

# LONDON ACADEMY OF EXCELLENCE: Proposal to establish a new Sixth Form College in the East End of London

## Contents

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# LONDON ACADEMY OF EXCELLENCE

## 1. Applicant Details

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

<b>Details of Company Limited by Guarantee</b>
Name: London Academy of Excellence
Company address: (temporarily) [REDACTED], [REDACTED], Brighton, East Sussex [REDACTED]
Company registration number: 07643795
<b>Main contact</b>
Name: [REDACTED] Address: [REDACTED], [REDACTED], [REDACTED], Brighton, East Sussex [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
<b>Members and Directors</b> <input type="checkbox"/>
Please confirm the total number of (a) Company Directors 3 and (b) any other members of the Governing Body <input type="checkbox"/> appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [REDACTED]
Position: Director
Name: [REDACTED]
Position: Director
Name: [REDACTED]
Position: Director
Name:
Position:
Name:
Position:
Name:
Position:
Name:
Position:
Name:
Position:
Name:
<b>Related organisations</b>

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~~Does the Company Limited by Guarantee have any links (through the members,~~

directors or otherwise) with any other charitable or commercial organisation? Y

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:

██████████ is ██████████ (Reg. Charity 307061), ██████████ is ██████████, and ██████████ is ██████████. The College is financing the establishment of the Academy Trust and will sponsor some of the School's academic provision in due course.

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<sup>1</sup> and the Funding Agreement with the Secretary of State.

Signed:

Print Name:

Date:

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)

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<sup>1</sup> The requirements of the Independent Schools Standards are not applicable for 16-19 Free Schools.

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## 2. Outline of the School

Proposed school name:	London Academy of Excellence								
Age range:	16-19								
Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.  If your application includes nursery provision, please add additional rows as appropriate.		2012	2013	2014	2015	2016	2017	2018	
	Reception								
	Year 1								
	Year 2								
	Year 3								
	Year 4								
	Year 5								
	Year 6								
	Year 7								
	Year 8								
	Year 9								
	Year 10								
	Year 11								
	Year 12	150	150	200	200	200	200	200	200
Year 13		150	150	200	200	200	200	200	
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of the school.									
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table.)	No								
Is this an application for a single-sex school? If so, please tick the relevant box.	N								
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs)	Newham, near Hackney, Tower Hamlets and Waltham Forest								

## 3. Educational Vision

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### Preamble

The following section will begin with the educational vision as it will be likely to appear on promotional and management material – that is, a short statement showing what will make the school distinctive in its vision and ethos and why it is worth supporting or applying to. This is supported by a brief summary of the role that the London Academy of Excellence is intended to play in the area and, as a model for future developments, in the British education system. Following this **statement of educational vision**, the **research showing the need for the London Academy of Excellence** that Brighton College and Kingsford Community School have undertaken on behalf of the London Academy of Excellence Trust will be included. It demonstrates the need for new, academically focussed, sixth form provision in Newham and the East End of London specifically, and nationwide ultimately, and places in this context a summary of the **educational plan** below to make clear the relevance and benefits of the London Academy's unique characteristics.

### Statement of Educational Vision

*The London Academy of Excellence seeks to overcome educational inequality by inspiring, educating and preparing London's most intelligent but least privileged teenagers for entry to Britain's best universities. The London Academy of Excellence offers academic and personal aspiration to open students' horizons, and academic and personal achievement for students to reach those horizons.*

Our vision is to establish an independently-governed Sixth Form provision for the brightest children in London from under-privileged backgrounds, with a view to preparing them for entry to the best universities. The London Academy of Excellence will be built around methods of obtaining good university places for students that have been proven in the independent sector. These methods include limiting the curriculum to A-level options identified by Cambridge, Oxford and other Russell Group universities as more highly regarded by them; providing a co-curricular programme that supports, rather than overlapping with, the curriculum; and using pastoral models that encourage responsibility, ambition and commitment.

The London Academy of Excellence is designed for gifted and talented pupils (ultimately selected on the basis of GCSE results which pupils can decide to strive for,

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rather than a teacher-assigned criterion) who often do not receive the particular support they need in the diverse educational settings of many Sixth Form provisions, particularly those in poorer areas where, appropriately, the overriding focus can be on offering mixtures of vocational and academic qualifications in order to help the majority do the best they can.

Its outreach programme to 11-16 schools, as detailed in the **education plan** below, will not only provide enough qualified applicants to fill the Academy, but will also ensure that the Academy has the desired 'trickle-down' effect of raising aspirations (and hence achievement) in secondary schools across the area. The Academy will be familiar and attainable to many and a known, desirable option to many more across East London. In this way it aligns with the Free Schools Programme's objective of helping to create a self-sustaining and self-improving education system, by setting high standards and helping local schools to achieve them.

In due course, it is hoped that this effect will continue across the capital and that the London Academy of Excellence will set a precedent as a method of raising aspirations and achievement and exemplifying the potential benefits of the Free Schools programme to British education policy. Its admissions and outreach policy is designed, as far as possible, to target and encourage pupils on Free School Meals so that, combined with its focus on the kind of high academic achievement which often leads to careers with the highest remuneration and social status, the potential benefits to social mobility in East London are high. If successful, the London Academy would serve as a flagship school for the entire country and could be the first in a series of elite academies for under-privileged children throughout England and Wales. Ultimately a chain of these academies could be established in key cities such as Birmingham, Leeds, Sheffield, Bradford, Liverpool, Manchester, Bristol, Cardiff and Brighton.

In order to achieve these ambitious goals, the London Academy of Excellence will sit at the hub of a tripartite consortium of Russell Group universities, sixteen 11-16 maintained comprehensive schools in the East End, and between five and twenty of the south of England's best independent schools. The former will assist in university preparations work and the latter will help to provide and guide teaching provision. The substantial assistance to be provided in this way by independent schools will ensure that the Academy is excellent value for money, as a significant percentage of the teaching staff will be funded at no cost to the taxpayer. Most of the various parties to be involved in this consortium have given their support in principle, with formal arrangements to be entered into if this application is successful. We also expect to attract a number of corporate partners to assist with initial capital and start-up costs and sponsor specific aspects of non-pay costs, and interest has been expressed by various groups and individuals.

## Research Showing the Need for the London Academy of Excellence

### What are the objectives?

Recent research by the Sutton Trust has suggested that pupils born into families with a history of underachievement are still much more likely to be resigned to low-paid jobs when they grow up, despite billions of pounds of spending to boost their educational outcomes.<sup>2</sup> Furthermore, the latest report from OFFA<sup>3</sup> (The Office for Fair Access) suggests that there has been little improvement since the mid-1990s in the number of poor students winning places at the country's most selective universities.

The key obstacles hindering bright children from deprived backgrounds from applying to top universities are:

- Low aspirations.
- Pupils opting for less academic GCSE options.
- Sixth formers opting for less academic A-Levels, more vocational qualifications, or a combination of these at Year 12.
- Lack of detailed advice and support for those contemplating applications to leading universities.
- Mixed ability, multi-faceted sixth form colleges not prioritising the needs of the most academic students.

We believe that the London Academy would ultimately win significant numbers of Oxbridge places per year, more than doubling the current Oxbridge success rate for pupils with Free School Meals – a figure which is only 45 per year across the entire country at present.<sup>4</sup>

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<sup>2</sup> <http://www.suttontrust.com/news.asp#a076>

<sup>3</sup> <http://www.offa.org.uk/wp-content/uploads/2010/05/Sir-Martin-Harris-Fair-Access-report-web-version.pdf>

<sup>4</sup> Michael Gove PQ 315526, available at <http://www.parliament.uk/business/publications/hansard/commons/>

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## Why?

Recent research suggests that fewer than 5% of students at many of the top Russell Group Universities come from the country's most disadvantaged areas, which account for 20% of the nation's young people.<sup>5</sup>

For instance, only 2.7% of full-time undergraduates at Oxford in 2008/09 – around 75 students out of a total intake that year of around 2,875 – were from those disadvantaged areas. At Cambridge, the figure was 3.7% – around 105 students out of about 2,930.<sup>6</sup>

Support for these children in the sixth-form is clearly lacking: only a handful of the country's highest achieving pupils at A-level come from the most deprived backgrounds, despite 13.1% of all secondary-school pupils<sup>7</sup> being classed as Gifted and Talented.<sup>8</sup> Only 179 (just over half a percent) of the nearly 30,000 pupils who got 3 'A's at A-level nationally were eligible for Free School Meals.<sup>9</sup>

We need to do much more to support bright children from these backgrounds, and help them to achieve the high A-level results they are capable of, thereby allowing them to secure places at top Universities and exponentially improving their life chances.

The first point to address is the drop-out rates: as the latest report from OFFA argues, “the biggest single group lost to higher education...consists of those who leave education and training entirely at the age of 16”<sup>10</sup>. Furthermore, the nation's poorest children are by far the most likely to leave education at this point: only 5,096 (6.4%) of nearly 80,000 16-year-olds receiving free school meals two years ago went on to do A-levels.<sup>11</sup> This compares to an overall average of 64.1% of 16-18 year olds who remain in full-time education, according to the DCSF.<sup>12</sup>

Included in the group of those not continuing on to sixth form education is a large cohort of pupils classed as 'Gifted and Talented'. According to a PQ posed by Michael

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<sup>5</sup> See table T1a on the HESA website:

[http://www.hesa.ac.uk/index.php?option=com\\_content&task=view&id=1684&Itemid=141](http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1684&Itemid=141)

<sup>6</sup> Ibid.

<sup>7</sup> <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000786/index.shtml>

<sup>8</sup> <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000786/index.shtml>

<sup>9</sup> Michael Gove PQ 318470 available at

<http://www.parliament.uk/business/publications/hansard/commons/>

<sup>10</sup> <http://www.offa.org.uk/wp-content/uploads/2010/05/Sir-Martin-Harris-Fair-Access-report-web-version.pdf> – page 71

<sup>11</sup> Michael Gove PQ 182582, available at

<http://www.parliament.uk/business/publications/hansard/commons/>

<sup>12</sup> [http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000849/SFR12\\_2009v2.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000849/SFR12_2009v2.pdf)



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Gove,<sup>13</sup> between 5,000 and 7,000 Gifted and Talented pupils each year do not complete A-levels. It is precisely these pupils we would seek to attract and, by working with them to change their aspirations, prepare them for university.

Working predominantly with 11-16 institutions will not only allow the academy to avoid undue competition with 11-18 schools, but will also address a weakness highlighted by the OFFA report<sup>14</sup>; that the break in continuity of education for pupils attending 11-16 and then 16-18 institutions requires a redoubling of effort where outreach work to transform aspirations and encourage university applications is concerned.

## Why London?

In terms of population statistics, London is the ideal region for the first such project, as it has the most highly concentrated proportion of young people.

The population of London accounts for about 15% of the total population of England and, in Inner London, about 25% of the population is aged 16-29, compared to 20% in Outer London and 18% in the rest of England.<sup>15</sup> This means that this area has the most concentrated numbers of children who stand to benefit from the project, with approximately 70,000 children per school year group.

London also has the highest child poverty rate of any region in England, with almost 50% of children living in Inner London in low-income households.<sup>16</sup> Statistically, this is the place to start, to change the lives of the greatest number of young people.

Furthermore, there has been real progress in London schools in recent years, which has created a sense of momentum in 11-16 education, which makes the time ripe for such a project to be launched, in order to continue to foster those children who have already begun to improve their life chances and social mobility through education.

For example, Labour's "London Challenge", a £200 million investment in London Schools,<sup>17</sup> has had pleasing results, raising the percentage of London pupils achieving at least 5 A\*-C grades GCSE including English and maths to 50.6%, above the national average of 48.3%. The figures have improved by around 20 percentage points since 1997, compared to around 15 percentage points nationally.<sup>18</sup>

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<sup>13</sup> Michael Gove PQ 268494 available at

<http://www.parliament.uk/business/publications/hansard/commons/>

<sup>14</sup> <http://www.offa.org.uk/wp-content/uploads/2010/05/Sir-Martin-Harris-Fair-Access-report-web-version.pdf> - page 85

<sup>15</sup> <http://www.londonspovertyprofile.org.uk/london/londons-age-structure-1/>

<sup>16</sup> <http://www.londonspovertyprofile.org.uk/indicators/topics/income-poverty/child-poverty/>

<sup>17</sup> <http://www.thisislondon.co.uk/standard/article-23757073-londons-state-schools-achieve-best-gcse-results-in-the-country.do>

<sup>18</sup> [http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2009\\_0006](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2009_0006)

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This large-scale initiative has boosted the educational outcomes of thousands of young people. It is focussed, however, on improving the A\*-C rates and reducing rates of lower grade; there is no parallel mechanism for pushing able children to improve from a B grade to an A or A\*.

