and in response to the LDBS/Twyford proposal

5.1.2 Demographic Data Demonstrating Demand

Basic Need for Secondary Places

Secondary Places. Ealing Council, as part of its BSF plans identified the need for more places and accordingly brokered the expansion of five existing high schools providing a total of 192 places between 2009 and 2014. In fact, the cancelling of BSF for all but the two pilot schools, means that the delivery of 90 of those originally brokered places is now less certain. Even if fully implemented, this would only partly meet the additional demand and a so new school was envisaged by Ealing which would provide a further 240 places per year.

The latest (updated Jan.2011) school places projection produced by Ealing Council in support of this case shows a worst case of a deficit of places from 2014 onwards, rising to a 10.4% shortfall in 2016 and a 25.7% shortfall in 2019. A more optimistic projection still shows a deficit from 2016 of -6.1%, rising to a 22.3% shortfall in 2019. Further, given the recommended target of a 5% surplus to enable parents to exercise effective

parental choice and to ensure meaningful diversity of provision, there is a need for additional places immediately.

Appendix 5.3 is Ealing Council's latest projections for secondary school places.

Demand for Primary places.

The LDBS is aware of demand for additional primary school places particularly in the years 2012-17. As referred to in Section 3.5, whilst the academy is growing to its full complement of pupils, the proposers would, therefore, wish to explore with Ealing Council whether the academy might provide for two or three years of primary 'bulge' classes using the new building between 2013 and 2018.

The Figures from Ealing Council's projections show a serious shortage of places for Reception Year pupils over the next decade. The projections derived from the Greater London Authority (GLA) model, when revised to take account of the high birth rate and high retention figures (those born remaining in the area) led the council to recognise the need for additional places over the decade 2010-20.

"In December 2008, officers presented a report to cabinet, which indicated the need for an additional 12.5 forms of entry (FE) of primary school places in Ealing by September 2011." Ealing Council Report to Scrutiny Committee September 2009

To meet this demand, the Council has implemented plans to expand local primary schools both permanently and through 'bulge classes'.

"In summary, at the time of writing we still need to secure an additional 5.5 FE. Of the provision in the VA sector, we have a proposal for 1FE from St Gregory's that could be provided from 2010 subject to agreement that permanent accommodation would be built. We should be able to secure more provision in the Hanwell area for at least 1.5FE in Community Schools. This leaves us short of 3 FE for 2011 on the original plans agreed by Cabinet." Ealing Council Report to Scrutiny Committee September 2009

There remains however a shortfall of 80 places in 2013 falling to 50 places in 2016 (median estimates) for North Greenford Perivale area.

Appendix 5.4 shows Ealing Council's projection of increased numbers in primary schools.

5.2 Marketing Strategy

The proposers' marketing strategy will draw on the considerable experience on the LDBS who successfully established three 'start-up' academies between 2007 and 2009, all of which were popular, over-subscribed from the start. The LDBS lead officer has led the marketing strategies for these three academies and two others outside the London area. This strategy is based on his accumulated experience of what is effective.

The strategy will have three phases, set down in a communications strategy which is

monitored and regularly reviewed:

PHASE 1 (Jan. 2011 to Autumn 2011)

There are three elements to this phase:

1. **Academy Reference Group** This was established in January 2011 and includes representatives from local primary schools (governors, parents and headteachers), from local faith groups and from the local authority (councillors and officers). Included in the group's terms of reference are the review of the communications strategy and informing the community about the proposers' plans.
2. **Primary Schools.** There are six local primary schools who will be the natural feeders to the academy. The headteachers and chairs of governors receive the minutes and some attend the Reference Group. Individual meetings have been held with some and they in turn are promoting the academy with their parents. Public meetings have been held for parents in the relevant year groups for the first three cohorts.
3. **Newsletters** have been distributed widely in the community giving details of the proposed academy and directing readers to the LDBS website for further details.

PHASE 2 (Autumn 2011 to October 2012)

The principal aim in this phase is to recruit students to the first cohort in Year 7 by ensuring that a large number of parents make the academy their first or second choice of secondary school. In addition to continuing the activities in Phase 1, the following strategies will be used:

1. A consultation will be carried out with a prospectus giving full details of the proposal and consultation drop in sessions.
2. A press strategy of monthly press releases will be used to ensure that the academy retains a high local 'presence';
3. An academy website will be developed to give updated information as the plans develop;
4. Open evenings will be held for parents preparing for their child's secondary transfer using the staff and students of Twyford School to reinforce the message that the academy will be formed on the basis of best practice.

PHASE 3 (October 2012 to May 2013)

This phase focuses on those parents who have chosen the academy for their child to ensure that they accept a place when offered. The effective strategies for this are a continued press presence, working with the primary schools in the classroom (using Twyford staff) follow up newsletters and an early parents meeting after they receive the offer of a place.

5.3 Statutory Consultations

1. The consultation in Phase 2 (above) will be widely circulated to:
 - Ealing Council and neighbouring LAs;
 - Primary and secondary school headteachers and chairs of governors in Ealing and adjacent LAs;
 - The teaching unions and major unions representing support staff;
 - Primary school parents in the six local primary schools;

- Local residents and residents/tenants associations;
 - Local businesses;
 - Local faith groups.
2. A consultation on the proposed admissions policy in 2013 will be carried out in Spring 2012 through the Ealing Council consultation arrangements. This will encompass all admissions authorities in Ealing schools and those in adjoining authorities.
 3. The same individuals and groups will receive a separate consultation on the Trust's intention to enter into the Funding Agreement

5.3.1 Responding to Consultation

The LDBS has considerable experience of responding to consultations both through the annual admissions consultations for its 149 schools and through the consultations undertaken on its three new and two 'converter' academies. LDBS has found that effective practice on its academies consultations has been to set up a dedicated contact point through which responses are collated. The project management team then respond to the individual queries and report to the Project Steering Group to enable consultation responses to be monitored.

The proposers recognise that engaging with all those who respond to consultations is very important. It is particularly important when there is opposition to the proposal. By understanding the nature of the opposition and entering into discussions, the project team can respond to local concerns and make any reasonable adjustments to the proposals. Opponents may not always be persuaded by counter arguments but by taking their opposition seriously, risk of the opposition becoming a major obstacle and adding to delay and costs is greatly reduced.

The regular newsletters will be used to keep local people informed about the outcomes and issues raised by the consultations.

5.4 Involvement of the Local Authority

Ealing Council have been involved informally from the start reflecting their previous good relationships with the two proposers and because they own the proposed site. This has been put on a more formal footing by their membership of the Reference Group and by inviting the LA to provide one member of the Trust and one member for each of the governing bodies.

Section 6: Organisational capacity and capability

6.1 Capacity and capability to set up a school

Twyford Church of England Academies Trust (TCEAT) was established as a company on 25th May 2011 with Company Number **07648968**

This bid assumes that Twyford CE High School will convert to an academy, a matter currently being consulted upon, and become a member of TCEAT.

The members are as follows:

Signatories to the Memorandum	[REDACTED]
Two LDBS nominees	Corporate members. Initially one from LDBS and one from current Twyford governors
[REDACTED]	Ex officio
1 Secretary of State appointee	If needed
Chairman of the Directors	See below
Any other appointments	Members may appoint any other members. Perhaps one or two additional members from the current Twyford governors.

6.1.2 Expertise of the Members so far agreed:

[REDACTED] ([REDACTED])

[REDACTED] ([REDACTED])

[REDACTED]
[REDACTED]

6.1.3 The Project Team

The two proposers, the London Diocesan Board for Schools and Twyford CE High School, will bring considerable expertise and experience to the project and are able to allocate sufficient time to its completion.

At the LDBS, the [REDACTED], [REDACTED].

[REDACTED].

At Twyford School, [REDACTED] [REDACTED].

The [REDACTED], [REDACTED].

██████████.

██████████. Initially 0.6 FTE of his time will be allocated to the project reducing to 0.5 once the school is open.

Other governors from Twyford will be involved in the Executive Governing Body and the local governing body for the new school to ensure that the policies and practices are set up to give the school the best possible start.

Further advice will be drawn from the existing five academies within the LDBS family.

6.1.4 Principal Designate

The proposers intend to appoint [REDACTED], [REDACTED], as the [REDACTED] with effect from January 2013. (Appendix 6.1 is the CV for [REDACTED])

The two academies' principals will be appointed by the Executive Governing Body via national advert and recruitment search from January 2013, subject to 'lead-in' funding being agreed.

6.1.5 Governing Bodies

The intended composition of the **Executive Governing Body** is as follows:

Four Directors appointed by Members <ul style="list-style-type: none"> • Two LDBS nominees • [REDACTED] nominee • Ealing Council nominee 	Initially one of the LDBS nominees would be drawn from current Twyford governors
2 Staff directors	
2 Directors being Chairs of Governors of the academies	Ex officio
Chief Executive Officer (Executive Principal)	Ex officio
2 Parent Directors (at least)	Elected from among the parent governors on the local governing bodies
Additional Directors	Appointed by Secretary of State
Further Directors	Appointed by Secretary of State if special measures termination required
Co-opted Directors	Co-opted by the Directors In the first instance a minimum of three co-opted directors either nominated by Twyford governors or drawn from Twyford governors.
Total exc. SoS appointees	14

This proposed structure provides considerable expertise drawn from Twyford governing body and from the LDBS. Whilst remaining a relatively small governing body, it ensures that those with the original vision for the Trust are in a majority thus protecting that vision.

Local Governing Bodies

The two local governing bodies which will run each academy will be as follows:

6 appointees (exact composition to be agreed)	Deanery representatives Local church appointees LDBS appointees
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Academy Principal	Ex officio
2 staff governors	
2 parent governors	
1 Local Authority appointee	
3 co-opted governors	Co-opted by the local governing body as required

Powers of the Local Governing Bodies

A scheme of delegation will establish the powers of the executive governing body and the local governing bodies. The detail of this is yet to be finalised as the proposers wish to draw on the experience of other multi-academy trusts. In essence the intention is to retain the strategic direction decisions, monitoring of performance and quality assurance at the executive governing body level, whilst devolving the operational aspects of the two academies to each local governing body. This will ensure that there is a clear 'house style' or 'brand' to the Trust's schools whilst allowing each academy to develop its own educational experience reflecting local demand and parental preferences.

6.2 Capacity and capability to run a school

6.2.1 Leading the school will be [REDACTED] an experienced headteacher who has led her school to two successive 'Outstanding' OFSTED judgements. She also has experience of developing [REDACTED] into one which offers an extended school experience and has considerable community use of the premises.

A Finance Director will be appointed to lead a single 'business team' serving both the Trust's academies. The business team will run the finances, human resources function, premises management, contracted services and office functions of the academies. This arrangement will enable both academies to benefit from the economies of scale and provide a high level of service to the new school in its set-up period. Further expertise will be drawn from the Twyford team of successful senior and middle leaders to inform the planning for NECEA and to provide practical support as it grows to its full size.

6.2.2 Leadership and Staffing

Appendix 6.2 shows the plan for appointing staff as the school grows to its full complement in 2019. This has been drawn up in conjunction with a year-by-year curriculum analysis which calculates the number of teaching groups per subject and the number of staff of different expertise required to teach them. The support staff analysis draws on the experience of LDBS in opening new schools in the last five years to identify the priorities and the proportion of time needed for each.

6.2.3 Leadership Team and Teaching Staff

September 2011 to August 2013. The [REDACTED], [REDACTED] (currently [REDACTED]) will lead the planning for the new school including marketing,

recruitment of pupils, appointing staff, curriculum design and writing policies. She will draw on the resources of Twyford during this period particularly the Bursar and Facilities/ICT Manager to support the planning process. Twyford will also provide a small amount of administrative support and human resources support needed to establish the new school.

January 2013 to August 2013 Subject to DfE lead-in costs funding, a headteacher will be appointed two terms in advance of opening along with a PA to prepare for the new intake in September 2013. During this period an assistant headteacher and the other teaching staff required for 2013-14 will be appointed, to be employed from September when the school opens. Twyford will provide expertise from its middle leadership team (Heads of Department and Year) to guide the curriculum and pastoral planning.

September 2013 onwards. The staffing will grow as indicated in Appendix 6.2 to match the growth in pupil numbers and the increasing breadth of the curriculum entitlement. The priority is to appoint the curriculum leaders to ensure that the planning is done by experienced teachers.

6.2.4 Administration

It is envisaged that the Academy Trust (TCEAT) will create a central team to provide the strategic leadership and core functions for both NECEA and Twyford. The aim is to achieve economies of scale and common approaches wherever this is possible.

Time allocation of 'shared' staff.

In 2012-13 whilst the detailed planning is taking place the leadership team will devote roughly 60% of their time to NECEA. Once open and whilst the school is relatively small, this will reduce to 40%. In Year 4 as numbers become larger there will be a 50% allocation between the two schools.

Section 7: Premises

7.1 Possible site options

The proposed site is the former [REDACTED] in [REDACTED], [REDACTED], Middlesex, [REDACTED]. The proposers would wish to negotiate joint use of the adjacent playing fields owned by [REDACTED]. The site is located within the North of the borough (on the northern side of [REDACTED]), an area where there is currently no nearby secondary school.

No other sites have been identified for reasons explained below.

7.2 Details of preferred site

Reasons for choosing this site

The site has long been identified by the local authority as being suitable for a school to meet the additional demand for school places in that part of the borough. Accordingly the LA has purchased the freehold of [REDACTED].

The address of the proposed site

[REDACTED], Greenford, Middlesex, [REDACTED]

The current use of the proposed site

Apart from a short term let arranged by Ealing Council of part of the building, the site is unoccupied.

The current freeholder of the proposed site

Ealing Council

Description of the site, including size and the proposed pupil numbers

This site (5.4 ha.) provides adequate space for the academy buildings, outdoor social space, sports pitches and specialist environmental areas. The adjacent land (8.6 ha.) owned by the [REDACTED] provides additional sports pitch capacity and hence, if an agreement can be reached, there is ample space for sports facilities which could be developed with a view to both academy and community use. The intended intake is 240 pupils per year plus 200 Post-16 (Total1400). The BB98 recommended site size for this size of school is for 9.9 ha. This site provides a total of 14.0 ha.

The availability of the site and the nature of the tenure

Ealing Council own the freehold to the site supports the use of site for a secondary school. The land was purchased by the local authority for this purpose. It is envisaged that the Academy Trust would be granted a 125 year lease at a peppercorn rent.

The development of the site would require the support of both Ealing Council (who own part) and the [REDACTED].

Capital investment

No funding is needed for site acquisition.

Planning Issues

Ealing Council invited the proposers to a planning briefing about the proposed site. The key issues emerging from that briefing are:

- The site is a Green Belt site and therefore any planning application will be subject to 'call in' by the Secretary of State for Communities and Local Government;
- Ealing Council Planning Department would support a proposal whereby the playing fields of the Academy and the LPFA area were shared for joint community/school use;
- It is likely that the development and academy building on the site would be restricted to the footprint of the existing building plus the hard-surfaced area. This area could accommodate the size of school proposed within a building of 3 to 4 storeys;
- The maximum permitted height of any building is likely to be 4 storeys;
- Parts of the site have high ecological value as part of a 'green corridor' and there is a row of protected trees which could affect the alignment of any building;
- A developer would need to present a robust transport plan covering, drop-off/pick-up arrangements, a green travel plan, deliveries arrangements;
- Relevant planning policies include the requirement for an Environmental Impact Assessment with a particular focus on environmental sustainability;
- The planning period is likely to be a full 16 weeks. This and the other negotiations required surrounding the site make September 2013 the earliest feasible date for the academy to admit pupils for the first time.

Feasibility Study

The proposers understand that Ealing Council has commissioned a feasibility study for the site. The company undertaking the feasibility study has invited the proposers to a meeting to discuss the nature of the academy being proposed on the site. There has been no commitment made by the proposers towards this company, merely a willingness to co-operate in their preparing the study for the local authority.

SECTION 8: FINANCE

Summary

The financial planning worksheets show:

- A financially viable school with an in-year operational surplus in 2019-20, of 9% of income
- An in-year deficit (including start-up funding) until year 4
- A financially viable school if pupil numbers are 90% of capacity by 2020-21 with an operational surplus of 0.5% of income (██████████).
- Staffing costs in 2019-20 representing 80% of expenditure.

These financial plans have used historic figures from Twyford CE High School, being a similar sized school. The proposers intend to refine these projected budget figures by further benchmarking against other schools, should the proposal receive approval.

Name of Proposed School	North Ealing Church of England Academy
Local Authority Area	Ealing
Proposed Opening Date	September 2012
Type of School	Secondary (11-18)

Projected Pupil No for
North Ealing Church of England Academy

LA name	Ealing	
Unit Values	Primary	Secondary
Basic Funding per FTE (including specific grants)	[REDACTED]	[REDACTED]
Adjusted Funding per FTE in receipt of FSM	[REDACTED]	[REDACTED]
LACSEG (Based on the converters LACSEG model)	[REDACTED]	[REDACTED]
LACSEG SEN Allocation	[REDACTED]	[REDACTED]
Fixed Sum (Primary Only)	[REDACTED]	[REDACTED]
AY 11/12 INDICATIVE PUPIL PREMIUM ALLOCATION	[REDACTED]	[REDACTED]
Service Children Premium	[REDACTED]	[REDACTED]

Primary Phase



2013/14 2014/15 2015/16 2016/17 2017/18 2018/19 2019/20 2020/21 2021/22 2022/23

Projected Grant Funding Income for
North Ealing Church of England Academy

	2013/14 £	2014/15 £	2015/16 £	2016/17 £	2017/18 £	2018/19 £	2019/20 £	2020/21 £	2021/22 £	2022/23 £
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Primary Phase

Indicative YPLA Funding	-	-	-	-	-	-	-	-	-	-
Indicative Pupil Premium Funding	-	-	-	-	-	-	-	-	-	-

Secondary Phase

Indicative YPLA Funding	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	-	-
Indicative Pupil Premium Funding	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	-	-

16-19 Phase

Indicative YPLA 16-19 Funding	-	-	-	-	-	[REDACTED]	[REDACTED]	[REDACTED]	-	-
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Other Grant Income from YPLA

Insurance Rates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	-	-
-----	-	-	-	-	-	-	-	-	-	-
-----	-	-	-	-	-	-	-	-	-	-
-----	-	-	-	-	-	-	-	-	-	-
-----	-	-	-	-	-	-	-	-	-	-

Projected Staffing Costs for
North Ealing Church of England Academy

Payroll



Payroll Summary	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
	No's	No's	No's	No's	No's	No's	No's	No's	No's	No's
Leadership	7	9	9	10	11	11	11	11	0	0
Teaching Staff	22	36	47	62	76	88	95	95	0	0
Education Support	11	14	17	19	23	23	23	23	0	0
Admin/Support Staff	11	12	13	15	16	16	16	16	0	0
Total number of staff	51	71	86	106	126	138	145	145	0	0
Total Cost for the year	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0

Post	Category	Contract	FTE	Pension Rate	Nat Ins Rate	FTE Salary	Basic Salary	Allowance	Gross Pay	Pension	Nat Ins	On-Costs Adjustment	Total On-Costs	Total Pay Cost	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
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Projected Non Pay Costs for
North Ealing Church of England Academy

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
	£	£	£	£	£	£	£	£	£	£
Expenditure										
Educational materials									-	-
Extended schools activities									-	-
Exam Fees										
IT Network Services									-	-
Professional Services									-	-
Catering									-	-
Insurance (Buildings, Centents, Liability)									-	-
IT Refresh (Leases)									-	-
Maintenance									-	-
Light & Heat									-	-
Business Rates									-	-
Water Rates									-	-
Cleaning, etc									-	-
Security Services									-	-
Depreciation									-	-
Miscellaneous Costs									-	-
Payroll & HR Services									-	-
Agency Supply Teaching Staff									-	-
Admin Supply Staff									-	-
Postage									-	-
Legal & Professional Fees									-	-
Other Insurance Policies (Mat/Sick)									-	-
School Minibuses rental									-	-
Other Bought in Services									-	-
Photocopier Leases									-	-
Other item 10	-	-	-	-	-	-	-	-	-	-
Other item 11	-	-	-	-	-	-	-	-	-	-
Other item 12	-	-	-	-	-	-	-	-	-	-
Other item 13	-	-	-	-	-	-	-	-	-	-
Other item 14	-	-	-	-	-	-	-	-	-	-

Total Non-Pay Costs										

Projected Start up Grant Calculation for
North Ealing Church of England Academy

2013/14 2014/15 2015/16 2016/17 2017/18 2018/19 2019/20 2020/21 2021/22 2022/23

Total Start up Grant

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Books, Materials and Equipment Grant

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
New Intake ^(Primary)	-	-	-	-	-	-	-	-	-	-
New Intake ^(Secondary)	-Redacted-	-Redacted-	-Redacted-	-Redacted-	-Redacted-	-Redacted-	-Redacted-	-Redacted-	-Redacted-	-
Rate	-	-	-	-	-	-	-	-	-	-
Rate	-Redacted-	-Redacted-	-Redacted-	-Redacted-	-Redacted-	-Redacted-	-Redacted-	-Redacted-	-Redacted-	-



Senior Staff Diseconomies Funding

Number on Roll



Staff Salaries including on-costs

Principal										
Vice-Principal/Deputy										
Finance & Resources Director										
Business Manager/ICT Director										
Premises Manager										
Exec. Headteacher										
Total Staff salaries										

Total Diseconomy Funding

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Assessed Start-up funding

--	--	--	--	--	--	--	--	--	--	--

Please give a brief explanation for the need for the Assessed start up funding

Please use this sheet to state all the assumptions which you have made in building up this financial plan.

Income

- 1 From 2013 a Y7 intake of 180 pupils will be admitted each year. This will increase to 240 per year in 2015.
- 2 Y12 will admit 100 students per year from 2018 rising to 125 per year in 2020.
- 3 We estimate the free school meal students ratio to be 10%.
- 4 Assumed 12% of total pre-16 pupils are 'action plus pupils'.
- 5 Extended school income will be received from Yr1.

Expenditure

- 1 [REDACTED] per 11-16 pupil will be budgeted for educational material.
- 2 Heat & Lighting: assumed 80% of total premises in use for the 1st three years then 100% ([REDACTED] /year)
- 3 Water: assumed 80% of total premises in use for the 1st three years then 100% [REDACTED] /year)
- 4 The average exam fee is estimated at [REDACTED] per pupil per year.
- 5 We assumed we will enter into a leasing agreement to renew some of the IT equipment in year 4.
- 6 Bought in cleaning contract of [REDACTED] at full capacity.
- 7 Payroll Services: cost of bought in payroll & human resources services.
- 8 Bought in catering services on a 'café' style model - costs is a function of students number - [REDACTED] per year incl. of hospitality cost at full capacity
- 9 Agency Supplies Teaching Staff: average of 5 x days absence/staff/yr @ [REDACTED] /day (190 days)
- 10 Admin Supply Staff: average of 2 x days absence/staff/yr @ [REDACTED] /day (190 days)

**REQUIREMENTS FOR THE ADMISSION OF PUPILS TO
THE NORTH EALING CHURCH OF ENGLAND ACADEMY**

GENERAL

1. This annex may be amended in writing at any time by agreement between the Secretary of State and the Company.
2. The Company will act in accordance with, and will ensure that an Independent Appeal Panel is trained to act in accordance with, all relevant provisions of the School Admissions Code and the School Admission Appeals Code published by the Department for Education (“the Codes”) as they apply at any given time to maintained schools and with equalities law and the law on admissions as they apply to maintained schools. For this purpose, reference in the Codes or law to “admission authorities” shall be deemed to be references to the Directors of the Company.
3. Notwithstanding the generality of paragraph 2 of this Annex 1, the Company will take part in any mandatory Admissions Forum set up by the local authority (“LA”) in which they are situated and have regard to its advice; and will participate in the co-ordinated admission arrangements operated by the LA and the local Fair Access Protocol.
4. Notwithstanding any provision in this Agreement, the Secretary of State may:
 - a) Direct the Company to admit a named pupil to the North Ealing Church of England Academy on application from an LA. This will include complying with a School Attendance Order¹. Before doing so the Secretary of State will consult the Company.
 - b) Direct the Company to admit a named pupil to the North Ealing Church of England Academy if the Company has failed to act in accordance with this Annex or has otherwise failed to comply with applicable admissions and equalities legislation or the provisions of the Codes.
 - c) Direct the Company to amend its admission arrangements where they fail to comply with the School Admission Code or the Admission Appeals Code.
- 4A North Ealing Church of England Academy (NECEA) is a Church of England academy in the Diocese of London. As such the Academy Trust will consult the LDBS on the admission’s policy and will follow the Board’s advice.
 - a) The Company shall ensure that parents and ‘relevant children²’ will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the Academy Trust. The Independent Appeal Panel will be independent of the Academy Trust. The arrangements for appeals will comply with the School Admission Appeals Code published by the Department for Education as it applies to Foundation and Voluntary Aided schools. The determination of the appeal panel is binding on all parties.
 - b) Admissions to the proposed Special Educational Needs unit are outside this policy

¹ Local authorities are able to issue school attendance orders if a child is not attending school. These are legally binding upon parents. Such an order might, for instance, be appropriate where a child has a place at an Academy but his/her parents are refusing to send him/her to school. The order will require a parent to ensure his/her child attends a specified school.

² relevant children’ means children who are above compulsory school age, or will be above compulsory school age by the time they start to receive education at the school.

and will be determined using the local authority's protocols for assessment of need and SEN school admissions.