The new academy would address this shortfall by taking gifted children, and providing them with a challenging, enriching Sixth Form experience, in order to prepare them for the country's top universities.

## What entry requirements to the academy?<sup>19</sup>

There are approximately 70,000 children per school year group in London; of these, approximately 16,000 per year group are eligible for FSM.

In order to fill the academy with around 200 children per year, the entry requirements need to be set at an appropriate level to both maintain a high academic standard, and ensure a full intake. As such, entry requirements may initially need to be lowered, and can be adjusted as the academy's reputation strengthens.

The following table shows the numbers of London children eligible for Free School Meals who obtained the following numbers of A/A\* grades at GCSE in 2009:

*(Figure 1. High GCSE achievements of pupils on Free School Meals in 2009)*

Number of GCSE grades at A/A*	Cumulative number of London pupils, eligible for FSM, achieving these grades in 2009.
>10	78
≥10	145
≥9	277
≥8	412
≥7	572
≥6	763
≥5	1002
≥4	1361

<sup>19</sup> Figures in this section obtained through a direct query with the Department of Education's National Pupil Database –data available on request.

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With at least 1,000 children gaining five or more A/A\* grades, we feel that this is a reasonable target for entry into the Academy for the time being.

## School Ethos

The academy would possess all of the key attributes of an independent school; for instance, a strong system of pastoral care, whereby pupils are allocated 'houses' with a housemaster or housemistress overseeing their welfare and progress. Pupils would also meet on a weekly basis with a 'tutor', a designated member of the academic staff. The provision of activities is another area in which independent schools excel. State schools typically do not have the resources or facilities to offer the same range of extra-curricular pursuits on one site for which the independent sector is so renowned; and thus the average comprehensive pupil is left to source dance lessons, drama school, tennis coaching etc. outside of school hours. We believe that such activities are essential in a rounded education, and would incorporate them into the academy's timetable. The school would thus be deliberately designed as a central 'hub' in the lives of these young people, thereby helping to ensure continuity and oversight of their personal and academic development. We would not, however, offer such disciplines as A-level options in order to maintain the focus on the 'hard subjects' preferred by Russell Group universities' admissions offices.

The school timetable would reflect the time commitments expected of pupils in the independent sector. The day would begin at 9.00am and continue to 4.50pm, with intensive lessons. Significantly, each pupil would have 50% more teaching time in each A-level subject than is offered by most state schools, in order to ensure a thorough understanding of the subject. Additional classes, including essay technique, exam and study skills, and workload management would form part of the weekly timetable. Pupils will also be expected to remain on-site throughout the school day, and most of the time allocated for 'free' periods in a normal timetable would be devoted to the structured co-curricular activities, 11-16 mentoring activities, and academic support. There would also be a robust system of performance monitoring in place, with progress grades and internal reports completed twice termly in order to ensure that each individual pupil is progressing well, and is sufficiently supported.

## Subjects Offered

Recent statistics<sup>20</sup> have suggested that schools in poorer areas are often less likely to offer the core academic A-level subjects most sought-after by universities.<sup>21</sup> Statistics from 2007 show that nearly 14% of comprehensives ( 247 schools) did not enter any pupils for A-level Physics; more than one in 10 (11%, or 187 schools) did not enter any

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<sup>20</sup> Nick Gibb PQ 248476, available at

<http://www.parliament.uk/business/publications/hansard/commons/>

<sup>21</sup> <http://www.guardian.co.uk/education/2009/aug/19/traditional-alevel-subjects-dropped>

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pupils for A-level Chemistry; 6% (96 schools) did not enter pupils for Maths, and 7% (115 schools) entered no pupils for Biology.

A possible explanation for this is that comprehensive schools are under a great deal of pressure to achieve good results at both GCSE and A-level, and thus often prefer 'less academic' subjects which may boost their results: "offering a more demanding curriculum to brighter pupils increased the risk of perceived (relative) failure, especially for a school already in the spotlight."<sup>22</sup>

Independent schools have a distinguished history of teaching these traditional subjects, and the proposed academy would teach only these 'core' subjects, avoiding subjects such as Media Studies, frowned upon by universities. This would make the Academy substantially different to other sixth form colleges and, by ensuring all pupils study a strong set of subjects and receive outstanding tuition, would substantially improve pupils' university chances.

The trend for the poorest pupils not to study 'hard' subjects begins at GCSE. The table below, taken from a PQ<sup>23</sup> shows that pupils eligible for Free School Meals are half as likely to take core academic subjects, particularly separate sciences, to GCSE as pupils not eligible for Free School Meals. Instead, FSM children are much more likely to take 'Double Science', gaining only 2 Science GCSEs instead of 3, and also not reaching the same level of detailed study as those pupils taking separate sciences. By working with our 11-16 consortium schools, we would act to ensure that this was addressed from Year 7 (aged 11) so that academically able pupils do not go down pathways that later restrict their options.

The new academy will need to accommodate bright pupils who wish to study sciences to A-level, but have only completed 'Double Science' at GCSE. This policy will address an immediate, and severe problem in limited university access to the poorest pupils, outlined in the OFFA report: "it is difficult (although not impossible) to study key science subjects successfully at A level if those subjects have not been taken separately at GCSE. And anything that makes it harder to study science A-levels makes it harder to gain university entry in science-based subjects."<sup>24</sup>

Although outreach work will aim to encourage pupils to select separate sciences where possible, these changes may take some time to effect, or may not be practical in certain schools where 'Double Science' is the most appropriate option for the majority of pupils and, in some cases, the only choice.<sup>25</sup>

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<sup>22</sup> <http://www.offa.org.uk/wp-content/uploads/2010/05/Report-on-access-to-highly-selective-universities.pdf> page 76

<sup>23</sup> <http://www.publications.parliament.uk/pa/cm200910/cmhansrd/cm100330/text/100330w0032.htm#1003311000360> (PQ 312467)

<sup>24</sup> <http://www.offa.org.uk/wp-content/uploads/2010/05/Report-on-access-to-highly-selective-universities.pdf> page 73

<sup>25</sup> Although there are plans for all students in maintained schools to have access to triple science GCSEs by 2014

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An idea of the scale of the problem can be seen in the table below, which shows the percentage of pupils entered for separate science and their FSM eligibility:

(Figure 2. Percentage of Pupils entered for GCSEs in each subject in 2009 by Free School Meal eligibility<sup>26</sup>)

Subject	Percentage of all FSM pupils	Percentage of all non-FSM pupils
Biological science	4.7	13.4
Chemistry	4	12.8
Physics	4	12.7

## Other considerations

Since, from 2013 onwards, it will be compulsory for young people aged 16-18 to remain in education or training,<sup>27</sup> the establishment of this academy will come at a time when there will be an increased need for provision for this age group, 11% of whom do not currently continue in education or training.<sup>28</sup> It is hoped that this raised demand will mean that intake and, consequently, funding to other local schools in the area of the academy will not be substantially affected.

Research conducted by the DCSF suggests that, on average, pupils eligible for free school meals tend to travel shorter distances to school than non FSM pupils, and are more likely to choose their most local school.<sup>29</sup>

Full-time students aged 16-18 in London are eligible for free Bus and Tram travel<sup>30</sup> but not underground. Although Newham is within an hour's tube journey of most of London,

<sup>26</sup> Figures taken from PQ 312467, see footnote 25.

<sup>27</sup> [http://www.dcsf.gov.uk/14-](http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=42&pid=277&ctype=TEXT&ptype=Single)

[19/index.cfm?go=site.home&sid=42&pid=277&ctype=TEXT&ptype=Single](http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=42&pid=277&ctype=TEXT&ptype=Single)

<sup>28</sup> <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000849/index.shtml>

<sup>29</sup> <http://www.dcsf.gov.uk/rsgateway/DB/SBU/b000796/TheCompositionOfSchoolsInEngl andFinal.pdf>

<sup>30</sup> <http://www.tfl.gov.uk/tickets/14308.aspx>

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travel times via bus are considerably longer – thus a corporate sponsorship system for pupils who live outside of a reasonable bus commute may need to be established.

## **Interactions with local state schools**

Although the primary intake for the Academy will be from the 11-16 consortium schools, places will be made available to pupils outside of this consortium. This policy will therefore require careful consideration of how relationships with other local schools are to be managed.

The positioning of the Academy would need to be selected with care, so as not to negatively affect existing schools in the area with sixth forms. The children the new Academy would target are precisely the children such schools would seek to hold on to.

State funding for the sixth form is at a much higher level than for pupils in Years 7-11; and an additional bonus is awarded when pupils remain until the end of year 13. Since our target group of young people is the most likely to fulfil this criterion, losing these children to another school would represent a significant loss of funding to feeder schools, with potentially serious implications for the school. This would need to be carefully managed, but the relatively small scale of the Academy, combined with the focus on recruitment from the consortium using the 11-16 outreach programme, should dramatically reduce the friction that would otherwise be an issue with the introduction of a new competitive Sixth Form provision. Furthermore, the first choice of location for the Academy, as well as the priority catchment areas used in over-subscription admissions criteria, will be in areas where there is a current shortage of sixth form provision, and where local schools are predominantly 11-16 comprehensives.

## **Pre-16 Outreach Work**

An unusual feature of this academy is that, although most academies currently being established across the UK begin by filling the Year 7 age group of the school, and progress upwards, this academy would be 6<sup>th</sup> form only. Some might argue that this is too late to make a significant difference to pupils' aspirations; however, alongside the teaching of the 6<sup>th</sup> form, the Academy will do extensive outreach work in Years 8 to 11 with its consortium schools and beyond to make children aware of the school and the work needed to gain entry; and also of the way in which it will work to improve university access rates. This follows the recommendations of the latest report by OFFA, which argues that bright disadvantaged youngsters need to be identified and supported at an earlier age, ideally when they are making their decisions about GCSE options, in order to be successful in gaining places in top universities.

This type of outreach work will be a tremendous undertaking; but one which we hope will receive the full support of the government, Russell Group universities, bodies such as the Sutton Trust, IntoUniversity, OFFA and, most importantly, of London schools.

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Given the right level of support and assistance in establishing mechanisms for sourcing pupils, this academy could transform the futures of countless young people; however, we must be careful to ensure good relations with all potential feeder schools. Our aim is not to drain the state sector of all of its most talented pupils, but to provide them with a springboard to progress to university once they have completed GCSEs, thereby addressing a gap which has been clearly identified in recent research.<sup>31</sup>

By catering to a specific group of young people with an ambition to go to university, the Academy will be better placed to support these children than other 6<sup>th</sup> form facilities which also provide vocational qualifications, training, and a number of 'non-traditional' A-level subjects to suit the needs of a broad range of academic abilities. As the OFFA report argues, in such schools, "the curriculum may therefore very properly be focused on the needs of the great majority of its pupils, then the opportunities to nurture the most able (...) are inevitably reduced."<sup>32</sup>

## Where in London?

With recent research suggesting that our very poorest young people are the least represented in elite universities, the Academy will be carefully situated in the area with the lowest achievement and highest levels of child poverty.