5 NOT USED

Relevant Area

6. Subject to paragraph 7, the meaning of "Relevant Area" for the purposes of consultation requirements in relation to admission arrangements is that determined by the local authority for maintained schools in the area in accordance with the Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999.
7. If the Academy does not consider the relevant area determined by the local authority for the maintained schools in the area to be appropriate, it must apply to the Secretary of State by 1 August for a determination of the appropriate relevant area for the Academy, setting out the reasons for this view. The Secretary of State will consider the Academy and its LA in which the Academy is situated in reaching a decision

Requirement to admit pupils

8. Pupils on roll in any predecessor maintained or independent school will transfer automatically to the Academy on opening. All children already offered a place at any predecessor school will be admitted.
9. The Academy will:
 - a) Subject to its right of appeal to the Secretary of State in relation to a named pupil, admit all pupils with a statement of special educational needs naming the Academy;
 - b) Adopt admission oversubscription criteria that give highest priority to looked after children, in accordance with the relevant provisions of the School Admissions Code.

Oversubscription criteria, admission number, consultation, determination and objections.

10. The Academy admission arrangements will include oversubscription criteria, and an admission number for each relevant age group³. The Academy will consult on its admission arrangements and determine them in line with requirements within the School Admissions Code.
11. The Young People's Learning Agency (YPLA) may consider objections on the Secretary of State's behalf. The Company should therefore make it clear, when determining the Academy's admission arrangements, that objections should be submitted to the YPLA.
12. A determination of an objection by the YPLA on behalf of the Secretary of State, or by the Secretary of State will be binding upon the Academy.

³ 'Relevant age group' means normal point of admission to the school; for example, year R, Year 7 and Year 12.

APPENDIX 4.2

North Ealing Church of England Academy

Proposed Admissions Policy

1. Admission Number

The admission numbers will be as follows:

2013 Year 7 = 180.

2014 Year 7 = 180

2015 Onwards Year 7 = 240

2018 Onwards Year 12 = 30 (recognising the expectation that some places will be taken by students already on the Academy roll.)

2. After the admission of pupils with Special Educational Needs where the Academy is named on the statement, the oversubscription criteria below will be applied in the order in which they are set out below

3. Oversubscription criteria

1. 'Looked after children'. Note 1

2. (From September 2014 only) Children with a brother or sister (Note 2) already on-roll at the Academy who will be on-roll when the child is admitted.

3. Children whom the Authority and NECEA accept have an exceptional social or medical need for a place at this academy. Parents/carers should submit a case linking the need to NECEA, supported by appropriate evidence from a consultant, social worker or similar professional.

4. In order to improve the equality of access to a high school of their choice to parents in the North Greenford area, up to 20 places will be made available to children attending Horsenden Primary School.

5. Children for whom NECEA is the nearest maintained high school or academy in the London Borough of Ealing.

6. Other children, with priority to those living closest to the school, measured 'as the crow flies' from the home address to the entrance to the school. Note 3

4. Tie-break

In the event of oversubscription in any of the above criteria, priority will be given to those living nearest to the academy measured in a straight line from the front door of the child's home address (including flats) to the main entrance of the school, using the Local Authority's computerised measuring system. In the rare event that applicants' distance measurements are exactly the same, in blocks of flats for instance, the place will be allocated randomly.

5. Waiting list

Unsuccessful applicants will be offered the opportunity to be placed on a waiting list operated by the LA. This waiting list will be maintained in order of the criteria set out above and not in the order that applications are received or added to the list. If a place becomes available the criteria above are reapplied to all those on the waiting list and a subsequent reordering of the waiting list may take place.

6. The Christian Character of the Academy

It is assumed that those applying for a place at the Academy understand and have a preference for a school of religious character as set down in the academy's aims and described in the prospectus, notwithstanding that no faith criteria are used in deciding admissions.

NOTES:

¹ Governors will ask for written evidence from the responsible agencies.

² Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

³ Distance will be measured in a straight line from the front door of the child's home address (including flats) to the main entrance of the academy, using the Local Authority's computerised measuring system, with those living closer to the academy receiving higher priority.

Appendix 4.3

Severe Learning Difficulties Secondary Unit

Admissions

All students must have a Statement of Special Educational Needs. They will all require the facilities and resources for a young person who has severe learning difficulties or severe learning difficulties with autism

The unit will cater for 12 pupils in KS3 and KS4. Should there to capacity on the site, the Authority would wish to discuss with the proposers the possibility of increasing the size of the unit to a maximum of 36 places. Whether this would be possible will depend on more detailed feasibility studies.

Students admitted into the unit must be able to benefit from a level of social inclusion in a mainstream secondary school. They will have the social skills to cope appropriately in a busy mainstream setting, which may involve eating in the school cafeteria, joining the school for some assemblies and possibly having inclusion in some non-academic classes.

The unit will admit young people who can be managed without needing the facilities and staff support network, which would be available in a special school. Thus the unit will not be suitable for those students who have severe challenging behaviour or those with profound and multiple learning difficulties.

Phasing in new pupils

The aim would be for the school to start with Year 7 only and phase in additional classes year by year.

Funding Arrangements

The funding arrangements will depend on the outcome of the DfE School Funding Review.

Statements and IEPs

All of the students will have a Statement of Special Educational Needs. The students will follow a broad and balanced curriculum based on the national curriculum but differentiated for students with severe learning difficulties or severe learning difficulties and autism.

Most of the young people will be working at the P levels.

Each student will have an Individual Educational Plan (IEP), which highlights his or her specific individual educational needs and priorities. Much emphasis will be put on ensuring the students learn basic life skills and develop a level of independent learning.

Inclusion

The students will be included in as many features of school life as possible. Where possible, they will eat their lunch in the cafeteria and they will attend some whole school assemblies and shows.

Where possible there will be a weekly shared PE lesson with another mainstream class and there may be some additional inclusion for some non academic subjects, depending

on the needs of individual pupils.

Teaching and Learning

A variety of teaching and learning strategies will be used to help meet the needs of each student, drawing from a range of approaches:-

- *TEACCH* (Treatment and Education of Autistic and related Communication handicapped Children) will be used to structure the curriculum and the school day. Where appropriate students will have individual visual timetables to help them understand what they are going to be doing at each point in the school day. There will also be a class visual timetable. Students will have individual workstation areas where they learn to complete simple tasks independently. Students will be taught in small groups and individually. The sessions and the whole school day will be very structured.
- *Makaton signing* and a range of symbols will be used to support language development.
- *Occupational Therapy* techniques will be used to help students be ready to learn. Some students will wear 'bearhug' jackets, listen to special music and follow modulate sensory programmes as appropriate.
- *Intensive behaviour interventions* will be used to teach students the behaviours they need to access the curriculum and learn.
- *Team Teach* will be used as a positive intervention approach for managing students with challenging behaviour. Any physical intervention which may be required will be in accordance with government guidance and the school's 'Positive Physical Intervention Policy (including Restraint)'.

Planning, Record Keeping and Assessment

The SLD unit class teachers will be responsible for planning, record keeping and assessing students in the unit.

Unit classes will follow an amended form of the relevant year group's long term plan. Teachers will produce medium term plans based on progression through the curriculum for students with severe learning difficulties. Short term planning will be based on the mainstream model. An additional daily overview will be produced to manage the day.

Reporting to Parents

Teachers will report on student progress through end of term curriculum progress summaries and termly evaluation of Individual Education Plans. Staff will liaise with parents on Individual Education Plans and send copies of objectives when they are finalised. They will report on an annual basis through the annual review meeting to which parents and all other relevant professionals will be invited.

Regular contact with parents will be kept through home school diaries and telephone calls.

Teaching staff will generally conduct one home visit per year. The unit leader will attend when necessary. Where an annual review or home visit is not held during a term parents will be invited to a parent /teacher meeting.

Staff Development and Training

Staff will attend training and development meetings at school as appropriate. They will also attend courses to develop their skills in teaching students in the unit (for example,

Makaton signing courses, TEACCH, and ABA courses). Some unit staff will be trained in 'Team Teach

Outside Agency Support

It is envisaged that the SLD unit will have its own budget for therapy support and the school will commission this therapy.

The Unit will have dedicated Educational Psychology time. The EP will liaise with the unit leader at the SENplan meetings to seek advice and involvement with particular students as necessary.

Capital costs

In principle the Authority would fund the capital cost of the provision of the unit as part of its original BSF plans. The details of this and the contractual arrangements would be discussed with the proposers at the next stage

Appendix 5.1

Proposed Twyford/LDBS High School in Greenford

Parental Survey

The proposers of the new high school, Twyford CE High School and the London Diocesan Board for Schools, are preparing their submission to the Department for Education. As part of that submission the proposers need to demonstrate that there is support from enough parents to ensure that the school will have sufficient pupils in its first few years.

You are invited to complete the form below to show your support for this school. You are **not** committing your children to attending the academy but expressing your intention to include it as one of your six choices.

Your Name			
Your Postcode			
Your child(ren)'s current primary school(s)			
Your child(ren)'s current Year Group (please circle)	Child 1	Child 2	Child 3
	Boy/Girl	Boy/Girl	Boy/Girl
	Year 2	Year 2	Year 2
	Year 3	Year 3	Year 3
	Year 4	Year 4	Year 4
If the new school goes ahead, I confirm that I intend to select the school as one of my child's choices for secondary school. (please circle)	YES / NO		
I confirm that I have received details of the proposed school (please circle) (see overleaf)	YES / NO		
Please make any comments you have about this proposal here.			
Signed			
Date			

If returned by post, send to [REDACTED], [REDACTED], [REDACTED], [REDACTED], London [REDACTED] by 13th May 2011.

MORE ABOUT THE PROPOSED NEW HIGH SCHOOL

Why is the school needed?

Because there are few schools in the area, we know that there is a real problem for some parents when children get to Year 6 and apply for a high school.

Who is involved?

Twyford CE High School is a very popular Church of England School in Ealing Common. The London Diocese has opened 5 successful new academies in the last 10 years. Working together we want to open a new Church of England high school on a site in [REDACTED].

Who will the school be for?

The new school will have an open admissions policy, which means any family from any religion or with no religious background will be able to apply for a place at the new school.

What will the school be like?

The proposal is for an 11-18 high school taking 240 pupils per year. The school is likely to be an academy and be set up as one of the government's new Free Schools.

It will have a Christian ethos and will welcome children of all faiths or no faith within the school. All faiths will be celebrated in the new school.

Like Twyford, the school will set the highest standards and aspirations for its students. This will apply to academic achievement; sport and the arts; discipline; and community involvement.

What will students learn at the school?

The core subjects will build on the skills that children have acquired at primary school and prepare them for success in the English Baccalaureate.

The school will specialise in science and foreign languages.

Students will be able to choose from a wide range of creative subjects and there will be a particularly good extra-curricular provision, notably in sport and music.

How to find out more. Visit <http://schools.london.anglican.org/> and follow the Free Schools links.

[REDACTED] – [REDACTED]
[REDACTED] – [REDACTED]

Appendix 5.2

Support for the New School

The LDBS approached the three of the local primary schools (The Edward Bethan CE Primary School, Oldfield Primary School and Horsenden Primary School) to gauge the attitudes towards a Church of England secondary school.

On the basis of the response, the six most local primary schools were invited to take part in its Academy Reference Group.

We have received strong support for this proposal from three of the local primary headteachers.

“Students from Horsenden Primary have faced problems for many years, not being able to have access to any local high school and, routinely, our Year 6 pupils transfer to upwards of over thirty high schools each year. Twyford has been a school of choice for many of them but they are ruled out because the school is now so heavily oversubscribed and our parents do not live near enough to the school to get in. I am very pleased to have been included, at the early stages of the London’ Diocesan Board’s consultations, on the nature of their proposed new school and strongly endorse their plans (as do the members of the Governing Body) – particularly since a project with Twyford’s known quality and the Diocesan experience in setting up new schools will be really attractive to our parents. The proposal to open a school which has firm core Christian values but which is open to those of all faiths and none on a local admissions basis is particularly valuable in this community which is culturally rich and very diverse. I look forward to further involvement in the development of the school so that there is effective cross phase transition for our students.”

“As a Church of England primary school in Greenford we aim to be a truly local neighbourhood school whilst also serving local Church of England families. We have many families of other world faiths and many of no faith who value the core Christian principles that underpin our ethos and approach. These families do not have the ability to send their children to a high school with such values.

Transfer to High School is a major issue for our whole school community and for other families in our locality. We are a feeder school to both Twyford Church of England High School in Acton and [REDACTED] Church of England School in the London Borough of Hillingdon. However both schools are so heavily oversubscribed very few of our families are successful in securing places and yet all our families tell us that they want their children to continue to be educated in a local High School with a foundation of core Christian values.

I believe the London Diocesan Board for Schools to be perfectly placed to support this provision. I have worked as a teacher and as a Headteacher in Community and Church of England schools and I hold in great esteem the quality, reliability and professional integrity of the London Diocesan Board for Schools.”