We need to combine the factors of poverty and achievement, since not all boroughs have the same levels of these indicators, but in general, the most disadvantaged students are more likely to attend poorly performing secondary schools.<sup>33</sup>

According to the DCSF<sup>34</sup>, the London Boroughs with the lowest percentage of pupils obtaining 5 or more GCSEs at grades A\*-C are:

*(Figure 3. Lowest GCSE achievement rates in London by borough)*

Camden	62.8
Lewisham	64.4
Newham	64.8
Greenwich	65.0
Islington	65.6

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<sup>31</sup> <http://www.offa.org.uk/wp-content/uploads/2010/05/Report-on-access-to-highly-selective-universities.pdf>

<sup>32</sup> <http://www.offa.org.uk/wp-content/uploads/2010/05/Report-on-access-to-highly-selective-universities.pdf> page 72

<sup>33</sup> <http://www.jrf.org.uk/publications/tackling-low-educational-achievement>

<sup>34</sup> <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000900/index.shtml>



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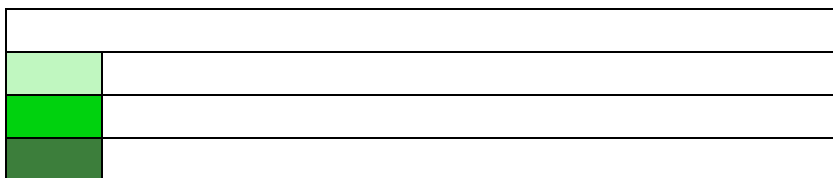
WalthamForest	65.6
Tower Hamlets	66.2
Barking&Dagenham	66.5
Hackney	67.0
Enfield	67.6
Haringey	69.2

The 11 London boroughs which have included the national indicator (NI116) on reducing child poverty as a local priority are Ealing, Enfield, Hackney, Haringey, Islington, Kensington and Chelsea, Newham, Tower Hamlets, Waltham Forest and Westminster.<sup>35</sup>

Hackney, Haringey, Islington, Kensington and Chelsea, Newham, Tower Hamlets, Waltham Forest and Westminster.<sup>35</sup>

Using these two indicators, Newham seems to emerge as roughly the centre of these areas, and thus could be the best place to locate the Academy, in order that the highest number of the most educationally and financially under-privileged children can benefit. Other options are Tower Hamlets or Hackney.

*(Figure 4. Low academic achievement compared to child poverty in London by borough)*



<sup>35</sup> <http://www.londonpovertyprofile.org.uk/indicators/topics/income-poverty/child-poverty/>



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A possible site for the Academy has been identified in Stratford. Stratford is situated on the Jubilee line, and also on the Docklands Light Railway. Travel times via the underground are less than an hour to virtually all other Underground stations cross London.<sup>36</sup> This central location should allow access to the highest possible numbers of eligible young men and women.

Another factor to be aware of is that the new Academy should seek to fill a gap in this type of sixth form provision – that is, a highly academic focus to help the most academically able achieve their potential. As such, when deciding on a location for the site within the boroughs identified, as well as when deciding priority catchment areas for over-subscription criteria, we will want to prioritise those areas where there is not just high deprivation and low academic achievement, but little provision of academically-focussed sixth form options.

The map below confirms the importance of Newham taken as a borough in terms of combined income and the lack of sixth form provision appropriate for the gifted (the school at 31-50% 'hard' A-levels in Forest Gate is St Angela's and St Bonaventure's Sixth Form, a heavily oversubscribed Catholic Sixth Form College, with a rigorously faith-based over-subscriptions policy, linked to two Catholic feeder schools). It shows, however, that Tower Hamlets has better academic provision and that Hackney, where it borders with Stratford, has sixth form and FE provision without an academic focus. (see Appendix 1 for an explanation of the metrics and methodology involved in composing the map).

Given the distribution of sixth form provision, Stratford and Canning Town become the most appropriate locations for the new Academy. The former has the advantage of proximity to both Homerton and Plaistow, as well as being by a rail, DLR and Tube stop.

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<sup>36</sup> With the exception of North-West London, where travel times increase to 1h 20 minutes. Travel times are significantly longer if only buses are used (see 'other considerations' section on buses and trams being free for 16-18 year olds. Those living further than a reasonable bus-journey away may need sponsorship to meet tube costs.)

(Figure 5. Comparing deprivation to Sixth Form and FE provision)



**Colleges by A-level provision**


**Areas by deprivation**


## 4. Educational Plan

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This section begins with a brief summary of **the distinctive nature of the London Academy of Excellence** in order to gather in one place for ease of reference the various ways in which the Academy will address educational disadvantage and improve social mobility through its outreach and admissions strategy, curriculum, and organisational methods.

### The Distinctive Nature of the London Academy of Excellence

We believe that we can overcome each of the obstacles noted above by putting together a consortium of the following partners: Brighton College and between five and twenty leading independent schools in London and the South East, sixteen 11-16 comprehensives in London and four elite universities (Oxford, Cambridge, Imperial and UCL). These partners would work together to create and operate a selective sixth form academy in London of 400 students, with priority, when legally possible, given to those who were eligible for Free School Meals as pupils.

The academy will be modelled on a successful co-educational independent school sixth form (Brighton College has the best A-Level results of any co-educational school in England and educates 350 sixth formers), and will offer academic A-Levels only, will be staffed by well-qualified graduates and will benefit from additional admissions advice and teaching input from leading universities.

Combining state funding and private sponsorship, combining the educational expertise of both the state and the independent sector, we would seek to bring to this academy the key strengths of independent schools: outstanding pastoral care, exceptional teaching of the 'core' academic subjects most valued by top universities, and a wealth of extra-curricular activities including sport, drama and music.

In practical terms to be elaborated upon below, this will mean:

- A selective admissions policy based on 5A\*-A GCSE grades.
- An admissions policy privileging, when legal or as far as is currently legal, under-privileged applicants.
- A focussed set of A-level options.
- A longer daily timetable including periods set aside for compulsory sport, outreach work, co-curricular activities and targeted academic support.
- Support from the open access schemes of partnered universities to deliver interview and applications preparation. A pastoral structure using a house and tutorial-group system to deliver a competitive and caring environment that can support students with a range of talents.

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- A teacher recruitment policy based on sponsorship from partnered independent schools, with a proportion of teachers on a paid two-year sabbatical from their normal post.
- This sponsorship allowing for smaller class sizes and greater teaching time.
- This sponsorship also including assistance with the administration of the different departments, with one independent school responsible for each department.
- Exclusively recruiting teachers to the permanent staff with 2.i degrees or better in the subject they wish to teach (or one closely related)
- Independent school sponsorship making possible drama and musical performance, and providing good value for money in the provision of sports which will be mandatory for all students.
- An outreach programme co-ordinated by teachers in which students spend time in the 11-16 schools mentoring pupils.

## Admissions Policy

### Preamble

The London Academy of Excellence will be established as a new Free School (henceforth “the Academy”) and therefore the extent to which it must comply with the Schools Admissions Code is ambiguous since while, on the one hand, the Department's document *Free Schools in 2010: How to apply* states that “16-19 Free Schools do not have to adopt arrangements that are consistent or in accordance with the Schools Admissions Code”<sup>37</sup>, the Schools Admissions Code states that “As with admissions at compulsory school age...the admissions authority **must** act in accordance with this [i.e. the School Admissions] Code”<sup>38</sup>. The Educational Vision of the school is to provide as high as possible a quality of teaching and university preparation to gifted and talented students from deprived backgrounds. With regard to this intention and to the Code's rules on the use of economic background as a determining factor in over-subscription criteria<sup>39</sup>, we have drafted **two alternative admissions policies**. The first, immediately below, is designed to comply fully with the School Admissions Code as it stands, but entails a compromise of the Educational Vision. The second uses eligibility for Free School Meals as an over-subscription criterion and is designed to be implemented if legal now or in the future. The Minimum Entry Qualifications will be, in both cases, subject to alteration in the mid- to long-term in order to balance filling the places available with maintaining high academic standards.

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<sup>37</sup> p19, Department for Education, *Free Schools in 2012: How to apply: Mainstream schools* at WEB ADDRESS

<sup>38</sup> 1.42, Department for Education, *School Admissions Code*,

<sup>39</sup> 1.72; 2.16d, SAC

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## Admissions Policy Compliant with the current Schools Admissions Code

### *Minimum Entry Qualifications*

The school is intended to cater for the specific needs of “Gifted and Talented” pupils at Sixth Form level. As such, and on the understanding that being registered as “Gifted and Talented” is a less objective measure than GCSE results (and not a goal that secondary school pupils can set themselves to achieve), the minimum academic criteria for entry to the Academy will be the attainment of 5 GCSEs at A\*-A grades.

The School Admissions Code requires that SEN students who name the Academy as their choice of 6<sup>th</sup> form provision must be granted a place<sup>40</sup>. We expect that, given the nature of the school's recruitment and marketing policy (see below), determined applications of SEN pupils who would not be suitable for the Academy's specific learning environment would be of a sufficiently low number so as not to alter the Academy's educational vision. The breadth of the term “SEN” of course means that there will be students designated as having SEN who may be quite capable of the very high achievement expected, and these students, as would any other SEN students at the Academy, would be given all the assistance necessary to help them flourish.

### *Over-subscription Criteria*

Oversubscription of applicants who meet the minimum entry qualifications (or have a statement of special needs and names the Academy) will enable to Academy to use the following oversubscription admissions policy in order to achieve its vision as far as possible.

Looked After children will be given first priority.

Broad and inclusive catchment areas in the East End will be used to try and maximise the extent to which the Academy serves deprived communities without violating the principle that the Academy should not “disadvantage particular social groups”<sup>41</sup>. The prioritisation is based on a combination of income deprivation and lack of academically-focussed sixth form provision. Qualified applicants living in the London Borough of Newham will be given priority over those living in Hackney or Tower Hamlets, who will be given priority over Haringey and Islington, who will be given priority over the rest of London. Within Newham, qualified applicants living in the wards of Custom House and Canning Town (postcode E16) will be prioritised and within Hackney, qualified applicants living in Wick (postcode E9) will be prioritised. Qualified applicants who are siblings of students already at the Academy will be given priority – this should not unfairly disadvantage other families since, given the stringent minimum entry qualifications, the total numbers involved will be very small. Furthermore, such a policy

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<sup>40</sup> 1.56, SAC

<sup>41</sup> 2.40 SAC. This wording is unfortunate as those not on Free School Meals and not living in areas of significant deprivation are also, strictly speaking, “particular social groups”: highly specific catchment areas cannot be used to favour the disadvantaged any more than Free School Meals.

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helps to achieve the school's aim of prioritising the needs of disadvantaged talented students without compromising the policy as regards the Code.

In the hypothetical scenario of a number of candidates meeting all of these criteria – that is, living in care in Canning Town with older siblings at the Academy and having attained five A\*-A grades at GCSE, places will be awarded on numbers of A\* grades. In the case of two or more candidates meeting these criteria with five A\* grades at GCSE, places will be awarded based on additional A\*-A grades in additional GCSEs. The final tie-breaker will be distance as the crow flies from the school gates (which for the preferred site are at [REDACTED], [REDACTED]).

## **Prospective Admissions Policy to be used if Acceptable or in the case of changes in the Law**

### *Minimum Entry Qualifications*

The school is intended to cater for the specific needs of “Gifted and Talented” pupils at Sixth Form level. As such, and on the understanding that being registered as “Gifted and Talented” is a less objective measure than GCSE results (and not a goal that secondary school pupils can set themselves to achieve), the minimum academic criteria for entry to the Academy will be the attainment of 5 GCSEs at A\*-A grades, as well as a reference from their secondary school on behalf of the applicant. The requirement for a reference is not intended to create grounds for subjective judgment of an applicant's suitability, but rather to establish a minimum (and therefore objective) level of trustworthy third-party confidence in the candidate's attitude.

The School Admissions Code requires that SEN students who name the Academy as their choice of 6<sup>th</sup> form provision must be granted a place<sup>42</sup>. We expect that, given the nature of the school's recruitment and marketing policy (see below), determined applications of SEN pupils who would not be suitable for the Academy's specific learning environment would be of a sufficiently low number so as not to alter the Academy's educational vision. The breadth of the term “SEN” of course means that there will be students designated as having SEN who may be quite capable of the very high achievement expected, and these students, as would any other SEN students at the Academy, would be given all the assistance necessary to help them flourish.

### *Over-subscription Criteria*

Oversubscription of applicants who meet the minimum entry qualifications (or have a statement of special needs and names the Academy) will enable to Academy to use the following oversubscription admissions policy in order to achieve its vision as far as possible.

Looked After children will be given first priority.

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<sup>42</sup> 1.56, SAC

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Oversubscription of applicants who meet the minimum criteria will enable the Academy to use the following oversubscription admissions policy in order to achieve its vision as far as possible. The goal will be to have as many students as possible as those who were on Free School Meals at secondary school, whilst also taking account of the need to prioritise those who may not otherwise have local access to Sixth Form provision that can bring the best out of them academically. The first criterion can be applied easily by prioritising those who are registered as eligible for Free School Meals; the second requires a series of priority catchment areas to be referred to. These will be the wards of Canning Town North and then Beckton in Newham, then Wick in Hackney, then Northumberland Park in Haringey, and finally Higham Hill in Waltham Forest.