[Redacted], [Redacted] has also commented, *“The need for a new school in the North of the Borough has been evident for some years. Most of all our parents want a local school with high standards which is sensitive and responsive to the community. The Diocese has experience of working in Ealing and already has one secondary school locally with a very good reputation. If Oldfield parents could have a school of similar quality which embraced and supported their cultural diversity within a framework of core Christian values, this would be of tremendous benefit to us and to the wider community.”*

[Redacted] is [Redacted]. He has written a letter of support for the project, Appendix 5.2.1 in which he says, *“Like many people in the London Borough of Ealing, I was very disappointed to hear earlier this year that the new school proposed for the northern part of the Borough had been cancelled.*

I am therefore very pleased that the plan may be revived and I feel very supportive of the bid by the London Diocesan Board, in conjunction with Twyford C.E. High School, to create a Church of England High School with a policy of Open Admission.”

Parents Groups. One parent attending a meeting said, *“If parents felt that they could have their own Twyford locally which they could get into, they would be over the moon.”* [Redacted] – speaking for parents at Horsenden Focus Group)

The LDBS is acutely aware of the demand on places at its schools in Ealing and has expanded its provision at primary level to help meet this. The pressure on places at its only secondary school, Twyford, is very great, as two quotes from governors testify:

“Christ Church parents are desperate to get their students a secondary place at Twyford which is the school of choice locally. For those who are disappointed it is a real blow. The option for the Diocese to open a second school locally with Twyford’s quality and characteristics would be hugely well-received by parents – particularly if it released some more local places within Twyford itself which are really needed.”

[Redacted], [Redacted].

“As a Governing body we are each year placed in the position of having to decline places to parents from both faith and non faith backgrounds. We are heavily oversubscribed with on average four requests for every one place. This leads to disappointment and we have to deal with over 100 appeals every year where parents still want the place even though they have not been offered. The requests are for children from Christian faith and world faiths backgrounds, as well as others where the parents want their children to attend a school with strong Christian values but they do not have a faith background. It is a source of real dismay to Governors that we are not able to provide for these students. We are therefore committed to a proposal which allows more places at a school of our character and quality being made available locally.”

[Redacted], [Redacted].

██████████, ██████████ summed up the vision for the school and why the LDBS is making this proposal, *“Since 1811 and the foundation of the National Society, the Church of England has been involved in ensuring that education is available for all children. In London, we have remained in partnership with the state ever since, offering education to children at primary and secondary levels.*

The 2010 Academies Act offering the possibility for free schools to emerge is another opportunity of the church to continue this engagement and the historic mission of the Church to serve the community and deliver school places where there is demand.

This act offers the LDBS in association with Ealing Local Authority an opportunity to continue our mission with the creation of this new academy in Ealing. On the basis of the consultation, we feel that this academy is much needed by the local community who have a sparse choice of local secondary schools to apply to in the immediate area, and who deserve the best education that can be provided to them. The admissions policy for the new academy would reflect this with open admissions, thus allowing the academy to represent the local community in its make up. The links the academy would have with Twyford Church of England High School would be highly beneficial in the creation of the academy, and it setting its future success. The senior leadership at Twyford has created a strong community spirit and work ethos in the school, which we would recreate in the academy, along with academic success. We believe that the LDBS involvement in the creation of the academy would not deter those of other faiths from sending their children to the academy. Church of England schools from across the Diocese of London, attract students from a wide range of backgrounds and faiths, due to the promotion of an inclusive spiritual atmosphere that encourages a purposeful learning environment.”

Petition

In January 2011, a petition started by parents of Horsenden Primary School in support of the LDBS/Twyford proposal was circulated more widely to other primary schools and local churches. The results (below) show that there is considerable local support.

	Parents	Residents	Others	TOTAL
TOTAL	1073	599	381	2053

Demand for Primary places.

The LDBS is aware of demand for additional primary school places particularly in the years 2012-17. It would, therefore, wish to explore with Ealing Council whether the academy might provide for two or three years of primary ‘bulge’ classes using the new building between 2012 and 2018 as the academy is growing to its full size.

The Figures from Ealing Council's projections show a serious shortage of places for Reception Year pupils over the next decade. The projections derived from the Greater London Authority (GLA) model, when revised to take account of the high birth rate and

high retention figures (those born remaining in the area) led the council to recognise the need for additional places over the decade 2010-20.

“In December 2008, officers presented a report to cabinet, which indicated the need for an additional 12.5 forms of entry (FE) of primary school places in Ealing by September 2011.”

Ealing Council Report to Scrutiny Committee September 2009

To meet this demand, the Council has implemented plans to expand local primary schools both permanently and through 'bulge classes'.

“In summary, at the time of writing we still need to secure an additional 5.5 FE. Of the provision in the VA sector, we have a proposal for 1FE from St Gregory’s that could be provided from 2010 subject to agreement that permanent accommodation would be built. We should be able to secure more provision in the Hanwell area for at least 1.5FE in Community Schools. This leaves us short of 3 FE for 2011 on the original plans agreed by Cabinet.”

Ealing Council Report to Scrutiny Committee September 2009

There remains however a shortfall of 80 places in 2013 falling to 50 places in 2016 (median estimates) for North Greenford Perivale area. See Appendix 5.4 for graphs which depict this.

Appendix 5.2.1

The Parish of Greenford Magna

The Parish Church of The Holy Cross

Chair - [Redacted]

Chair - [Redacted]

[Redacted]

From The [Redacted],

[Redacted],

[Redacted],

Greenford,

Middlesex,

[Redacted]

Phone and fax : [Redacted]

email: [Redacted]

website: [Redacted]

12th November, 2010

New High School on the [Redacted]

Like many people in the London Borough of Ealing, I was very disappointed to hear earlier this year that the new school proposed for the northern part of the Borough had been cancelled.

I am therefore very pleased that the plan may be revived and I feel very supportive of the bid by the London Diocesan Board, in conjunction with Twyford C.E. High School, to create a Church of England High School with a policy of Open Admission.

The experience of the bidders is proven and excellent. They will be able to develop a new school very quickly and with more chances of success than others. They are a ready-made and practical launch-pad for the new school and I am aware that although other religious traditions have their own strengths, Christianity, in the form of the Church of England, is still the official and national religion of our country.

Many people of several World Faiths and of no faith will favour a Church of England School because it offers an attractive ethos, grounded in the national religion, but providing a welcome to every child who applies. My experience at the [Redacted] where I [Redacted] suggests that it is possible to run a Church of England School and also serve the needs of families from a wide variety of faiths. The new school could successfully continue this sort of provision and be a source of hope for our whole community in Greenford and all around the northern part of the Borough.

I would like to register my strong support for the LDBS bid to provide a new school in Greenford.

[Redacted]

Appendix 5.3 High School Projections, November 2010 (Source: Ealing Council)

Year 7 planned admission numbers			LA3 Year 7 projections			LA5 trend Year 7 projections			GLA Year 7 projections		
Year	PAN Year 7	Forms of Entry	LA 3 Year RR	Year 7 Surplus / Deficit		LA5 Year trend RR	Year 7 Surplus / Deficit		GLA Std 2010	Year 7 Surplus / Deficit	
2000/01	2750	92	2620	130	4.73%	2620	130	4.73%	2620	130	4.73%
2001/02	2750	92	2684	66	2.40%	2684	66	2.40%	2684	66	2.40%
2002/03	2750	92	2679	71	2.58%	2679	71	2.58%	2679	71	2.58%
2003/04	2770	92	2714	56	2.02%	2714	56	2.02%	2714	56	2.02%
2004/05	2840	95	2749	91	3.20%	2749	91	3.20%	2749	91	3.20%
2005/06	2840	95	2841	-1	-0.04%	2841	-1	-0.04%	2841	-1	-0.04%
2006/07	2840	95	2759	81	2.85%	2759	81	2.85%	2759	81	2.85%
2007/08	2880	96	2792	88	3.06%	2792	88	3.06%	2792	88	3.06%
2008/09	2880	96	2829	51	1.77%	2829	51	1.77%	2829	51	1.77%
2009/10	2886	96	2849	37	1.28%	2849	37	1.28%	2849	37	1.28%
2010/11	2886	96	2760	126	4.37%	2760	126	4.37%	2760	126	4.37%
2011/12	2886	96	2782	104	3.61%	2734	152	5.28%	2786	100	3.47%
2012/13	2946	98	2805	141	4.79%	2746	200	6.80%	2801	145	4.92%
2013/14	2976	99	2865	111	3.73%	2792	184	6.19%	2833	143	4.81%
2014/15	2976	99	2983	-7	-0.24%	2883	93	3.12%	2899	77	2.59%
2015/16	2976	99	3014	-38	-1.29%	2906	70	2.35%	2911	65	2.18%
2016/17	2976	99	3285	-309	-10.37%	3156	-180	-6.05%	3016	-40	-1.34%
2017/18	2976	99	3358	-382	-12.82%	3203	-227	-7.64%	3060	-84	-2.82%
2018/19	2976	99	3511	-535	-17.98%	3417	-441	-14.83%	3170	-194	-6.52%
2019/20	2976	99	3741	-765	-25.69%	3641	-665	-22.34%	3318	-342	-11.49%
2020/21	2976	99	3724	-748	-25.13%	3624	-648	-21.79%	3287	-311	-10.45%

CURRICULUM VITAE



London



Contact number – [REDACTED] [REDACTED] Date of

Birth: - [REDACTED]

DfE Number: - 8551464

EDUCATION



QUALIFICATIONS



EMPLOYMENT



North Ealing Church of England Academy								
Leadership and Staffing Plan								
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Executive Team								
Executive Head	0.6	0.4	0.4	0.4	0.5	0.5	0.5	0.5
Bursar	0.6	0.4	0.4	0.4	0.5	0.5	0.5	0.5
Strategic Data/Admin	0.1	0.4	0.4	0.4	0.5	0.5	0.5	0.5
Strategic Facilities & ICT	0.1	0.4	0.4	0.4	0.5	0.5	0.5	0.5
Corporate HR	0.1	0.4	0.4	0.4	0.5	0.5	0.5	0.5
NECEA Team								
Head		1	1	1	1	1	1	1
Deputy 1			1	1	1	1	1	1
Deputy 2					1	1	1	1
Asst Head 1		1	1	1	1	1	1	1
Asst Head 2			1	1	1	1	1	1
Asst Head 3					1	1	1	1
(NB Team must include ICT/Mus/RE/Science)								
Head of English		1	1	1	1	1	1	1
Head of Maths		1	1	1	1	1	1	1
Head of Science		1	1	1	1	1	1	1
Head of Humanities		1	1	1	1	1	1	1
Head of Languages		1	1	1	1	1	1	1
SENCO		1	1	1	1	1	1	1
Head of Year		1	2	3	4	5	6	7

North Ealing Church of England Academy								
Leadership and Staffing Plan								
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
D/Head of English				1	1	1	1	1
D/Head of Maths				1	1	1	1	1
D/Head of Science				1	1	1	1	1
D/Head of Humanities				1	1	1	1	1
D/Head of Languages				1	1	1	1	1
Teacher of English			1		2	3	4	5
Teacher of Maths			1		2	3	4	5
Teacher of Science			1		2	3	4	5
Teacher of Hums			1		2	3	4	5
Teacher of Languages			1		2	3	4	5
Head of Art					1	1	1	1
Head of ICT/Computing					1	1	1	1
Teaching total								
Non-teaching								
Business & Finance Manager		1	1	1	1	1	1	1
Head of Community Links - Science, Health		1	1	1	1	1	1	1

THE COMPANIES ACT 2006
& COMPANIES (REGISTRATION) REGULATIONS 2008 (SI 2008/3014)

A COMPANY LIMITED BY GUARANTEE

MEMORANDUM OF ASSOCIATION
OF
TWYFORD CHURCH OF ENGLAND ACADEMIES TRUST

THE COMPANIES ACT 2006

& COMPANIES (REGISTRATION) REGULATIONS 2008 (SI 2008/3014)

SCHEDULE 2

A COMPANY LIMITED BY GUARANTEE

Regulation 2(b)

MEMORANDUM OF ASSOCIATION OF

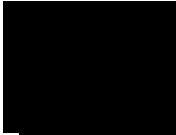
TWYFORD CHURCH OF ENGLAND ACADEMIES TRUST


Each subscriber to this memorandum of association wishes to form a company under the Companies Act 2006 and agrees to become a member of the company.