In order to balance these two independent criteria, the admissions authority will use a very simple points system: the priority catchment areas will be made known, but since Free School Meals eligibility is out of the control of applicants, they will not need to understand the points system because they will not be able to improve the chances of their application by taking decisions based on such an understanding. The points system will work as follows: twenty points will be awarded for Free School Meals eligibility and between ten and two points will be awarded for living in a catchment area (with ten, eight, six, four and two being allocated to reflect the prioritisation of the wards listed above). This will mean that those on Free School Meals in an area without local access to appropriate Sixth Form provision will be prioritised over those on Free School Meals with access to such provision, who will be prioritised over those not on Free School Meals but without access to appropriate provision, who will be prioritised over those who are not on Free School Meals and have better access to academically adequate Sixth Form provision.

Where qualified applicants have three points, distance from the Academy will provide the tie-breaker, measured as the crow flies from the school gates (which for the preferred site are at [REDACTED], [REDACTED]).

## Curriculum

The Academy will offer the following A-level options:

Biology  
Chemistry  
Economics  
English Literature  
French  
Geography  
History  
Maths (and Further Maths)  
Music  
Physics  
Religious Studies  
Spanish



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Languages have been selected on the basis of their current popularity at GCSE level in this area, to make best use of both students' prior knowledge and the resources of the Academy: other modern languages and Latin will be offered initially as co-curricular activity options, to be chosen on the basis of the expertise of languages and humanities teaching staff. In the mid-to-long term, students who choose to study an additional language as a co-curricular activity may be offered the chance to sit GCSE examinations in that language, but this will depend upon the outcome of trials and the enthusiasm of students to ensure that such study will not impact negatively on A-level studies.

Arts and humanities have been selected on the advice of Trinity College, Cambridge<sup>43</sup>. The basis of using this rather than the Russell Group's published document *Informed Choices*<sup>44</sup> is that the latter recommends as “useful” studying certain non-traditional A-levels as prerequisites for certain vocational courses. The disadvantage of this approach is that offering these A-levels will cost the Academy, but narrow rather than broaden the range of possible degree-course choices open to candidates when applying to university at the end of Year 12.

In other words, subjects such as Business Studies are recommended as “useful” for some undergraduate accountancy or finance qualifications alongside economics, but the choice to study A-level Business Studies before Year 12 effectively limits a student's options to these degree courses by weakening an application made for others should the student change his or her mind during Year 12. This example is particularly apposite since a candidate with an A\* or A grade in A-level Economics and Mathematics is unlikely to have an application for one of these courses damaged by not having a Business Studies A-level; alternatively, an applicant for a job in financial services with a good Economics degree from a Russell Group university (for which an A-level in Business Studies is not recommended) will have as fair as possible a chance of securing a training contract for a postgraduate professional qualification in finance, insurance or accounting.

Humanities and arts A-levels on Trinity College's list of preferred subjects which have not been included are Art History, Classical Civilization and Philosophy. It is thought that, for these options, other humanities and arts subjects are often regarded as adequate preparation for undergraduate study and so the cost of employing subject-specialists in Art History and Classical Civilization would outweigh the benefits of offering them, whilst Religious Studies syllabi often include sufficient philosophical content, but only AQA currently offers an A-level entitled “Philosophy”.

This admittedly narrow range of options at A-level is designed, therefore, to maximise breadth of choice when entering tertiary education rather than to prescribe what students should or should not be learning. High-quality teaching, and enthusiastic studying on the students' part, can make the most of A-level syllabi to bring out the breadth that many of them do offer. Choice of syllabi will be left to the judgment and

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<sup>43</sup> <http://www.trin.cam.ac.uk/index.php?pageid=604>

<sup>44</sup> <http://russellgroup.org/Informed%20Choices%20final.pdf>

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expertise of the Deputy Headteacher (Academic and Outreach) in the first instance and then Heads of Department as pupil numbers and hence the teaching staff expands. The Deputy Headteacher will, however, take account of the syllabus choices used in the consortium of 11-16 local comprehensives in his own decisions and his advice to Heads of Department, so that students' prior knowledge is used as effectively as possible.

Students will be given free choice of up to 4 subjects from the whole range of the 12 subjects offered. Therefore, the curriculum plan for each student will depend upon his or her 4 choices and 3 A2 choices in Year 13.

## Organisation of Learning

The length of the Academy's terms and years will be in line with those of other Sixth Form Colleges.

The timetable, a sample of which is depicted below for clarity, will begin with registration at 0830, leaving a time for a tutor period of 25 minutes before lessons begin at 0900. Morning school will end at 1310 and afternoon school will begin at 1400. Afternoons will mainly be comprised of a combination of sports, outreach and co-curricular activities, with flexibility in this last field for targeted academic support from teachers. This timetable model is based on that used by Brighton College, a highly successful independent school the sixth form of which the Financial Times has ranked on results as 46th in the country – the highest achieving co-ed sixth form, and is of comparable size with 350 students.

Games will be mandatory for part of two afternoons a week, and one period of local outreach work will also be mandatory. A choice from a range of co-curricular activities, taking up one period a week of the timetable, will be mandatory. Periods will each last 35 minutes, but are expected to be organised primarily as doubles. Each A-level subject will be allocated 8 periods of teaching time, and students will be expected to use more time out of school for their independent study, since there will be fewer non-taught study periods available.

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## Sample Timetable for Lower Sixth Students

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>0820</b>	Registration				
<b>0835</b>	Tutor Period	Assembly	Tutor Period	Assembly	Tutor Period
<b>0900</b>	Subject 1	Subject 2	Subject 3	Subject 2	Subject 1
<b>0940</b>					
<b>1020</b>	Subject 2	Subject 3	Subject 4	Subject 3	Subject 2
<b>1055</b>	Morning Break				
<b>1115</b>	Subject 2	Subject 3	Subject 4	Subject 3	Subject 2
<b>1155</b>	Subject 3	Subject 1	Subject 1	Subject 4	Subject 4
<b>1235</b>					
<b>1310</b>	Lunch Break				
<b>1400</b>	Registration				
<b>1415</b>	Co-Curricular	Co-Curricular	Subj. Support	Co-curricular	Ac. Support
<b>1455</b>	Subject 4	Sports	Study Period	Sports	Career Support
<b>1535</b>			Outreach		Outreach
<b>1615</b>	Co-Curricular	Co-curricular		Co-curricular	
<b>1650</b>	End of Day				

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## Sample Timetable for Upper Sixth Students

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>0820</b>	Registration				
<b>0835</b>	Tutor Period	Assembly	Tutor Period	Assembly	Tutor Period
<b>0900</b>	Subject 1	Subject 2	Subject 3	Subject 2	Subject 1
<b>0940</b>					
<b>1020</b>	Subject 2	Subject 3	Study Period	Subject 3	Subject 2
<b>1055</b>	Morning Break				
<b>1115</b>	Subject 2	Subject 3	Subject 2	Subject 3	Subject 2
<b>1155</b>	Subject 3	Subject 1		Subject 1	Subject 3
<b>1235</b>			Study Period		
<b>1310</b>	Lunch Break				
<b>1400</b>	Registration				
<b>1415</b>	Co-Curricular	Co-Curricular	Subject 1	Co-curricular	Ac. Support
<b>1455</b>	Subj. Support	Sports		Sports	Career Support
<b>1535</b>	Study Period	Outreach		Outreach	
<b>1615</b>	Co-curricular				
<b>1650</b>	End of Day				

### Key to the Sample Timetables

#### *Tutor Period*

This places a breathing space at the start of the day for any additional administration necessary throughout the week which cannot be done during registration. It is also a time for a tutor to speak to tutees about their progress informally, and to inform them of any arrangements or expectations regarding subject clinics (see below), catch-up work, and careers guidance.

#### *Assembly*

Assemblies held twice a week offer an opportunity to celebrate students' successes, update them on school-wide changes, and deliver inspirational or informative addresses from teachers or other students.

#### *Subject 1, 2, 3, 4*

This denotes ordinary lessons. Each A-level option will be taught in 8 35-minute lessons per week, progressing to 10 35-minute lessons subject to staffing possibilities. Ideally, all lessons will be taught as doubles (whether spanning across a short break or not – for the humanities and languages, this can be a help rather than a hindrance).

#### *Co-curricular*

These periods will be a chance to participate in drama workshops, rehearsals for musical performances, lessons in additional unexamined languages, debating workshops and other co-curricular activities to be decided upon on an adapting, operational level depending on the capabilities of the staff and the interests of students. It is understood that co-curricular periods before sports and at the end of the day will

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need to be more fluid to allow for travel times and also additional academic and subject support when necessary.

## *Subject Support*

Subject Support periods will be time put aside for students to attend drop-in 'subject clinics' arranged by departments. Departments will arrange, on the basis of staff availability, times during the week when a member of staff will be available to assist students with their own queries or problems or other help that students' tutors and teachers have identified in lessons, homework assessment and routine twice-termly progress-tracking (see **pupil development and achievement** below).

## *Academic Support*

These periods will be dedicated to the provision of advice and practice in techniques necessary to obtain the highest level of academic achievement possible for students in their chosen subject. Students will be divided into academic support groups based on their subject choices, tutor groups and other timetable commitments so that advice in, for example, essay or experimental write-up techniques can be targeted to students who will benefit from them.

## *Career Support*

These periods will be dedicated to the provision of advice on career plans and university applications. That is, students will be advised on what sort of long-term careers they could be considering to best make use of their aptitudes and interests, what short-term plans they should be making to achieve these, and also given practical advice and practice in, for example, interview technique and personal statement drafting. Depending on the needs of students and viability within the timetable, attendance at these sessions will be organised on a 'clinic' basis or by dividing students into groups based on their subject and co-curricular choices and the preferences they express whilst at the Academy. Career Support periods will also be the time used for visits from university access agents (whether undergraduates or staff). We expect that our partner universities will play an active role in designing application preparation programmes.

## *Study Period*

During their 'frees', students will be expected to remain on site: they will be required to sign in and out of the school during lesson times and morning break. This policy will discourage the treatment of study periods as relaxation time and, in the case of students who regularly leave school during lesson times, will provide a way for tutors to become aware of whether students may be seriously misusing their study periods so that targeted intervention will be possible.

## *Sports*

Two sports sessions per week, of one hour and ten minutes each, will be mandatory for all students. Sports options will be dependent upon what facilities are available to hire locally, the nature of sponsorship that partner independent schools will be able to provide and the interests of students.

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## *Outreach*

For two afternoons per week, of one hour and ten minutes each, students will travel to one of the 11-16 comprehensive partner schools to mentor a pupil or small group of pupils who has been registered as Gifted and Talented by their school. The allocation of one student to one to four pupils will be based on the interests that the pupils register in Year 7, in the hope that students will be able to nurture these interests and that a given student will have the same pupil or small group of pupils to mentor over the two-year period. Mentoring sessions will include assisting the pupil or pupils with work they have found difficult or sharing the student's knowledge and understanding to deepen and broaden the pupils', so improving their enthusiasm and ability. The mentoring of Year 8 and 9 pupils will also be used to help them make wise GCSE options so that they are best equipped for A-level study and later life and are more likely to attain an English Baccalaureate. In the Autumn Term of Year 12, one Co-curricular period will be dedicated to elementary tuition training to ensure that these mentoring sessions are effective both for the student and the pupil.

## **Teaching and Learning within Subjects**

The Deputy Head (Academic and Outreach), where necessary, will be responsible for the choice of syllabi, recommendations regarding schemes of work, and recommendation of pedagogical methods, for the various A-level options until it is possible to delegate this responsibility to Heads of Department. We expect that the design and implementation of schemes of work and the prioritisation of pedagogical approaches will be worked out collaboratively within departments.

## **Tailoring the Academy to Local Learning Needs**

It is recognised that students from deprived backgrounds and ethnic minorities may have particular learning needs. These needs are often linked to the fact that children from deprived backgrounds and ethnic minorities constitute minorities within a student community. This fact should not apply in the context of Newham and particularly not in the context of this Academy, where the proportion of students from deprived backgrounds will be in the majority (particularly if we include students with parents on below average income in this category, and not just those eligible for Free School Meals). The ethnic diversity present in a school with catchment areas in Newham and across the East End should also mean that ethnic minority status should not cause educational disadvantages associated with a sense of difference to or exclusion from an ethnic majority.