Name of each subscriber Authentication by each subscriber

Name:  Signature:

On Behalf Of: London Diocesan Board for Schools

Name:  Signature:

Name:  Signature:

Dated

2011

THE COMPANIES ACT 2006

|

A COMPANY LIMITED BY GUARANTEE

ARTICLES OF ASSOCIATION

OF

TWYFORD CHURCH OF ENGLAND ACADEMIES TRUST

NUMBER:

THE COMPANIES ACT 2006
COMPANY LIMITED BY GUARANTEE
ARTICLES OF ASSOCIATION
OF
TWYFORD CHURCH OF ENGLAND ACADEMIES TRUST

INTERPRETATION

1. In these Articles:-

- a. "the Academies" means all the schools referred to in Article 5(h) and established by the Company (and "Academy" shall mean any one of those schools);
- b. "Academy Financial Year" means the academic year from 1st of September to 31st of August in any year;
- c. "Academy Directors" means the Directors appointed pursuant to Articles 51-52 and Academy Director shall mean any one of those Directors;
- d. "Additional Directors" means the Directors appointed pursuant to Article 61 and 61A;
- e. "Area Bishop" means the [REDACTED] or such other bishop in the Diocese of London serving the area in which the Academies are situated;
- f. "the Articles" means these Articles of Association of the Company;
- g. "Chief Executive Officer" means such person as may be appointed by the Directors as the Chief Executive Officer of the Company³;
- h. "Chief Inspector" means Her Majesty's Chief Inspector of Education, Children's Services and Skills or his successor;
- i. "clear days" in relation to the period of a notice means the period excluding the day when the notice is given or deemed to be given and the day on which it is given or on which it is to take effect;

³ Optional.

- j. “the Company” means save as otherwise defined at Article 6.9 the company intended to be regulated by these Articles and referred to in Article 2;
- k. “the Directors” means save as otherwise defined at Article 6.9 the directors of the Company (and “Director” means any one of those directors);
- l. “financial expert” means an individual, company or firm who is authorised to give investment advice under the Financial Services and Markets Act 2000;
- m. “Further Directors” means the Directors appointed pursuant to Article 62 ;
- n. “the LAs” means all the local authorities covering the areas in which the Academies are situated (and “the LA” shall mean any one of these local authorities);
- o. “Local Authority Associated Persons” means any person associated with any local authority within the meaning given in section 69 of the Local Government and Housing Act 1989;
- p. “Local Governing Bodies” means the committees appointed pursuant to Articles 100-104 (and “Local Governing Body” means any one of these committees);
- q. “London Diocesan Board for Schools” the diocesan board of education for the Diocese of London being a charitable company limited by guarantee whose registered company number is 198131 and charity number is 313000;
- r. “Member” means a member of the Company and someone who as such is bound by the undertaking contained in Article 8 ;
- s. “the Memorandum” means the Memorandum of Association of the Company;
- t. “Office” means the registered office of the Company;
- u. “Parent Directors” means the Directors appointed pursuant to Articles 53 – 56 inclusive.
- v. “Principals” means the head teachers of the Academies (and “Principal” means any one of these head teachers);
- w. “Principal Regulator” means the body or person appointed as the Principal Regulator under the Charities Act 2006;
- x. “Relevant Funding Agreements” means the agreement or agreements entered into by the Company and the Secretary of State under section 1 of the

Academies Act 2010 for the establishment of each Academy, including any variation or supplemental agreements thereof;

- y. “the seal” means the common seal of the Company if it has one;
 - z. “Secretary” means the secretary of the Company or any other person appointed to perform the duties of the secretary of the Company, including a joint, assistant or deputy secretary;
 - aa. “Secretary of State” means the Secretary of State for Education or successor;
 - bb. “Staff Director” means an employee of the Company who may be appointed as a Director pursuant to Article 50A;
 - cc. “teacher” means a person employed under a contract of employment or a contract for services or otherwise engaged to provide his services as a teacher at one or more Academies;
 - dd. “the United Kingdom” means Great Britain and Northern Ireland;
 - ee. words importing the masculine gender only shall include the feminine gender. Words importing the singular number shall include the plural number, and vice versa;
 - ff. subject as aforesaid, words or expressions contained in these Articles shall, unless the context requires otherwise, bear the same meaning as in the Companies Act 2006, as appropriate;
 - gg. any reference to a statute or statutory provision shall include any statute or statutory provision which replaces or supersedes such statute or statutory provision including any modification or amendment thereto.
2. The Company's name is Twyford Church of England Academies Trust (and in this document it is called “**the Company**”).
 3. The Company’s registered office is to be situated in England and Wales.

OBJECTS

4. The Company’s object (“**the Object**”) is specifically restricted to the following: to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining,

carrying on, managing and developing Church of England schools designated as such (“**the Academies**”) which shall offer a broad and balanced curriculum and shall be conducted in accordance with the principles, practices and tenets of the Church of England including any trust deed governing the use of land used by any Academy both generally and in particular in relation to arranging for religious education and daily acts of worship and having regard to any advice and following directives issued by the London Diocesan Board for Schools.

5. In furtherance of the Object but not further or otherwise the Company may exercise the following powers:-
 - (a) to draw, make, accept, endorse, discount, execute and issue promissory notes, bills, cheques and other instruments, and to operate bank accounts in the name of the Company;
 - (b) to raise funds and to invite and receive contributions provided that in raising funds the Company shall not undertake any substantial permanent trading activities and shall conform to any relevant statutory regulations;
 - (c) to acquire, alter, improve and (subject to such consents as may be required by law) to charge or otherwise dispose of property;
 - (d) subject to Article 6 below to employ such staff, as are necessary for the proper pursuit of the Object and to make all reasonable and necessary provision for the payments of pensions and superannuation to staff and their dependants;
 - (e) to establish or support, whether financially or otherwise, any charitable trusts, associations or institutions formed for all or any of the Object;
 - (f) to co-operate with other charities, other independent and maintained schools, voluntary bodies and statutory authorities operating in furtherance of the Object and to exchange information and advice with them;
 - (g) to pay out of funds of the Company the costs, charges and expenses of and incidental to the formation and registration of the Company;
 - (h) to establish, maintain, carry on, manage and develop the Academies at locations to be determined by the Directors;
 - (i) to offer scholarships, exhibitions, prizes and awards to pupils and former pupils,

and otherwise to encourage and assist pupils and former pupils;

- (j) to provide educational facilities and services to students of all ages and the wider community for the public benefit;
- (k) to carry out research into the development and application of new techniques in education in particular in relation to the areas of curricular specialisation of each of the Academies and to their approach to curriculum development and delivery and to publish the results of such research, and to develop means of benefiting from application of the experience of industry, commerce, other schools and the voluntary sector to the education of pupils in academies;
- (l) subject to such consents as may be required by law and/or by any contract entered into by or on behalf of the Company, to borrow and raise money for the furtherance of the Object in such manner and on such security as the Company may think fit;
- (m) to deposit or invest any funds of the Company not immediately required for the furtherance of its object (but to invest only after obtaining such advice from a financial expert as the Directors consider necessary and having regard to the suitability of investments and the need for diversification);
- (n) to delegate the management of investments to a financial expert, but only on terms that:
 - (i) the investment policy is set down in writing for the financial expert by the Directors;
 - (ii) every transaction is reported promptly to the Directors;
the performance of the investments is reviewed regularly with the Directors;
 - (iii) the Directors are entitled to cancel the delegation arrangement at any time;
 - (iv) the investment policy and the delegation arrangement are reviewed at least once a year;
 - (v) all payments due to the financial expert are on a scale or at a level which is agreed in advance and are notified promptly to the Directors on receipt; and
 - (vi) the financial expert must not do anything outside the powers of the Directors;
- (o) to arrange for investments or other property of the Company to be held in the name of a nominee company acting under the control of the Directors or of a financial expert acting under their instructions, and to pay any reasonable fee required;

(p) to provide indemnity insurance to cover the liability of Directors which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default, breach of trust or breach of duty of which they may be guilty in relation to the Company: Provided that any such insurance shall not extend to any claim arising from any act or omission which the Directors knew to be a breach of trust or breach of duty or which was committed by the Directors in reckless disregard of whether it was a breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Directors in their capacity as Directors;

(q) to establish subsidiary companies to carry on any trade or business for the purpose of raising funds for the Company;

(r) to do all such other lawful things as are necessary for or are incidental to or conducive to the achievement of the Object.

6.1 The income and property of the Company shall be applied solely towards the promotion of the Object.

6.2 None of the income or property of the Company may be paid or transferred directly or indirectly by way of dividend bonus or otherwise by way of profit to any member of the Company. Nonetheless a member of the Company who is not also a Director may:

a) benefit as a beneficiary of the Company;

b) be paid reasonable and proper remuneration for any goods or services supplied to the Company;

c) be paid rent for premises let by the member of the Company if the amount of the rent and other terms of the letting are reasonable and proper; and

d) be paid interest on money lent to the Company at a reasonable and proper rate, such rate not to exceed 2 per cent per annum below the base lending rate of a UK clearing bank selected by the Directors, or 0.5%, whichever is the higher.

6.3 A Director may benefit from any indemnity insurance purchased at the Company's expense to cover the liability of the Directors which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default or breach of trust or breach of duty of which they may be guilty in relation to the Company: Provided that

any such insurance shall not extend to any claim arising from any act or omission which Directors knew to be a breach of trust or breach of duty or which was committed by the Directors in reckless disregard to whether it was a breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Directors in their capacity as directors of the Company.

6.4 A company, which has shares listed on a recognised stock exchange and of which any one Director holds no more than 1% of the issued capital of that company, may receive fees, remuneration or other benefit in money or money's worth from the Company.

6.5 A Director may at the discretion of the Directors be reimbursed from the property of the Company for reasonable expenses properly incurred by him or her when acting on behalf of the Company, but excluding expenses in connection with foreign travel.

6.6 No Director may:

- (a) buy any goods or services from the Company;
- (b) sell goods, services, or any interest in land to the Company;
- (c) be employed by, or receive any remuneration from the Company (other than the Chief Executive Officer whose employment and/or remuneration is subject to the procedure and conditions in Article 6.8);

(d) receive any other financial benefit from the Company;

unless:

- (i) the payment is permitted by Article 6.7 and the Directors follow the procedure and observe the conditions set out in Article 6.8; or
- (ii) the Directors obtain the prior written approval of the Charity Commission and fully comply with any procedures it prescribes.

6.7 Subject to Article 6.8, a Director may:

- a) receive a benefit from the Company in the capacity of a beneficiary of the Company.
- b) be employed by the Company or enter into a contract for the supply of goods or services to the Company, other than for acting as a Director.
- c) receive interest on money lent to the Company at a reasonable and proper rate not exceeding 2% per annum below the base rate of a clearing bank to be selected by

the Directors, or 0.5%, whichever is the higher.

d) receive rent for premises let by the Director to the Company if the amount of the rent and the other terms of the lease are reasonable and proper.

6.8 The Company and its Directors may only rely upon the authority provided by Article 6.7 if each of the following conditions is satisfied:

(a) the remuneration or other sums paid to the Director do not exceed an amount that is reasonable in all the circumstances.

(b) the Director is absent from the part of any meeting at which there is discussion of:

- i) his or her employment, remuneration, or any matter concerning the contract, payment or benefit; or
- ii) his or her performance in the employment, or his or her performance of the contract; or
- iii) any proposal to enter into any other contract or arrangement with him or her or to confer any benefit upon him or her that would be permitted under Article 6.7; or
- (iv) any other matter relating to a payment or the conferring of any benefit permitted by Article 6.7.

(c) the Director does not vote on any such matter and is not to be counted when calculating whether a quorum of Directors is present at the meeting.

(d) save in relation to employing or contracting with the Chief Executive Officer (a Director pursuant to Article 57) the other Directors are satisfied that it is in the interests of the Company to employ or to contract with that Director rather than with someone who is not a Director. In reaching that decision the Directors must balance the advantage of employing a Director against the disadvantages of doing so (especially the loss of the Director's services as a result of dealing with the Director's conflict of interest).

(e) the reason for their decision is recorded by the Directors in the minute book.

(f) A majority of the Directors then in office have received no such payments or benefit.

6.8A The provision in Article 6.6 (c) that no Director may be employed by or receive any remuneration from the Company (other than the Chief Executive Officer) does not apply to an employee of the Company who is subsequently elected or appointed as a Director save that this Article shall only allow such a Director to receive remuneration

or benefit from the Company in his capacity as an employee of the Company and provided that the procedure as set out in Articles 6.8(b)(i), (ii) and 6.8 (c) is followed.

6.9 In Articles 6.2-6.9:

(a) “company” shall include any company in which the Company:

holds more than 50% of the shares; or

controls more than 50% of the voting rights attached to the shares; or

has the right to appoint one or more Directors to the Board of the company.

(b) “Director” shall include any child, stepchild, parent, grandchild, grandparent, brother, sister or spouse of the Director or any person living with the Director as his or her partner

• (c) the employment or remuneration of a Director includes the engagement or remuneration of any firm or company in which the Director is:

(i) a partner;

(ii) an employee;

(iii) a consultant;

(iv) a director;

(v) a member; or

(vi) a shareholder, unless the shares of the company are listed on a recognised stock exchange and the Director holds less than 1% of the issued capital.