On the other hand, it is recognised that, despite high academic ability and success at GCSE level, students from deprived backgrounds may still have particular learning needs to help them achieve their full potential (an EAL policy is detailed below). The social and emotional barriers that can impact on learning will be broken down partly through the aforementioned necessarily diverse nature of the Academy's student body. Also, however, the regular individualised academic support which forms a part of the timetable for all students can help address students' specific learning needs as and when they may arise as a result of income deprivation at home. That this support is provided for all students will prevent any possible stigmatisation of students from

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deprived backgrounds as a result of receiving support. Books and ICT resources will be available in the school.

Since co-curricular and sporting activities are included within the timetable and funded entirely through the public and sponsorship money, issues concerning students' ability to afford or attend out-of-classroom activities should not arise.

## Special Educational Needs Provision

The following policy will be used to ensure that the Academy meets the SEN Code of Practice.

### *Introduction*

Given the rigorous entry criteria for the Academy and the **marketing strategy** that targets academically able pupils, the majority of pupils in the school with Special Educational Needs are likely to be dyslexic and they will be supported by the Deputy Head (Pastoral and Co-Curricular). This Deputy Headteacher will also co-ordinate the support of pupils with other special needs and oversees any pupil who has a Statement of Special Needs (as such, he or she is the appointed SENCO). Pupils with special educational needs will be identified from the Learning Difficulties and Disabilities/Special Educational Needs (LDD/SEN) Register, and on the internal reporting system. Concerns about pupils on the LDD/SEN register will be raised with the Deputy Headteacher (Pastoral and Co-curricular), while concerns about non-LDD pupils who appear to be experiencing unexplained learning difficulties should be raised with Heads of House. They will alert the Deputy Headteacher (Pastoral and Co-curricular) should further investigation suggest the need for a formal assessment and parents are happy to go ahead. The Deputy Headteacher (Pastoral and Co-curricular) produces and updates the LDD/SEN register on a regular basis.

The Deputy Headteacher (Pastoral and Co-curricular) liaises routinely with Heads of House and Tutors to ensure that teachers are aware of the needs of their pupils and that individual targets are set and reviewed. Each pupil will be given individual targets, set by the Deputy Headteacher (Pastoral and Co-curricular) in consultation with the pupil's tutor, which are reviewable at the time of interims and end of term school reports. In this way, the monitoring of pupils with special needs is integral to the school's existing monitoring system. The Head of House remains the primary channel of communication for formal reporting and home-school contact.

The Deputy Headteacher (Pastoral and Co-curricular) will co-ordinate the support delivered to each pupil through the work of the academic departments through the Heads of Department, who will meet twice a term and oversee provision within each department.

## Provision for Students with English as an Additional Language



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We expect that, although the location of the Academy will make it likely that some of the students will have English as a 'second generation' language, the ability level required for admission will mean that those who do will be relatively fluent in their English literacy and oracy as all students will have attained an A or A\* in English GCSE. It is accepted, however, that such students may still require support with written English to ensure that they are able to access the curriculum fully and perform their best. (Staff will also be instructed to be aware of the possibility that English may not be spoken at home by the parents of some students so they can consider this when communicating with parents.)

Students who may require this support will be identified by their subject teachers through ordinary scrutiny of written work and class participation. The teacher will then inform the Deputy Headteacher (Pastoral and Co-curricular) who will arrange for the Head of English to interview the student so that their level of English can be assessed. If it is judged to be necessary, the Head of English will devise a scheme of work for the student to be carried out during Study Periods and Academic Support Periods to improve their literacy levels.

## Organisation of Students

### Houses

In line with best practice in many successful schools, the student body will be divided into “houses”, subdivided “horizontally” into the tutor groups in which students are registered. There will be five such houses of eighty students each, divided into six tutor groups of thirteen or fourteen students each.

The teaching staff (including the Deputy Headteachers) will likewise be divided into the houses such that each house has an equal number of teaching staff to organise it, comprising the house's tutors. As far as possible this selection will ensure that departments are spread across the houses and vice-versa. The Deputy Headteacher (Pastoral and Co-curricular) will appoint a “House Master” or “House Mistress” to co-ordinate the efforts of teaching staff in organising their house's participation in sporting and co-curricular events.

The “house” system will be primarily a mechanism for providing artificial but consistent teams for internal sporting and co-curricular competitions. Allocation into a house upon entering the Academy will be entirely random, and students will remain in the same house until leaving the Academy. The house system will therefore encourage competition and teamwork. A house's tutors, with the assistance of their colleagues from appropriate departments, will also be responsible for guiding students in selecting members of teams and ensembles for competitive events from among the students in the house.



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In order for the house system to also develop responsibility and initiative in students (beyond what they will develop through acting as mentors), a house's tutors will appoint ten of the eighty students in their house from the students going into Year 13 to act as "prefects", carrying out minor practical administrative duties in the Academy determined by the Deputy Headteacher (Pastoral and Co-curricular) and reviewed annually for their effectiveness in developing leadership and responsibility.

## **Classes**

Classes for subject teaching will necessarily vary in size based on the popularity of various A-level options. There will be no banding or setting, but division of students on the same course into separate classes will be arranged to facilitate the timetable. The size of the teaching staff is designed to provide a high teacher to student ratio of an average of 1:10.

## **Student Development and Achievement**

### **Qualifications Offered**

Students will have a choice of four AS-level and, in the short term, three A2-level subjects from the options listed in the **curriculum**. The awarding body, and option choices, used to provide syllabi and qualification opportunities in these subjects will be determined in the first instance by the Deputy Headteacher (Academic & Outreach) and then the Heads of Department, on the advice and using the expertise of their staff. Success of individual students over the course of Year 12 will ultimately be assessed using their AS grades, and success of students over the course of Year 13 will ultimately be assessed using their A2 grades.

### **Student Assessment, Recording and Reporting**

The following policy guidelines will provide the framework for a complete assessment, recording and reporting policy designed to ensure students' progress is monitored and addressed regularly and effectively which will be drawn up by the Senior Management Team.

#### *Departmental Involvement*

Departments will draw up their own assessment policies which will be based on the whole school model and identified in the Departmental Handbooks. Heads of Department will review and modify it with their Departments if necessary.

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## *Assessment Techniques*

The method and intention of assessment should be built into Department Schemes of Work. Reference, or inference, to the formative, diagnostic, summative and evaluative types of assessment should be anticipated.

Formative assessment by teachers will be undertaken informally within normal planned classroom activities. It can take the form of observation, conversations with pupils, question and answer sessions, checking notes or assessing written work. Teacher assessments should have a stated attainment objective. Children entering the school are assessed against their GCSE grades in order to establish their current level, ascertain their learning needs and to provide an additional indicator of their progress. All entry information and subsequent standardised testing will be available to Heads of Department via departmental tracking sheets on the school network. These outcomes will be used for monitoring and supporting pupil progress.

Non subject based diagnostic testing will allow an understanding of a pupil's natural abilities and potential. These tests also support understanding of individual pupil needs and potential support required. VR tests will be used for this purpose when students enter in Year 12.

Summative assessment will occur twice termly through internal but formal, structured testing depending upon the unit knowledge being assessed. These outcomes will also be used for monitoring and supporting pupil progress.

The outcomes of formative and summative assessment methods will be used to highlight for Tutors where their tutees' study skills or subject understanding needs addressing so that they can inform subject teachers of these needs. These needs can then be addressed in Subject Support periods.

## *Marking Policies and Procedures*

All teaching staff at the school will follow a consistent policy of marking annotations and will base written comments and marks for formative work on the assessment objectives of the A-level subject the work for which is being assessed.

The results of marking will be compiled in a consistent manner that allows for tracking of progress throughout and between terms. A general electronic mark book for each department will be used to allow data on progress to be shared within departments and accessed by Tutors. For this policy to work, teachers may need to give marks not connected to specific pieces of work so that a student's marks over time can be compared – for example, a mark for work done over a week may be used.

A system of effort marking will be used at the discretion of subject teachers, ranging from 1 to 5 (good to poor effort), with more than one 5 awarded in a term alerting Tutors to potential problems with a student so that support and encouragement can be provided.

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## *Recording, Monitoring and Tracking*

Each Head of Department will be responsible for oversight of their department's electronic records of marks from work and tests, which will be used to assess the effectiveness of teaching and learning methods as well as students' progress so that methods can be altered and targeted help co-ordinated with Tutors as and when necessary. Records will be clear, systematically compiled, regularly updated and manageable.

Departments will consider the outcomes of internal assessments and formative work from a subject perspective and consider student progress at regular meetings. Student progress will impact on future planning decisions and schemes of work. Causes for concern will be raised with the Head of Section and the Deputy Head Academic through a flagging system implemented in records.

Interims and reports will be completed approximately every three weeks. An effort (1-5) and attainment (A\* – E) grade will be given to each pupil for each subject taught. Heads of House will download SIMS data after each interim/report session and analyse causes for concern on the basis of effort and/or attainment and set up and implement appropriate action plans. Tutors and Heads of House will have all information relating to their tutees and therefore are best placed to facilitate the setting of individual strategies and targets in conjunction with student and subject teacher. These will be monitored and reviewed at agreed intervals, with further strategies/targets being set as appropriate. These will be recorded and held with the pupil's main House file in order to be able to monitor the progress made.

Students' average effort scores from interim grades and reports are monitored by the Heads of House. These scores will be used as a guideline for ongoing 'academic causes for concern', and cases regarding poor effort are given particular priority from a pastoral perspective. Those who fall into the severe cause for concern are monitored more closely and letters are written to parents alerting them of the school's concern by a Head of House.

## **Measuring Whole School Success**

The success of the Academy as a whole, in academic terms, will be judged internally by the performance of students in public A-level examinations, and in wider terms by the success of students in securing places at university.

The SMT and, ultimately, the Headteacher will be accountable to the Governing Body for the success of the Academy. The school will be judged a success in 5 years time, and thereafter, insofar as students' A-level grades and successes in university application are comparable to schools within a top percentile of a league table to be decided upon by the Governing Body.

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## Behaviour and Attendance

The following policy guidelines will provide the framework for a complete behaviour policy, designed to create and uphold an environment in which students can learn effectively and are safe, which will be drawn up by the Senior Management Team.

### *Fundamentals*

The Academy will seek to encourage and reward good discipline by creating a respectful, well ordered, tolerant and compassionate environment in which pupils take responsibility for their actions as well as those of others. The discipline policy will be instrumental to this ethos. Good behaviour will be actively modelled by a caring and supportive professional body of staff, whose actions set the tone for discipline in the school and who strive to encourage and reward children regularly and openly. The celebration of achievements as a community will form an essential part of the policy.

Poor behaviour will be dealt with constructively according to a clear range of hierarchical sanctions and discussed in a reasonable way between student, parents and teachers wherever possible. The Academy will seek to explore the reasons that cause poor behaviour and by reasonable discussion, in which children take an active part and are encouraged to confront their actions, find strategies to encourage all pupils to behave well. It goes without saying that students, parents and teachers will be expected to take an equally active role in the encouragement and enforcement of good behaviour.

There are three things which will not, however, be tolerated at the Academy: theft, bullying and involvement in drugs. Students may be expelled if they are found to be involved in these activities. If any member of staff has suspicions they should inform the relevant class Tutor and Head of House immediately. The suspicions will then be investigated.

The school will expect students to follow a Student Code of Conduct to maintain good discipline and behaviour in classes and around the school. All members of academic and non-teaching staff will uphold and enforce, with the use of sanctions where necessary, this Code of Conduct. Sanctions and rewards will both be recorded centrally on the school's information management system. There will be specific procedures for this recording and staff will be trained periodically on this.

### *Rewards*

The Academy will be committed to a policy of encouragement of all types of endeavour and the reward of both success and commitment. Much of this will be communicated by praise and appreciation, in writing and orally.

In addition to the ongoing appreciation of pupil effort, a system of formal rewards and responsibilities will be in place to publicly celebrate pupil achievement. All awards will be announced weekly in assemblies. The rewards system will include a range of

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certificates and commendations that take account co-curricular and sporting as well as academic achievement, and will be designed, reviewed for effectiveness and implemented by the Deputy Head (Pastoral and Co-curricular)

## *Sanctions*

The Academy will have a clear set of sanctions and discipline measures. All sanctions will be designed to be constructive and provide opportunities for reflection, discussion and resolution of concerns which are to the benefit of students. Misdemeanours in school may be met with meetings with students, letters to parents or detentions depending on the severity and frequency of the offence.