7. The liability of the members of the Company is limited.

8. Every member of the Company undertakes to contribute such amount as may be required (not exceeding ██████████) to the Company’s assets if it should be wound up while he or she is a member or within one year after he or she ceases to be a member, for payment of the Company’s debts and liabilities before he or she ceases to be a member, and of the costs, charges and expenses of winding up, and for the adjustment of the rights of the contributories among themselves.

9. If the Company is wound up or dissolved and after all its debts and liabilities (including any under section 483 of the Education Act 1996) have been satisfied there remains any property it shall not be paid to or distributed among the members of the Company (except to a member that is itself a charity), but shall be given or transferred to some

other charity or charities having objects similar to the Object which prohibits the distribution of its or their income and property to an extent at least as great as is imposed on the Company by Article 6 above, chosen by the members of the Company at or before the time of dissolution and if that cannot be done then to some other charitable object.

10. No alteration or addition shall be made to or in the provisions of the Articles without the written consent of the Secretary of State and the London Diocesan Board for Schools.
11. No alteration or addition shall be made to or in the provisions of the Articles which would have the effect (a) that the Company would cease to be a company to which section 60 of the Companies Act 2006 applies; or (b) that the Company would cease to be a charity.

MEMBERS

12. The Members of the Company shall comprise
 - a. the signatories to the Memorandum⁴;
 - b. up to 2 persons who may be appointed by the London Diocesan Board for Schools;
 - c. the Area Bishop;
 - d. 1 person appointed by the Secretary of State, in the event that the Secretary of State appoints a person for this purpose;
 - e. the chairman of the Directors; and
 - f. any person appointed under Article 16;
13. Each of the persons entitled to appoint Members in Article 12 shall have the right from time to time by written notice delivered to the Office to remove any Member appointed by them and to appoint a replacement Member to fill a vacancy whether resulting from such removal or otherwise.
14. If any of the persons entitled to appoint Members in Article 12:
 - a) in the case of an individual, die or become legally incapacitated;

⁴ There must be no less than 3 signatories to the Memorandum of Association.

b) in the case of a corporate entity, cease to exist and are not replaced by a successor institution; or

c) becomes insolvent or makes any arrangement or composition with their creditors generally

their right to appoint Members under these Articles shall vest in the remaining Members.

15. Membership will terminate automatically if:

a) a Member (which is a corporate entity) ceases to exist and is not replaced by a successor institution;

b) a Member (which is an individual) dies or becomes incapable by reason of mental disorder, illness or injury of managing and administering his or her own affairs; or

c) a Member becomes insolvent or makes any arrangement or composition with that Member's creditors generally.

16. The Members may agree unanimously in writing to appoint such additional Members as they think fit and may unanimously (save that the agreement of the Member(s) to be removed shall not be required) in writing agree to remove any such additional Members.

17. Every person nominated to be a Member of the Company shall either sign a written consent to become a Member or sign the register of Members on becoming a Member.

18. Any Member may resign provided that after such resignation the number of Members is not less than three. A Member shall cease to be one immediately on the receipt by the Company of a notice in writing signed by the person or persons entitled to remove him under Articles 13 or 16 provided that no such notice shall take effect when the number of Members is less than three unless it contains or is accompanied by the appointment of a replacement Member.

GENERAL MEETINGS

19. The Company shall hold an Annual General Meeting each year in addition to any other meetings in that year, and shall specify the meeting as such in the notices calling it; and not more than fifteen months shall elapse between the date of one Annual General Meeting of the Company and that of the next. Provided that so long as the Company

holds its first Annual General Meeting within eighteen months of its incorporation, it need not hold it in the year of its incorporation or in the following year. The Annual General Meeting shall be held at such time and place as the Directors shall appoint. All general meetings other than Annual General Meetings shall be called General Meetings.

20. The Directors may call general meetings and, on the requisition of Members pursuant to the provisions of the Companies Act 2006, shall forthwith proceed to convene a general meeting in accordance with that Act. If there are not within the United Kingdom sufficient Directors to call a general meeting, any Director or any Member of the Company may call a general meeting.

NOTICE OF GENERAL MEETINGS

21. General meetings shall be called by at least fourteen clear days' notice but a general meeting may be called by shorter notice if it is so agreed by a majority in number of Members having a right to attend and vote and together representing not less than 90% of the total voting rights at that meeting.

The notice shall specify the time and place of the meeting and the general nature of the business to be transacted and, in the case of an Annual General Meeting, shall specify the meeting as such. The notice shall also state that the Member is entitled to appoint a proxy.

The notice shall be given to all the Members, to the Directors and auditors.

22. The accidental omission to give notice of a meeting to, or the non-receipt of notice of a meeting by, any person entitled to receive notice shall not invalidate the proceedings at that meeting.

PROCEEDINGS AT GENERAL MEETINGS.

23. No business shall be transacted at any meeting unless a quorum is present. A Member counts towards the quorum by being present either in person or by proxy. Two persons entitled to vote upon the business to be transacted, each being a Member or a proxy of a Member or a duly authorised representative of a Member organisation shall constitute a quorum.

24. If a quorum is not present within half an hour from the time appointed for the meeting, or if during a meeting a quorum ceases to be present, the meeting shall stand

adjourned to the same day in the next week at the same time and place or to such time and place as the Directors may determine.

25. The chairman, if any, of the Directors or in his absence some other Director nominated by the Directors shall preside as chairman of the meeting, but if neither the chairman nor such other Director (if any) be present within fifteen minutes after the time appointed for holding the meeting and willing to act, the Directors present shall elect one of their number to be chairman and, if there is only one Director present and willing to act, he shall be the chairman.
26. If no Director is willing to act as chairman, or if no Director is present within fifteen minutes after the time appointed for holding the meeting, the Members present and entitled to vote shall choose one of their number to be chairman.
27. A Director shall, notwithstanding that he is not a Member, be entitled to attend and speak at any general meeting.
28. The chairman may, with the consent of a majority of the Members at a meeting at which a quorum is present (and shall if so directed by the meeting), adjourn the meeting from time to time and from place to place, but no business shall be transacted at any adjourned meeting other than the business which might properly have been transacted at the meeting had the adjournment not taken place. When a meeting is adjourned for fourteen days or more, at least seven clear days' notice shall be given specifying the time and place of the adjourned meeting and the general nature of the business to be transacted. Otherwise it shall not be necessary to give any such notice.
29. A resolution put to the vote of the meeting shall be decided on a show of hands unless before, or on the declaration of the result of the show of hands, a poll is duly demanded. Subject to the provisions of the Companies Act 2006, a poll may be demanded:-
 - (a) by the chairman; or
 - (b) by at least two Members having the right to vote at the meeting; or,
 - (c) by a Member or Members representing not less than one-tenth of the total voting rights of all the Members having the right to vote at the meeting.
30. Unless a poll is duly demanded a declaration by the chairman that a resolution has been carried or carried unanimously, or by a particular majority, or lost, or not carried by a particular majority and an entry to that effect in the minutes of the meeting shall be

conclusive evidence of the fact without proof of the number or proportion of the votes recorded in favour of or against such resolution.

31. The demand for a poll may be withdrawn, before the poll is taken, but only with the consent of the chairman. The withdrawal of a demand for a poll shall not invalidate the result of a show of hands declared before the demand for the poll was made.
32. A poll shall be taken as the chairman directs and he may appoint scrutineers (who need not be Members) and fix a time, date and place for declaring the results. The result of the poll shall be deemed to be the resolution of the meeting at which the poll was demanded.
33. A poll demanded on the election of the chairman or on a question of adjournment shall be taken immediately. A poll demanded on any other question shall be taken either immediately or at such time, date and place as the chairman directs not being more than thirty days after the poll is demanded. The demand for a poll shall not prevent continuance of a meeting for the transaction of any business other than the question on which the poll is demanded. If a poll is demanded before the declaration of the result of a show of hands and the demand is duly withdrawn, the meeting shall continue as if the demand had not been made.
34. No notice need be given of a poll not taken immediately if the time and place at which it is to be taken are announced at the meeting at which it is demanded. In other cases at least seven clear days' notice shall be given specifying the time and place at which the poll is to be taken.
35. A resolution in writing agreed by such number of members as required if it had been proposed at a general meeting shall be as effectual as if it had been passed at a general meeting duly convened and held provided that a copy of the proposed resolution has been sent to every Member. The resolution may consist of several instruments in the like form each agreed by one or more Members.

VOTES OF MEMBERS

36. On the show of hands every Member present in person shall have one vote. On a poll every Member present in person or by proxy shall have one vote.
37. Not used.
38. No Member shall be entitled to vote at any general meeting unless all moneys then

payable by him to the Company have been paid.

39. No objections shall be raised to the qualification of any person to vote at any general meeting except at the meeting or adjourned meeting at which the vote objected to is tendered, and every vote not disallowed at the meeting shall be valid. Any objection made in due time shall be referred to the chairman whose decision shall be final and conclusive.
40. An instrument appointing a proxy shall be in writing, signed by or on behalf of the appointer and shall be in the following form (or in a form as near thereto as circumstances allow or in any other form which is usual or which the Directors may approve) -.

“I/We,, of, being a Member/Members of the above named Company, hereby appoint of, or in his absence, of as my/our proxy to vote in my/our name[s] and on my/our behalf at the annual general meeting/ general meeting of the Company to be held on20[], and at any adjournment thereof.

Signed on 20[]”

41. Where it is desired to afford Members an opportunity of instructing the proxy how he shall act the instrument appointing a proxy shall be in the following form (or in a form as near thereto as circumstances allow or in any other form which is usual or which the Directors may approve)-

“I/We,, of, being a Member/Members of the above-named Company, hereby appoint of, or in his absence, of, as my/our proxy to vote in my/our name[s] and on my/our behalf at the annual general meeting/ general meeting of the Company, to be held on 20[], and at any adjournment thereof.

This form is to be used in respect of the resolutions mentioned below as follows:

Resolution No. 1 *for * against

Resolution No. 2 *for * against.

- Strike out whichever is not desired.

Unless otherwise instructed, the proxy may vote as he thinks fit or abstain from voting.

Signed on 20[]”

42. The instrument appointing a proxy and any authority under which it is signed or a copy of such authority certified by a notary or in some other way approved by the Directors may -
- (a) be deposited at the office or at such other place within the United Kingdom as is specified in the notice convening the meeting or in any instrument of proxy sent out by the Company in relation to the meeting not less than 48 hours before the time for holding the meeting or adjourned meeting at which the person named in the instrument proposes to vote, or
 - (b) in the case of a poll taken more than 48 hours after it is demanded, be deposited as aforesaid after the poll has been demanded and not less than 24 hours before the time appointed for the taking of the poll;
 - (c) where the poll is not taken forthwith but is taken not more than 48 hours after it was demanded, be delivered at the meeting at which the poll was demanded to the chairman or to the Secretary or to any Director;
- and an instrument of proxy which is not deposited or delivered in a manner so permitted shall be invalid.

43. A vote given or poll demanded by proxy or by the duly authorised representative of a corporation shall be valid notwithstanding the previous determination of the authority of the person voting or demanding a poll unless notice of the determination was received by the Company at the office or at such other place at which the instrument of proxy was duly deposited before the commencement of the meeting or adjourned meeting at which the vote given or the poll demanded or (or in the case of a poll taken otherwise than on the same day as the meeting or adjourned meeting) the time appointed for taking the poll.

44. Any organisation which is a Member of the Company may by resolution of its board of directors or other governing body authorise such person as it thinks fit to act as its representative at any meeting of the Company, and the person so authorised shall be entitled to exercise the same powers on behalf of the organisation which he represents as that organisation could exercise if it were an individual Member of the Company.

DIRECTORS

45. The number of Directors shall be not less than three but (unless otherwise determined by ordinary resolution) shall not be subject to any maximum.

46. Subject to Articles 48-49 and 63, the Company shall have the following Directors:

- a. four Directors, appointed under Article 50
- b. any Staff Directors, if appointed under Article 50A;
- c. Academy Directors appointed under Article 51 or Article 52;
- d. the Chief Executive Officer;
- e. a minimum of 2 Parent Directors appointed under Articles 53-56 ;
- f. Any Additional Directors, if appointed under Article 61, 61A or 67A;
- g. Any Further Directors, if appointed under Article 62 or Article 67A;
- h. Up to 2 Directors, if appointed by the Secretary of State in accordance with the terms of any of the Relevant Funding Agreements following the provision of a notice by the Company to terminate that Relevant Funding Agreement.

47. The Company may also have any Co-opted Director appointed under Article 58.

48. The first Directors shall be those persons named in the statement delivered pursuant to sections 9 and 12 of the Companies Act 2006.

49. Future Directors shall be appointed or elected, as the case may be, under these Articles. Where it is not possible for such a Director to be appointed or elected due to the fact that an Academy has not yet been established or the Chief Executive Officer has not been appointed, then the relevant Article or part thereof shall not apply.