Any minor infringement of the pupil's code of conduct, poor behaviour in class/around the school or failure to do work promptly may incur a verbal warning or note in pupil planner. The purpose of these interventions will be to monitor poor behaviour and/or effort to allow early intervention without the need for extensive use of detentions.

In addition to day to day feedback on students, Heads of Houses will analyse the interim and report data on effort and achievement on a regular basis for each year group (twice to three times a term). A 'cause for concern list' for both effort and attainment will be generated and action plans suggested to each Tutor for pupils in specific need of assistance. This cause for concern list may also result in detentions if deemed appropriate by the Head of House. (The analysis will also reward excellent effort and achievement through distinctions.) Students who are a cause for concern will have to spend their study periods doing supervised study in the Library; this will be a temporary measure and should normally result in improved effort, behaviour and attainment.

No other disciplinary action is necessarily taken or required but the situation is monitored by the tutor and head of house. The equivalent of 4 detentions will require a letter to parents from a Deputy Headteacher and may be followed by a meeting between parents, pupil and Tutor, or Head of House (and any other relevant member of staff) to investigate key causes for poor behaviour and the exploration of strategies from all parties to address the areas of concern. From these meetings contracts may be drawn up and signed to enable pupils and parents to actively participate in the solutions and to show they both understand the expectations the school has of their behaviour and to agree to adopt measures which all parties believe will encourage better behaviour. Such contracts will be personalised for the pupil and relate to their specific areas of concern. In cases where a member of staff feels that a pupil needs to be removed from a classroom in order to restore a harmonious atmosphere conducive to learning (for example, in the case of bullying) an interview with a senior teacher should be arranged.

Detentions will not be the first step on the sanction hierarchy, but only used in conjunction with verbal warnings and constructive academic guidance to encourage pupils to take responsibility for their work and actions. Detentions will be used constructively to give pupils time to catch up on work missed, to redo work to a higher standard or to reflect on actions which led to poor behaviour and explore ways of

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changing these in the future. In cases of first offences and minor infringements teachers will generally conduct their own detention rather than send a pupil to the central detention system.

Very serious breaches of the pupil Code of Conduct may lead to an internal suspension to be imposed by a Deputy Headteacher. The pupil will be encouraged to take full responsibility for his or her actions and to actively seek to understand and explain the consequences, as well as how he or she can avoid a reoccurrence of the incident. All suspensions will be placed on the pupil's school record. External suspensions will be used after internal suspension procedures have been used or immediately in cases of theft, bullying and drugs or any criminal or other dangerous activity.

Permanent exclusions will be a genuine last resort only considered when all other sanctions have been used or if the pupil has exposed the school and others in the school to serious danger. Bringing the name of the school into disrepute by irresponsible actions can be considered as a danger. Exclusion is imposed by the Headteacher

## *Code of conduct for pupils*

- Show respect for yourself and for the school community.
  - Be courteous, polite, kind and helpful to everyone (including each other).
  - Respect one another's property, the school buildings and furniture.
  - Arrive at school on time and fully prepared.
  - Do your best in class and complete prep as well as possible and on time.
  - Take pride in your uniform (see below) and dress correctly.
  - Walk sensibly, safely and quietly around the school.
  - Behave safely at all times, observing safety rules (eg fire procedures). Do not put others' safety at risk.
  - Look after your own possessions and leave valuables at home.
  - Use mobile phones with discretion and never in class or in public.
  - Do not indulge in sexual relationships; act modestly in public.
  - Be healthy – do not take or have in your possession tobacco, alcohol, or non prescribed drugs in any form, at any time or in any place.
  - Stay within the published bounds of the school during school hours.
  - Play ball games only in designated areas at approved times and dressed appropriately.
- 
- Do not talk when the teacher or another pupil is addressing the class.
  - Be supportive of each other and do not make fun of someone if they get an answer wrong.
  - Always put your hand up if you want to answer a question or say something, unless told otherwise.
  - Do not disrupt the lesson, thus preventing you and others from learning.
  - Always try your best and take pride in your work.



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## *Uniform Policy*

As the Academy will be intended for students from deprived backgrounds, a uniform policy will be drawn up only if corporate sponsorship can be secured to make possible the provision of free uniform to students. Otherwise, a dress code will be drawn up that balances the comfort of students with the need to create a professional environment.

## *Attendance*

Students will be registered at 0820 am and 1400 pm and will be expected to remain on site during these times, with lunch and space to eat a packed lunch provided. Students will be expected to sign out if they wish to leave the school and be expected to have a good reason for doing so, which the reception staff will record so that information is available to teaching staff regarding students' whereabouts and studying habits. Where sporting, outreach and co-curricular commitments require students to leave the site they will be supervised during journeys and, in the vast majority of such activities, during the activity by school staff. Students will not be required to return to school at the end of a day ending in an off-site activity. Unexplained absence from the site will be regarded as an infringement of the pupil code of conduct and dealt with accordingly. Unexplained absence during a lesson will be regarded as a more serious breach of the code of conduct and dealt with appropriately to the situation.

## **Community Engagement**

### *Student Outreach Programme*

We would work with the sixteen 11-16 schools to identify the top 20 pupils in each Year 7 cohort and encourage those 320 students to pursue academic GCSEs rather than vocational qualifications with a focus on securing A and A\* grades. On entering Year 8, these pupils will be assigned, if willing, to student mentors from the Academy for after-school help and guidance. Each such pupil will be likely to have a student mentor throughout Years 8 and 9 to help them prepare for GCSEs and encourage them to select academic options, and another throughout Years 10 and 11 to help them achieve the high grades required for entry into the Academy.

In Year 11, each school will nominate 20 students to be considered for entry to the Academy. Of these 320 applicants, 200 will be selected for admission to the Sixth Form Academy subject to meeting the minimum entry criteria. The remaining places will be awarded to qualified applicants not nominated by staff, or from outside of the consortium of partner schools. We believe that if the academy is seen as a prize worth having, it will significantly raise aspirations among brighter pupils in all 16 schools and beyond – particularly if it is seen as providing a path to Russell group universities including Oxford and Cambridge.

Sourcing pupils from 11-16 comprehensives, we would seek to identify the capital's highest achieving pupils from the poorest backgrounds and bring them together in a

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single academy which could dramatically improve statistics for Oxbridge and Russell Group university places awarded to FSM pupils, which are currently disappointingly low.<sup>45</sup> Liaising directly with the outreach programmes of leading universities, the academy would give top quality independent school teaching free of charge to those least able to afford it.

This entire outreach programme will make the Academy a nexus of upward social mobility in the East End and, in due course, over London, so contributing to equality in Britain locally and nationally. Participation in the outreach programme is also expected to teach students at the Academy a sense of their duties to others and of the personal satisfaction that comes with community engagement.

## *University Involvement in the Careers Advice Programme*

The Academy will be partnered with a consortium of 5 leading universities. These will all be encouraged to contribute to the internal careers development programme run as part of the timetable and this involvement is expected to extend to visits from academics to advise students on applications and course options.

This involvement is also, however, expected to extend to twice-yearly visits by students to London universities (apart from visits to universities arranged by staff for students based on student interest) for open days.

## **Equality of Opportunity**

The following policy will be edited and expanded as necessary to become the Academy's Equal Opportunities policy and provide the basis for a more detailed student recruitment policy to be drawn up by the Senior Management Team which will ensure that the school acts in line with the Equalities Act 2010.

The ethos of the Academy will be one where the individual can prosper in an environment which is big enough and varied enough to provide a wide diversity of opportunities for all pupils, regardless of their interests, race, religion, ethnic origin, gender, sexual orientation, social background or disability. Alongside this the pastoral structure, academic organisation and co-curricular provision are staffed by dedicated teams who can and do monitor the individual participation, progress and commitment to all aspects of school life. Thus the educational provision will be personalised. This will apply equally to students within and outside the formalised curriculum structure.

## *Equal opportunities statement*

We believe that every person has the same rights and is entitled to the same opportunities, regardless of race, religion, ethnic origin, gender, sexual orientation, social background, or disability.

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<sup>45</sup> Michael Gove PQ 315526, available at <http://www.parliament.uk/business/publications/hansard/commons/>



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The Academy does not discriminate on the grounds of gender, disability, age, sexual orientation, marital status or racial, ethnic or national origin.

We expect everyone involved throughout the Academy to:

- respect and promote equal opportunities for all people
- encourage harmony and understanding in society
- recognise and oppose all forms of prejudice and discrimination
- remove both outward and hidden discrimination
- enable differences to become positive and enriching attributes
- develop each person's skills to the highest possible level
- promote an environment where all can share equally in the opportunities offered
- help pupils to learn acceptance and tolerance
- enable pupils to communicate confidently without fear or prejudice

This statement will be supported by a detailed policy with regard to employment and by statements to parents and students which will direct student behaviour and encourage, we hope, the right attitude amongst the whole community of the Academy.

## 5. Evidence of Demand and Marketing

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### Evidence of Parental and Pupil Demand

#### **Preamble**

In order to investigate potential demand for the Academy, a survey was issued to parents and pupils from the age of twelve and upwards. Given that the Academy is a 16-19 provision, the survey distribution focussed on these pupils as ultimately it will be the decision of pupils to apply for the Academy rather than their parents. The survey was distributed with the help of the staff and pupils of Kingsford Community School, in Newham, and the questions asked in each are detailed below, along with an explanation of the purpose of the question and a summary of the relevant results of the survey.

The [REDACTED], [REDACTED], was aware of the nature of the proposed provision and so we can presume the high levels of Gifted and Talented pupils among the survey respondents is a reflection of the distribution strategy that was organised in Kingsford. This distribution strategy was well suited to assessing the demand for a new school of the Academy's highly specific and unique nature, and meant that the sample size is smaller than would have been the case if assessing support for an ordinary school for which all pupils would qualify for a place. The results of the survey are presented in table form in Appendix 3, along with an explanation of the methodology used in counting the results (in Appendix 2). Various questions were included for the purposes of assessing student opinion not directly related to demand for the Academy so that we will know what views need addressing in the marketing stage.

#### **Survey for Student Interest**

The introduction to the survey read as follows. It is not entirely reflective of the educational plan as the survey was designed and released during the design process of the plan, but it was intended to reflect as succinctly as possible the nature and purpose of the proposed free school.

“A consortium of schools, with involvement from some of Britain's best universities, is proposing to set up a new free school in Newham for children aged 16-19 studying A-levels, the “London Academy of Excellence”. The school is designed to help gifted and talented students from Newham and surrounding boroughs achieve the best A-level results they are capable of, and gain a place at one of Britain's top universities for when they leave. Successful entry to the school, once established, will be determined on the basis of achieving high grades at GCSE level. Undergraduates from London

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universities and teachers from the new school will play a highly involved role in mentoring pupils at surrounding secondary schools to help them meet the admissions criteria for the school and encourage aspirations.

As the school will be a Sixth Form college, the decision to attend will be up to secondary-school leavers themselves, not parents. We are conducting this survey to find out whether you would be in favour of the new school and whether you would seek a place at this school if it currently existed. We would be very grateful if you could answer the following questions to help us.”

This instruction followed: “Questions 1-9 are answered with a “yes” or a “no”: simply **circle Yes or No** after the question to give your answer.”

## *1. Are you currently studying at least five GCSEs?*

This question was included to establish whether any respondents were studying less than five GCSEs. Respondents who were currently, or planning to, study less than five GCSEs could not have been counted as potential students at the Academy regardless of their answer to question 13 (see below).

## *2. Are you planning on continuing in education to take A-levels?*

This question was included in order to contextualise answers to questions 3, 7, 9, 10 and 13. Summaries of answers to these questions will take account of answers to question 2.

## *3. Are you happy with the Further Education colleges, Sixth Form colleges and in-school sixth forms available locally?*

This question was included to provide evidence of whether pupils perceived the need for different sixth form provision to what is available. The term 'local' was, for the sake of brevity (and because teenagers' sense of geography will likely be phrased in terms of places they are familiar with, rather than in terms we would use to assess the need for a school – Local Authorities, Wards, Super-Output-Areas, etc.) used despite its ambiguity: presumably those contemplating applying to FE and Sixth Form colleges in other boroughs which are physically nearby to their homes will regard those as 'local' in conflict with the desire of Newham to retain its students as a borough. We felt that given the high levels of provision of career-focussed vocational qualifications, particularly those finely subdivided to aid the progress and motivation of less academically able students, the reason for dissatisfaction was unlikely to be a lack of vocational training or adequate facilities and so by process of elimination dissatisfaction could be presumed to result from inadequately academic provision.

20.9% answered “Yes”.

78.4% answered “No”.

77.6% of this group were registered as “Gifted and Talented” pupils by their school, but 22.4% were not and were still unhappy with the Sixth Form and FE options available locally.

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We believe that this data demonstrates that pupils in Newham (the vast majority of the respondents – see question 12) are not only restricted in their choices for further education but are aware of this fact and, presumably, feel frustrated by it. A new Sixth Form college with a radically different focus to others in the area will therefore meet a desire among students in the area.

## *4. Are you eligible for free school meals?*

This question was included in order to ascertain how likely it is that the Academy will redress economic disadvantages. Free School Meals eligibility is, of course, a relatively blunt way of assessing deprivation and of course there will be many who are not eligible but, living in this part of the country, suffer from income deprivation nevertheless and deserve the kind of opportunities the Academy is intended to provide. For the sake of both the survey and the admissions policy, at least in the short term, it was thought that this would be the best way of measuring the potential for the Academy to cater to the most under-privileged children. Furthermore, it is much easier for pupil respondents to answer this question than one based on parental income or other factors as they will, for the most part, be aware of whether they are eligible for Free School Meals.

Answers to this question were used to contextualise answers to questions 5, 9 and 13.

It is desirable that as high as possible a proportion of successful applicants in 2012 will be eligible for Free School Meals, but it is recognised that, given the minimum qualifications criteria for admission, this proportion may be lower than desired in the first few years that the Academy is open, until the outreach programme has begun to take effect in boosting achievement and application numbers.

## *5. As far as you know, has your school registered you as a “gifted and talented” pupil?*

This question was included in order to get a very rough idea of the likely number of successful applicants in 2012 and 2013. It also provides context for pupils' responses to other questions. It is recognised, however, that this measure of ability is unhelpful on two counts.

Firstly, the methods by which staff judge whether a child is “gifted and talented” vary from school to school (in some cases this 'status' is applied to a small percentage of the pupils in each year, rather than being based on absolute performance) and the criteria used to decide to register a child for G+T status will not necessarily correlate closely with grade outcomes at the end of Year 11. Secondly, precisely because G+T status is staff-awarded, it is not something that pupils – particularly pupils taking GCSEs and hence towards the end of their career in a particular school – can decide to achieve and work towards, unlike GCSE grades. With GCSE grades as a hurdle for a clear and desirable goal it is assumed that some pupils will achieve beyond the potential recognised in them by staff in earlier years; conversely, G+T pupils like any

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others can underperform in the stress of exams and due to the factors besides academic ability.

With all of this said, however, it was felt that G+T registration was a more helpful measure than asking pupils to self-assess their potential GCSE grades, particularly since pupils in Year 9 and 10 will not have 'predicted grades' with which to do so.

26.7% of respondents answered “No”.

72.3% of respondents answered “Yes”.

50 Year 9 pupils answered “Yes”.

82 Year 10 pupils answered “Yes”.

These numbers show that it should be possible to fill places with qualified applicants for the first year with a strong **marketing strategy** (discussed below) and the outreach programme taking place over the academic year 2012-2013.

## *6. Are you studying a “dual award” science option.*

This question was intended to support our own research on a national level into the popularity of dual-award science as an option at GCSE. The question was limited as it did not ask “No” respondents whether they were taking a single science, two single sciences or no sciences, but it does illustrate the prevalence of Dual Award Science as a GCSE option.

27.7% of respondents answered “No”, 54.9% of which were studying GCSEs at the time of answering (1 respondent not studying Dual Award Science did not give an age), so that

22.7% of respondents currently studying GCSEs were not studying Dual Award Science.

69.9% of respondents answered “Yes”.

## *7. Looking back on your experience of selecting GCSEs, do you feel that the opportunity to attend a selective sixth form college would have encouraged you to select more “traditional” choices?*

The purpose of this question was to gauge early on the potential trickle-down effect of making available and desirable more academic opportunities to pupils. It is recognised that the term “traditional” is loose and open to interpretation, but was chosen as a succinct indicator of key and proven humanities, language, and science options the uptake of which has suffered due to a benchmark for school success based only on English and Maths.

15% of respondents from Years 10 and 11 answered “No”.

83% of respondents from Years 10 and 11 answered “Yes”, 83.6% of which were registered as G+T pupils.

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Responses to this question clearly show that the existence of an attractive, academically focussed Sixth Form option would change the framework in which pupils make decisions about GCSE choices, helping to achieve the Government's objective of guiding pupils towards making the most of the academic potential of GCSE qualifications. The responses show that the prospect of an environment which values academic success could dramatically drive up academic ambitions at the crucial point in a pupil's career of making GCSE choices. The effect, moreover, on the choices of those who stand to gain the most from more academic subject choices – the G+T pupils – shows that a Sixth Form provision like the Academy is well-tailored to encourage these pupils to make the best of their abilities, providing an alternative path for them in an 11-16 educational environment which has in the past struggled to help them fulfil their potential.

## *8. Looking back on your experience of studying GCSEs, do you feel that the opportunity to attend a selective sixth form college would have encouraged you to study harder?*

This question was intended to show whether the prospect of admission to the Academy would affect not only subject choices but also work ethic.

91.9% of respondents answered “Yes”, 25.4% of which were not registered as G+T pupils.

25.4% of these respondents were not registered as G+T pupils.

93.8% of Year 11 pupils answered “Yes”.

6.8% of respondents answered “No”.

These responses clearly show the positive effect upon work ethic that a concrete goal can have. They also give credence to the idea that the presence of the Academy, even apart from the effects of its outreach programme, will drive up GCSE achievement beyond what is needed to fill places at the Academy and improve the chances of those who attend. The significant number of those who responded “Yes” but were not registered as “gifted and talented” show that the appeal of the Academy as a visible standard should raise aspirations across the ability range.

## *9. Are you planning to go to university after Sixth Form studies?*

Primarily, this question provided context for the answers given to questions 3, 10 and 13. It also gives a rough indication of the extent to which work needs to be done to change aspirations for pupils.

91.9% (272) of respondents answered “Yes”.

Given these responses, the low number of under-privileged applicants to Russell Group universities, and the even lower number of such applicants who are admitted, suggests a lack of information about university selection (and preceding A-level choices) rather than a lack of aspiration – as well as, perhaps, a lack of advice and preparation for application to universities which becomes so much more important the more selective a university is.

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## *10. Do you believe that a better chance to get into a good university is more important than having a wider range of A-level options?*

This question was intended to assess support for the curricular programme envisaged by the Academy with reference to the purpose of that programme.

11.8% of respondents answered “No”, 31.4% of which did not plan on going to university.

85.5% of respondents answered “Yes”.

The responses to this question show that there is strong support among pupils in Newham for a more focussed curriculum if it provides a better chance to win a place at a good university. The significance of the small proportion of “gifted and talented” registered pupils who were unsure or thought breadth of A-level options was important may suggest there has not been enough advice on the differing status of A-levels in the context of university admissions. The outreach programme and the curriculum (and applications preparation) of the Academy is specifically designed to address this problem.

## *11. Would you be happy to have a school day extending to 5 pm?*

This question was intended to gauge the appetite among local pupils for the longer hours that will be a fundamental part of the Academy's educational plan. For the sake of succinctness, and in order to focus the question on basic willingness to work longer hours, we did not explain that afternoons would be primarily taken up with non-academic activities.

38.5% of respondents answered “No”.

60.5% of respondents answered “Yes”.

These responses show that the longer school days at the Academy will not be an obstacle to encouraging applications, particularly as the educational plan involves afternoon school being spent in interactive, physical, non-academic pursuits rather than in the classroom.

This instruction followed: “Questions 12-14 are answered by selecting **one** of the options: **enter a cross in the box** besides your answer.”

## *12. Which of the following local authorities do you live under?*

This question helped us trace the geographic spread of support for the Academy across East London.

89.9% of respondents were from Newham and the rest of the respondents were from the surrounding East End boroughs of Barking and Dagenham, Havering, Waltham Forest and Redbridge (one respondent was from Barnet).



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(Pupils were asked to tick a box from a list of London Boroughs including Barking and Dagenham, Havering, Newham, Tower Hamlets, Waltham Forest and “Other (please write)”)

## *13. Please place a cross in the box to indicate which statement best represents your feelings.*

This question was intended to provide an indication of direct interest in applying to the school, as well as to demonstrate how much support there was for the existence of the school among those who would not apply themselves. Answers to the first option in this question could be treated as an equivalent to a parent's confirmation that they would select the school as a choice.

I am excited at the prospect of a new school for gifted and talented sixth-formers in East London and would apply after finishing my GCSEs if it existed now.	77.3% (228)
I am excited at the prospect of a new school for gifted and talented sixth formers in East London as a provision for others but would not apply after finishing my GCSEs if it existed now.	14.2%
I am not interested in the prospect of a new school for gifted and talented sixth formers in East London.	7
I am not interested in the prospect of new schools in East London.	9

Responses to this question show overwhelming support for the existence of the Academy – 91.5% of respondents were excited at the prospect of its establishment.

Of the 228 who stated that they would apply if the Academy existed, 58 were in Year 9.

36 of these were registered as Gifted and Talented.

91 were in Year 10. 75 of these were registered as Gifted and Talented.

The high positive response to the first option shows that a well-planned marketing strategy will meet a receptive audience so that the Academy should not have a problem drawing enough applications, neither in the first two years of operation nor in the long term as its reputation grows. If we were to use G+T status as our benchmark for the number of successful applicants, the number of G+T pupils in Year 10 who chose the first option (i.e. half of the planned intake) shows that we should be able to fill places in the first year of operation. The existence of the outreach programme throughout the academic year 2012-2013 should help in boosting applications from, and the GCSE success of, the current Year 9 cohort across the 11-16 schools so that there will be enough qualified applicants to fill places for September 2013. The outreach programme beginning in 2012 will be able to prioritise mentoring for pupils who are both G+T registered and eligible for FSM across up to sixteen schools – a much larger group in total than represented here.



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*Please place a cross in the box to indicate your age.*

This question was used to attach an age-range, or Year-group category, to each respondent so as to contextualise their answers to all the other questions.

## Survey for Parental Interest

Since it will be pupils, and not parents, who apply to attend the Academy, this survey was conducted to assess the level of enthusiasm for the proposal locally, so that we could develop a marketing strategy that took account of parents' concerns if necessary. That parents will welcome the Academy is also important if it is to have a role in raising aspirations across the area as parental opposition has the potential to manifest itself in lower interest in the college on the part of children.

The introduction to the survey read as follows.

“A consortium of schools, with involvement from some of Britain's best universities, is proposing to set up a new free school in Newham for children aged 16-19 studying A-levels, the “London Academy of Excellence”. The school is designed to help gifted and talented students from Newham and surrounding boroughs achieve the best A-level results they are capable of, and gain a place at one of Britain's top universities for when they leave. Undergraduates from London universities and teachers from the new school will play a highly involved role in mentoring pupils at surrounding secondary schools to help them meet the admissions criteria for the school and encourage aspirations.

As the school will be a Sixth Form college, the decision to attend will be up to secondary-school leavers themselves, not parents. We are conducting this survey, however, to find out whether you would be in favour of the new school and whether you would encourage your child to seek a place. We would be very grateful if you could answer the following questions to help us.”

This instruction followed: “Questions 1-8 are answered with a “yes” or a “no”: simply **circle Yes or No** after the question to give your answer.”

### *1. Do you have a child currently studying for his or her GCSEs at a state-maintained school in the local area?*

This question was included in order to provide context for answers to further questions, particularly in cases where the respondent was not a parent of a pupil respondent (or respondents) and so could contribute to the numbers of likely future applicants among the current Years 9 and 10 cohort. In the event, all respondents answered “Yes”.

### *2. Is this child planning on continuing in education to take A-levels?*

Again, this question was included in order to provide context for further answers. All but one respondent answered “Yes”.