APPOINTMENT OF DIRECTORS

50. The Governors shall appoint 4 Directors being:

- i. Two nominees of the London Diocesan Board for Schools
- ii. One nominee of the Area Bishop
- iii. One nominee of the LA.

50A. The Members may appoint Staff Directors through such process as they may determine provided that the total number of Directors including the Chief Executive Officer who are employees of the Company does not exceed one third of the total number of Directors.

ACADEMY DIRECTORS

51. Subject to Article 52, the chairman of each Local Governing Body shall be an Academy Director for as long as he remains in office as such and shall be appointed by the Directors of the Company but they shall appoint as the chairman of a Local Governing Body someone other than the Chief Executive Officer.

52. If the number of Academies exceeds 5, the chairmen of the Local Governing Bodies shall elect 5 persons from amongst their numbers to be the Academy Directors. Any person elected in accordance with this Article shall only remain an Academy Director for as long as he remains chairman of a Local Governing Body. The Directors shall make all necessary arrangements for, and determine all other matters relating to, the election of the Academy Directors in accordance with this Article. Any election of the Academy Directors which is contested shall be held by secret ballot.

PARENT DIRECTORS

53. There shall be a minimum of 2 Parent Directors for every 10 or fewer Academies.

54. Parent Directors shall be elected by the Parent members of the Local Governing Bodies (who shall themselves have been elected or appointed in accordance with the terms of reference determined by the Directors from time to time) from amongst their number. The elected Parent Directors must be a parent of a registered pupil at one of the Academies at the time when he is elected.

54A. The number of Parent Directors required shall be made up by Parent Directors appointed by the Directors if the number of parents standing for election is less than the number of vacancies.

55. The Directors shall make all necessary arrangements for, and determine all other matters relating to, an election of the Parent Directors, including any question of whether a person is a parent of a registered pupil at one of the Academies. Any election of the Parent Directors which is contested shall be held by secret ballot.

56. In appointing a Parent Director the Directors shall appoint a person who is the parent

of a registered pupil at an Academy; or where it is not reasonably practical to do so, a person who is the parent of a child of compulsory school age.

CHIEF EXECUTIVE OFFICER

57. The Chief Executive Officer shall be a Director for as long as he remains in office as such.

CO-OPTED DIRECTORS

58. The Directors may appoint up to 3 Co-opted Directors. A 'Co-opted Director' means a person who is appointed to be a Director by being Co-opted by Directors who have not themselves been so appointed. The Directors may not co-opt an employee of the Company as a Co-opted Director if thereby the number of Directors who are employees of the Company would exceed one third of the total number of Directors including the Chief Executive Officer.

APPOINTMENT OF ADDITIONAL DIRECTORS

59. The Secretary of State may give a warning notice to the Directors where he is satisfied—

- i) that the standards of performance of pupils at any of the Academies are unacceptably low, or
- ii) that there has been a serious breakdown in the way any of the Academies are managed or governed, or
- iii) that the safety of pupils or staff of any of the Academies is threatened (whether by a breakdown of discipline or otherwise).

60. For the purposes of Article 59 a 'warning notice' is a notice in writing by the Secretary of State to the Company delivered to the Office setting out—

- (a) the matters referred to in Article 59;
- (b) the action which he requires the Directors to take in order to remedy those matters; and
- (c) the period within which that action is to be taken by the Directors ('the compliance period').

61. The Secretary of State may appoint such Additional Directors as he thinks fit if the Secretary of State has:

- (a) given the Directors a warning notice in accordance with Article 59; and
- (b) the Directors have failed to comply, or secure compliance, with the notice to the Secretary of State's satisfaction within the compliance period.

61A The Secretary of State may also appoint such Additional Directors where following an Inspection by the Chief Inspector in accordance with the Education Act 2005 (an "Inspection") an Academy receives an Ofsted grading (being a grade referred to in The Framework for School Inspection or any modification or replacement of that document for the time being in force) which amounts to a drop, either from one Inspection to the next Inspection or between any two Inspections carried out within a 5 year period, of two Ofsted grades. For the purposes of the foregoing the grade received by the predecessor school as defined in the Relevant Funding Agreement shall be regarded as the grade received by the Academy.

62. The Secretary of State may also appoint such Further Directors as he thinks fit if a Special Measures Termination Event (as defined in the Relevant Funding Agreement) occurs in respect of any Academy.

63. Within 5 days of the Secretary of State appointing any Additional or Further Directors in accordance with Articles 61, 61A or 62, any Directors appointed under Article 50 and holding office immediately preceding the appointment of such Directors, shall resign immediately and the Members' power to appoint Directors under Article 50 shall remain suspended until the Secretary of State removes one or more of the Additional or Further Directors.

TERM OF OFFICE

64. The term of office for any Director shall be 4 years, save that this time limit shall not apply to the Chief Executive Officer. Subject to remaining eligible to be a particular type of Director, any Director may be re-appointed or re-elected.

RESIGNATION AND REMOVAL

65. A Director shall cease to hold office if he resigns his office by notice to the Company (but only if at least three Directors will remain in office when the notice of resignation is to take effect).

66. A Director shall cease to hold office if he is removed by the person or persons who appointed him. This Article does not apply in respect of a Parent Director or Academy Director.

67. Where a Director resigns his office or is removed from office, the Director or, where he is removed from office, those removing him, shall give written notice thereof to the Secretary.

67A. Where an Additional or Further Director appointed pursuant to Articles 61, 61A or 62 ceases to hold office as a Director for any reason, other than being removed by the Secretary of State, the Secretary of State shall be entitled to appoint an Additional or Further Director in his place.

DISQUALIFICATION OF DIRECTORS

68. No person shall be qualified to be a Director unless he is aged 18 or over at the date of his election or appointment. No current pupil of any of the Academies shall be a Director.

69. A Director shall cease to hold office if he becomes incapable by reason of mental disorder, illness or injury of managing or administering his own affairs.

70. A Director shall cease to hold office if he is absent without the permission of the Directors from all their meetings held within a period of six months and the Directors resolve that his office be vacated.

71. A person shall be disqualified from holding or continuing to hold office as a Director if—

(a) his estate has been sequestered and the sequestration has not been discharged, annulled or reduced; or

(b) he is the subject of a bankruptcy restrictions order or an interim order.

72. A person shall be disqualified from holding or continuing to hold office as a Director at any time when he is subject to a disqualification order or a disqualification undertaking under the Company Directors Disqualification Act 1986 or to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order).

73. A Director shall cease to hold office if he ceases to be a Director by virtue of any provision in the Companies Act 2006 or is disqualified from acting as a trustee by virtue of section 72 of the Charities Act 1993 (or any statutory re-enactment or modification of that

provision).

74. A person shall be disqualified from holding or continuing to hold office as a Director if he has been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which he was responsible or to which he was privy, or which he by his conduct contributed to or facilitated.

75. A person shall be disqualified from holding or from continuing to hold office as a Director at any time when he is:

- (a) included in the list kept by the Secretary of State under section 1 of the Protection of Children Act 1999; or
- (b) disqualified from working with children in accordance with Section 35 of the Criminal Justice and Court Services Act 2000; or
- (c) barred from regulated activity relating to children (within the meaning of section 3(2) of the Safeguarding Vulnerable Groups Act 2006)

76. A person shall be disqualified from holding or continuing to hold office as a Director if he is a person in respect of whom a direction has been made under section 142 of the Education Act 2002 or is subject to any prohibition or restriction which takes effect as if contained in such a direction.

77. A person shall be disqualified from holding or continuing to hold office as a Director where he has, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 72 of the Charities Act 1993.

78. After the first Academy has opened, a person shall be disqualified from holding or continuing to hold office as a Director if he has not provided to the chairman of the Directors a criminal records certificate at an enhanced disclosure level under section 113B of the Police Act 1997. In the event that the certificate discloses any information which would in the opinion of either the chairman or the Chief Executive Officer confirm their unsuitability to work with children that person shall be disqualified. If a dispute arises as to whether a person shall be disqualified, a referral shall be made to the Secretary of State to determine

the matter. The determination of the Secretary of State shall be final.

79. Where, by virtue of these Articles a person becomes disqualified from holding, or continuing to hold office as a Director; and he is, or is proposed, to become such a Director, he shall upon becoming so disqualified give written notice of that fact to the Secretary.

80. Articles 68 to 79 and Articles 97-98 also apply to any member of any committee of the Directors, including a Local Governing Body, who is not a Director.

SECRETARY TO THE DIRECTORS

81. The Secretary shall be appointed by the Directors for such term, at such remuneration and upon such conditions as they may think fit; and any Secretary so appointed may be removed by them. The Secretary shall not be a Director, or a Principal. Notwithstanding this Article, the Directors may, where the Secretary fails to attend a meeting of theirs, appoint any one of their number or any other person to act as Secretary for the purposes of that meeting.

CHAIRMAN AND VICE-CHAIRMAN OF THE DIRECTORS

82. The Directors shall each school year, at their first meeting in that year, elect a chairman and a vice-chairman from among their number. A Director who is employed by the Company shall not be eligible for election as chairman or vice-chairman.

83. Subject to Article 84, the chairman or vice-chairman shall hold office as such until his successor has been elected in accordance with Article 85.

84. The chairman or vice-chairman may at any time resign his office by giving notice in writing to the Secretary. The chairman or vice-chairman shall cease to hold office if—

- (a) he ceases to be a Director;
- (b) he is employed by the Company;
- (c) he is removed from office in accordance with these Articles; or
- (d) in the case of the vice-chairman, he is elected in accordance with these Articles to fill a vacancy in the office of chairman.

85. Where by reason of any of the matters referred to in Article 84, a vacancy arises in the

office of chairman or vice-chairman, the Directors shall at their next meeting elect one of their number to fill that vacancy.

86. Where the chairman is absent from any meeting or there is at the time a vacancy in the office of the chairman, the vice-chairman shall act as the chair for the purposes of the meeting.

87. Where in the circumstances referred to in Article 86 the vice-chairman is also absent from the meeting or there is at the time a vacancy in the office of vice-chairman, the Directors shall elect one of their number to act as a chairman for the purposes of that meeting, provided that the Director elected shall not be a person who is employed by the Company.

88. The Secretary shall act as chairman during that part of any meeting at which the chairman is elected.

89. Any election of the chairman or vice-chairman which is contested shall be held by secret ballot.

90. The Directors may remove the chairman or vice-chairman from office in accordance with these Articles.

91. A resolution to remove the chairman or vice-chairman from office which is passed at a meeting of the Directors shall not have effect unless—

- i) it is confirmed by a resolution passed at a second meeting of the Directors held not less than fourteen days after the first meeting; and
- ii) the matter of the chairman's or vice-chairman's removal from office is specified as an item of business on the agenda for each of those meetings.

92. Before the Directors resolve at the relevant meeting on whether to confirm the resolution to remove the chairman or vice-chairman from office, the Director or Directors proposing his removal shall at that meeting state their reasons for doing so and the chairman or vice-chairman shall be given an opportunity to make a statement in response.

POWERS OF DIRECTORS

93. Subject to provisions of the Companies Act 2006, the Articles and to any directions given by special resolution, the business of the Company shall be managed by the Directors

who may exercise all the powers of the Company. No alteration of the Articles and no such direction shall invalidate any prior act of the Directors which would have been valid if that alteration had not been made or that direction had not been given. The powers given by this Article shall not be limited by any special power given to the Directors by the Articles and a meeting of Directors at which a quorum is present may exercise all the powers exercisable by the Directors.

94. In addition to all powers hereby expressly conferred upon them and without detracting from the generality of their powers under the Articles the Directors shall have the following powers, namely:

(a) to expend the funds of the Company in such manner as they shall consider most beneficial for the achievement of the Object and to invest in the name of the Company such part of the funds as they may see fit and to direct the sale or transposition of any such investments and to expend the proceeds of any such sale in furtherance of the Object;

(b) to enter into contracts on behalf of the Company.

95. In the exercise of their powers and functions, the Directors may consider any advice given by the Chief Executive Officer and any other executive officer.

96. Any bank account in which any money of the Company is deposited shall be operated by the Directors in the name of the Company. All cheques and orders for the payment of money from such an account shall be signed by at least two signatories authorised by the Directors.

CONFLICTS OF INTEREST

97. Any Director who has or can have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his duties as a Director shall disclose that fact to the Directors as soon as he becomes aware of it. A Director must absent himself from any discussions of the Directors in which it is possible that a conflict will arise between his duty to act solely in the interests of the Company and any duty or personal interest (including but not limited to any Personal Financial Interest).

98. For the purpose of Article 97, a Director has a Personal Financial Interest in the employment or remuneration of, or the provision of any other benefit to, that Director as

permitted by and as defined by Articles **6.5-6.9**.

THE MINUTES

99. The minutes of the proceedings of a meeting of the Directors shall be drawn up and entered into a book kept for the purpose by the person acting as Secretary for the purposes of the meeting; and shall be signed (subject to the approval of the Directors) at the same or next subsequent meeting by the person acting as chairman thereof. The minutes shall include a record of:

- (a) all appointments of officers made by the Directors; and
- (b) all proceedings at meetings of the Company and of the Directors and of committees of Directors including the names of the Directors present at each such meeting.

COMMITTEES

100. Subject to these Articles, the Directors:

- a) may appoint separate committees to be known as Local Governing Bodies for each Academy; and
- b) may establish any other committee.

101. Subject to these Articles, the constitution, membership and proceedings of any committee shall be determined by the Directors. The establishment, terms of reference, constitution and membership of any committee of the Directors shall be reviewed at least once in every twelve months. The membership of any committee of the Directors may include persons who are not Directors, provided that (with the exception of the Local Governing Bodies) a majority of members of any such committee shall be Directors. Except in the case of a Local Governing Body, no vote on any matter shall be taken at a meeting of a committee of the Directors unless the majority of members of the committee present are Directors.

102. not used

103. not used

104. The functions and proceedings of the Local Governing Bodies shall be subject to regulations made by the Directors from time to time.

DELEGATION

105. The Directors may delegate to any Director, committee (including any Local Governing Body), the Chief Executive Officer or any other holder of an executive office, such of their powers or functions as they consider desirable to be exercised by them. Any such delegation shall be made subject to any conditions the Directors may impose, and may be revoked or altered.

106. Where any power or function of the Directors has been exercised by any committee (including any Local Governing Body), any Director, the Chief Executive Officer or any other holder of an executive office, that person or committee shall report to the Directors in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the Directors immediately following the taking of the action or the making of the decision.

CHIEF EXECUTIVE OFFICER AND PRINCIPALS

107. The Directors shall appoint the Chief Executive Officer and the Principals of the Academies. The Directors may delegate such powers and functions as they consider are required by the Chief Executive Officer and the Principals for the internal organisation, management and control of the Academies (including the implementation of all policies approved by the Directors and for the direction of the teaching and curriculum at the Academies).

MEETINGS OF THE DIRECTORS

108. Subject to these Articles, the Directors may regulate their proceedings as they think fit.

109. The Directors shall hold at least three meetings in every school year. Meetings of the Directors shall be convened by the Secretary. In exercising his functions under this Article the Secretary shall comply with any direction—

- a. given by the Directors; or
- b. given by the chairman of the Directors or, in his absence or where there is a vacancy in the office of chairman, the vice-chairman of the Directors, so far as such direction is not inconsistent with any direction given as mentioned in (a).

110. Any three Directors may, by notice in writing given to the Secretary, requisition a meeting of the Directors; and it shall be the duty of the Secretary to convene such a meeting

as soon as is reasonably practicable.

111. Each Director shall be given at least fourteen clear days before the date of a meeting –

- i) notice in writing thereof, signed by the Secretary, and sent to each Director at the address provided by each Director from time to time; and
- ii) a copy of the agenda for the meeting;

provided that where the chairman or, in his absence or where there is a vacancy in the office of chairman, the vice-chairman, so determines on the ground that there are matters demanding urgent consideration, it shall be sufficient if the written notice of a meeting, and the copy of the agenda thereof are given within such shorter period as he directs.

112. The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda thereof.

113. A resolution to rescind or vary a resolution carried at a previous meeting of the Directors shall not be proposed at a meeting of the Directors unless the consideration of the rescission or variation of the previous resolution is a specific item of business on the agenda for that meeting.

114. A meeting of the Directors shall be terminated forthwith if—

- (a) the Directors so resolve; or
- (b) the number of Directors present ceases to constitute a quorum for a meeting of the Directors in accordance with Article 117 , subject to Article 119 .

115. Where in accordance with Article 114 a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Secretary as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.

116. Where the Directors resolve in accordance with Article 114 to adjourn a meeting before all the items of business on the agenda have been disposed of, the Directors shall before doing so determine the time and date at which a further meeting is to be held for the

purposes of completing the consideration of those items, and they shall direct the Secretary to convene a meeting accordingly.

117. Subject to Article 119 the quorum for a meeting of the Directors, and any vote on any matter thereat, shall be any three Directors, or, where greater, any one third (rounded up to a whole number) of the total number of Directors holding office at the date of the meeting. If the Secretary of State has appointed Additional or Further Directors then a majority of the quorum must be made up of Additional or Further Directors.

118. The Directors may act notwithstanding any vacancies in their number, but, if the numbers of Directors is less than the number fixed as the quorum, the continuing Directors may act only for the purpose of filling vacancies or of calling a general meeting.

119. The quorum for the purposes of—

- (a) appointing a parent Director under Articles 56;
- (b) any vote on the removal of a Director in accordance with Article 66;
- (c) any vote on the removal of the chairman of the Directors in accordance with Article 90;

shall be any two-thirds (rounded up to a whole number) of the persons who are at the time Directors entitled to vote on those respective matters.

120. Subject to these Articles, every question to be decided at a meeting of the Directors shall be determined by a majority of the votes of the Directors present and voting on the question. Every Director shall have one vote.

121. Subject to Articles 117-119, where there is an equal division of votes, the chairman of the meeting shall have a casting vote in addition to any other vote he may have.

122. The proceedings of the Directors shall not be invalidated by

- a. any vacancy among their number; or
- b. any defect in the election, appointment or nomination of any Director.

123. A resolution in writing, signed by all the Directors entitled to receive notice of a meeting of Directors or of a committee of Directors, shall be valid and effective as if it had been passed at a meeting of Directors or (as the case may be) a committee of Directors duly

convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the Directors.

124. Subject to Article 125, the Directors shall ensure that a copy of

- a. the agenda for every meeting of the Directors;
- b. the draft minutes of every such meeting, if they have been approved by the person acting as chairman of that meeting;
- c. the signed minutes of every such meeting; and
- d. any report, document or other paper considered at any such meeting,

are, as soon as is reasonably practicable, made available at every Academy to persons wishing to inspect them.

125. There may be excluded from any item required to be made available in pursuance of Article 124, any material relating to—

- a. a named teacher or other person employed, or proposed to be employed, at any Academy;
- b. a named pupil at, or candidate for admission to, any Academy; and
- c. any matter which, by reason of its nature, the Directors are satisfied should remain confidential.

126. Any Director shall be able to participate in meetings of the Directors by telephone or video conference provided that:

- a. he has given notice of his intention to do so detailing the telephone number on which he can be reached and/or appropriate details of the video conference suite from which he shall be taking part at the time of the meeting at least 48 hours before the meeting; and,
- b. the Directors have access to the appropriate equipment if after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference the meeting may still proceed with its business provided it is otherwise quorate.

PATRONS AND HONORARY OFFICERS

127. The Directors may from time to time appoint any person whether or not a Member of the Company to be a patron of the Company or to hold any honorary office and may determine for what period he is to hold such office.

THE SEAL

128. The seal, if any, shall only be used by the authority of the Directors or of a committee of Directors authorised by the Directors. The Directors may determine who shall sign any instrument to which the seal is affixed and unless otherwise so determined it shall be signed by a Director and by the Secretary or by a second Director.

ACCOUNTS

129. Accounts shall be prepared in accordance with the relevant Statement of Recommended Practice as if the Company was a non-exempt charity and Parts 15 and 16 of the Companies Act 2006 and shall file these with the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year.

ANNUAL REPORT

130. The Directors shall prepare its Annual Report in accordance with the Statement of Recommended Practice as if the Company was a non-exempt charity and shall file these with the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year.

ANNUAL RETURN

131. The Directors shall comply with their obligations under Part 24 of the Charities Act 2006 (or any statutory re-enactment or modification of that Act) with regard to the preparation of an annual return to the Registrar of Companies and in accordance with the Statement of Recommended Practice as if the Company was a non-exempt charity and to the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year.

NOTICES

132. Any notice to be given to or by any person pursuant to the Articles (other than a notice calling a meeting of the directors) shall be in writing or shall be given using electronic communications to an address for the time being notified for that purpose to the person giving the notice. In these Articles, "Address" in relation to electronic communications,

includes a number or address used for the purposes of such communications.

133. A notice may be given by the Company to a Member either personally or by sending it by post in a prepaid envelope addressed to the Member at his registered address or by leaving it at that address or by giving it using electronic communications to an address for the time being notified to the Company by the Member. A Member whose registered address is not within the United Kingdom and who gives to the Company an address within the United Kingdom at which notices may be given to him, or an address to which notices may be sent using electronic communications, shall be entitled to have notices given to him at that address, but otherwise no such Member shall be entitled to receive any notice from the Company.

134. A Member present, either in person or by proxy, at any meeting of the Company shall be deemed to have received notice of the meeting and, where necessary, of the purposes for which it was called.

135. Proof that an envelope containing a notice was properly addressed, prepaid and posted shall be conclusive evidence that the notice was given. Proof that a notice contained in an electronic communication was sent in accordance with guidance issued by the Institute of Chartered Secretaries and Administrators shall be conclusive evidence that the notice was given. A notice shall be deemed to be given at the expiration of 48 hours after the envelope containing it was posted or, in the case of a notice contained in an electronic communication, at the expiration of 48 hours after the time it was sent.

INDEMNITY

136. Subject to the provisions of the Companies Act 2006 every Director or other officer or auditor of the Company shall be indemnified out of the assets of the Company against any liability incurred by him in that capacity in defending any proceedings, whether civil or criminal, in which judgment is given in favour or in which he is acquitted or in connection with any application in which relief is granted to him by the court from liability for negligence, default, breach of duty or breach of trust in relation to the affairs of the Company.

RULES

137. The Directors may from time to time make such rules or bye laws as they may deem necessary or expedient or convenient for the proper conduct and management of the Company and for purposes of prescribing classes of and conditions of membership, and in particular but without prejudice to the generality of the foregoing, they may by such rules or

bye laws regulate:

- a. the admission and classification of Members of the Company (including the admission of organisations to membership) and the rights and privileges of such Members, and the conditions of membership and the terms on which Members may resign or have their membership terminated and the entrance fees, subscriptions and other fees or payments to be made by Members;
- b. the conduct of Members of the Company in relation to one another, and to the Company's servants;
- c. the setting aside of the whole or any part or parts of the Company's premises at any particular time or times or for any particular purpose or purposes;
- d. the procedure at general meetings and meetings of the Directors and committees of the Directors and meetings of the Local Governing Bodies in so far as such procedure is not regulated by the Articles; and,
- e. generally, all such matters as are commonly the subject matter of company rules.

138. The Company in general meeting shall have power to alter, add or to repeal the rules or bye laws and the Directors shall adopt such means as they think sufficient to bring to the notice of Members of the Company all such rules or bye laws, which shall be binding on all Members of the Company. Provided that no rule or bye law shall be inconsistent with, or shall affect or repeal anything contained in the Articles.

AVOIDING INFLUENCED COMPANY STATUS

139. Notwithstanding the number of Members from time to time, the maximum aggregate number of votes exercisable by Local Authority Associated Persons shall never exceed 19.9% of the total number of votes exercisable by Members in general meeting and the votes of the other Members having a right to vote at the meeting will be increased on a pro-rata basis.

140. No person who is a Local Authority Associated Person may be appointed as a Director if, once the appointment had taken effect, the number of Directors who are Local Authority Associated Persons would represent 20% or more of the total number of Directors. Upon any resolution put to the Directors, the maximum aggregate number of votes exercisable by any Directors who are Local Authority Associated Persons shall represent a maximum of 19.9% of the total number of votes cast by the Directors on such a resolution and the votes

of the other Directors having a right to vote at the meeting will be increased on a pro-rata basis.

141. No person who is a Local Authority Associated Person is eligible to be appointed to the office of Director unless his appointment to such office is authorised by the local authority to which he is associated.

142. If at the time of either his becoming a Member of the Company or his first appointment to office as a Director any Member or Director was not a Local Authority Associated Person but later becomes so during his membership or tenure as a Director he shall be deemed to have immediately resigned his membership and/or resigned from his office as a Director as the case may be.

143. If at any time the number of Directors or Members who are also Local Authority Associated Persons would (but for Articles 139 to 142 inclusive) represent 20% or more of the total number of Directors or Members (as the case may be) then a sufficient number of the Directors or Members (as the case may be) who are Local Authority Associated Persons shall be deemed to have resigned as Directors or Members (as the case may be) immediately before the occurrence of such an event to ensure that at all times the number of such Directors or Members (as the case may be) is never equal to or greater than 20% of the total number of Directors or Members (as the case may be). Directors or Members (as the case may be) who are Local Authority Associated Persons shall be deemed to have resigned in order of their appointment date the most recently appointed resigning first.

144. The Members will each notify the Company and each other if at any time they believe that the Company or any of its subsidiaries has become subject to the influence of a local authority (as described in section 69 of the Local Government and Housing Act).