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## *3. Are you happy with the Further Education colleges, Sixth Form colleges and in-school sixth forms available locally?*

This question sought to gauge parental dissatisfaction with local provision. As in the case of the equivalent question put to pupils, it is presumed that such dissatisfaction will be due to the inadequate provision of and focus on academic studies at 16-19 level because of the presence of many large colleges providing varied vocational training in the area.

64% of respondents answered “No”.

The responses to this question suggested a general dissatisfaction with local sixth form provision. Such dissatisfaction demonstrates a level of local demand supporting answers given to question 10.

## *4. As far as you know, is your child happy with the Further Education colleges, Sixth Form colleges and in-school sixth forms available locally?*

This question added weight to responses to question 10 given by parents whose pupils had not also answered the survey.

60% (27) of respondents answered “No”.

These responses once again show a desire for new Sixth Form provision of a different kind to what is currently available. By extension, the answers to questions 3 and 4 show a favourable attitude to the proposed Academy.

## *5. Is this child eligible for free school meals?*

This question provided context for answers to question 10.

## *6. As far as you know, has this child been registered as “gifted and talented”?*

This question provided context for answers to questions 4 and 10.

62.5% (20) of the children of parents, registered as “gifted and talented”, had indicated to their parents that they were unhappy with 16-19 provision available locally.

This statistic once again demonstrates the support for new, more appropriate Sixth Form provision for gifted children.

## *7. Do you believe that a better chance to get into a good university is more important than having a wider range of A-level options?*

This question was included to gather a more in-depth understanding of the priorities of parents in the area.

82.2% of respondents answered “Yes”.

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These responses show overwhelming support for the educational plan and purpose of the Academy specifically, proving correct the earlier supposition that an overly diverse, and not sufficiently academic, range of 16-19 provisions locally was the reason for dissatisfaction.

## *8. Would you be happy for your child to have a longer school day?*

This question was included to show whether or not parents would be welcoming of this specific element of the Academy's educational plan, which is particularly important as it is possibly the element that would most affect parents.

69% of respondents answered "Yes".

These responses show substantial support for an element of the Academy's educational plan which will affect the daily lives of parents the most. This is important as practical elements like these could potentially obstruct local support. Clearly this will not be the case with this policy in this area.

This instruction followed: "Questions 9-10 are answered by selecting **one** of the options: **enter a cross in the box besides your answer.**"

## *9. Which of the following local authorities do you live under?*

This question was asked in order to establish the geographic source of support or lack of support so that our marketing strategy, choice of catchment areas, and potentially choice of site, could take account of where parental support lay – in the first instance checking that parents near the proposed site were supportive. To be so since 95.5% of the parents were from Newham, where the preferred site is.

(Parents were asked to tick a box from a list of London Boroughs including Barking and Dagenham, Havering, Newham, Tower Hamlets, Waltham Forest and "Other (please write)")

## *10. Please place a cross in the box to indicate which statement best represents your feelings.*

I am excited at the prospect of a new school for gifted and talented sixth formers in East London and would encourage my child to apply after his/her GCSEs.	93.3%
I am excited at the prospect of a new school for gifted and talented sixth formers in East London but would not encourage my child to apply after his/her GCSEs.	4.4%
I am excited at the prospect of a new school for gifted and talented sixth formers in East London but do not have any children in secondary education.	
I am not interested in the prospect of a new school for gifted and talented sixth formers in East London.	
I am not interested in the prospect of new schools in East London.	

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These responses clearly show parental support for the proposed provision.

There were also 6 parents whose postcodes and telephone numbers demonstrated that they were not the parents of any of the pupil respondents. 4 of these parents had a child in Year 10 and responded that they were “excited at the prospect of a new school for gifted and talented sixth formers in East London and would encourage my child to apply after his/her GCSEs”. 3 of these children were registered as gifted and talented and 1 of these children was registered as gifted and talented and eligible for free school meals. Assuming that these children will take their parents' advice on applying for Sixth Form colleges, these figures bring the total of prospective applicants for the 2012 cohort to:

97 pupils, of which 79 are registered as G+T, 44 are eligible for FSM, and 36 are both registered as G+T and eligible for FSM.

## *11. Please write numbers in the boxes on the right to indicate how many children you have and what ages they are.*

This question was included to ascertain whether the children of parents were in Years 7, 8, 9, or 10 and so could be considered potential applicants for places in the first few years of the Academy. To indicate the format in which this question was asked, the total of responses for each Year group is summarised below.

### *Quotations from Local Parents and Teachers*

In addition to the support demonstrated above, the following are just samples of written support that we received for the Academy:

*“It is important that we continue to inspire and prepare our brightest young people from the most under-privileged backgrounds to apply to the top universities...I wholeheartedly support the current proposal”*

██████████, ██████████ (

*“With the recent rise in tuition fees and many colleges no longer offering Higher Education courses, it is even more important our children are supported between 16-18yrs so that they can get into a good University. In Newham there is only one sixth form college, which I do not believe produces satisfactory results...I am keen to support a good 16-18yrs school in Newham.”*

██████████, ██████████

## Evidence of Need in the Local Area

Where we set out the Academy's **educational vision**, we provided research into the need nationally for academically-focussed 16-19 provisions which target under-privileged but gifted children. In this same section we also included research that showed the need for such provision in Newham, which included indication of other nearby areas with similar deprivation of academic provision. This research was included above, rather than here, in order to make clearer how the educational vision

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and plan responds closely to each of the national and local problems identified and explained in the research.

Our **marketing strategy** and the outreach programme of mentoring to be undertaken by students at the Academy (explained in the **organisation of learning** and **community engagement** sections, above) demonstrates how we will make the school known and attractive to pupils from deprived families – more details can be found in these sections. Moreover, our two alternative admissions policies both contain measures to ensure that students will come from a range of socio-economic backgrounds at least, and primarily from income-deprived families at best.

## Consultation

If this application is approved, a consultation will immediately be begun on 1<sup>st</sup> October. Another survey, providing more details of the nature of the proposed Sixth Form provision, will be undertaken, targeted at head teachers and principals of local secondary schools and 16-19 provisions. In effect these details will be a summary of the educational vision (including elements of the research of national and local need) and plan. The results of this survey will be used to ascertain support among local educational leaders. In this context, “local” will not only include the London Borough of Newham, but also Tower Hamlets, Hackney, Waltham Forest, Havering and Redbridge and Barking and Dagenham. A similar survey will also be undertaken targeted at members of the Local Education Authorities for these boroughs. Both of these surveys will include encouragement to give written feedback. The members of the Local Education Authority for Newham will also be invited to give their views in more detail at meetings with directors of the Company Ltd by Guarantee, the London Academy of Excellence. Another, more detailed version of the survey issued to establish demand for the Academy will be designed and issued, with the help of the Academy's partner 11-16 schools, to a random sample of 1000 parents and 2000 GCSE and Year 9 pupils attending these schools. The survey for consulting parents will include information on how to approach head teachers or LEA members to represent them in the negative feedback negotiation process outlined below.

Opposition detected through these surveys will be prioritised in importance placing head teachers, principals and LEA members in Newham above those of surrounding boroughs. This prioritisation will be used to determine, where the nature of objections raised conflict with each other, which objections need to be answered first. Answering objections will take the form of invitations to meetings between head teachers and principals and members of the Trust, as well as invitations to further meetings between LEA members and members of the Trust. It is hoped that such meetings will provide us with an opportunity to provide more evidence that will persuade opponents of the proposal of the benefits that the Academy will bring to the area. Objections to specific elements of the educational plan which remain even after the provision of such evidence may lead to an assessment process by members of the Trust as to what compromises could be made to satisfy opposition without jeopardising our educational vision.

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## *Ensuring that the Consultation takes all voices Equally into Account*

Once the 1000 parents to receive surveys have been drawn from the databases of the 11-16 schools, the surveys will be translated into appropriate languages based on the information available to the schools to ensure that parents from different communities can contribute to the consultation. The random selection process will ensure that recipient parents have not been selected by schools on any basis that could prejudice their opinion on the proposed school.

## Marketing Strategy

### Preamble

The marketing strategy for the Academy consists of two distinct elements: a process of advertising the Academy directly to pupils in schools with presentations and prospectuses in the first instance, and this process combined with the outreach programme in the long term.

### Advertising the Academy to the First Two Cohorts in 2011-12 and 2012-12

As explained below in **organisational capacity and capability**, the Trust has appointed a member to oversee the lead-in phase. This member's range of responsibilities will include leading and organising of a series of presentations concerning the new Academy and the opportunity it provides pupils which will be delivered in the sixteen 11-16 partner schools in the first instance. The presentation will also be given at other 11-18 and 11-16 schools in Newham, Tower Hamlets, Hackney, Waltham Forest, Redbridge, Barking and Dagenham, Haringey and Havering as far as resources allow. We will ask the consortium schools and other local secondary schools if there would be an opportunity for one of the members of the Trust to deliver a presentation towards the end of the Autumn, Spring and Summer terms. The request will include explanations of the benefits that the academy will bring to secondary schools in the area in terms of raised aspirations, as well as of the benefits to pupils who successfully apply.

We will attempt to deliver the presentations once a term for two years at as many schools as possible in order to maximise the number of pupils who are able to see the presentations. These presentations will lay clear stress on the unique advantages for academically-inclined pupils that the Academy will provide (greater contact time, advice on learning and study skills and preparation for university applications, for example) but also point out the learning enrichment opportunities present in the Academy's co-curricular, outreach and sports programmes. Our requests to partner and extra-consortium schools will stress the particular relevance of these presentations to academically gifted pupils but also explain that all pupils are welcome to attend the presentations and thence apply, setting their sights on high GCSE results. It is recognised that not all these requests will be met positively given timetable constraints and potential perceived competition with in-school Sixth Form colleges, and so



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requests will need to be tailored to the potential concerns of head teachers as outlined in the consultation.

Presentations will be supported by the distribution of brief, accessible prospectuses to interested students that outline the A-level choices, co-curricular, sports and outreach programmes available. They will also include explanations of other aspects of the Academy that will make it attractive to applicants – for example, smaller class sizes and a pastoral system that is supportive and fun to work in. They will include brief quotations of advice from admissions tutors at the partner universities and endorsements, once possible, of the Academy from its students. A number of prospectuses will be delivered to 11-16 schools to distribute as they wish. The cost of these prospectuses has been fully factored into the **financial plan**.

The consultation process as well as our partnership with the sixteen 11-16 schools should also ensure that by September 2013 word-of-mouth awareness of the Academy should have spread amongst teachers so that the Academy will be an attractive option raised in other careers advice practices normally undertaken by these schools.

In order to avoid dispiriting gifted pupils not eligible for Free School Meals, or who do not regard themselves as under-privileged, attention will not be drawn to the potential prioritisation of applicants eligible for Free School Meals in our over-subscription criteria in the presentations and prospectuses. This being the case, the requests to be allowed to deliver presentations at schools will explain this prioritisation and ask that staff particularly encourage pupils they regard as under-privileged (naturally including, but not limited to, pupils eligible for FSM) to attend presentations and consider applying. To support this strategy, a survey asking pupils in years 10 and 11 about their gifted and talented status, how they regard their own academic ability and work ethic, their free school meal eligibility and how they regard their family's economic circumstances will be issued among partner and non-partner 11-16 maintained schools in the boroughs identified. This survey will also ask for a name and address and a question as to whether or not the respondent would like to receive a free prospectus. Pupils who self-define as under-privileged and/or are eligible for Free School Meals and who also are registered as Gifted and Talented and/or self-define as academically able and hard-working will be sent a free prospectus. In case of insufficient funds, the prospectuses set aside for schools to distribute themselves will be re-allocated to this aspect of the marketing strategy.

## Advertising the Academy in Subsequent Years

The way that the marketing strategy changes in the third and fourth years after the Academy's opening will depend upon how popular applications are.

Teachers at the Academy, assisted by students, will take over the delivery of presentations, which will be co-ordinated by the Deputy Headteacher (Academic and Outreach). This will mean that the range and frequency of presentations may not need to be reduced. If application popularity continues to increase, however, we expect the Deputy Headteacher (Academic and Outreach) to trial a scaling-down of the



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presentations programme to twice and then perhaps once a year at each school, and perhaps subsequently only at non-partner schools.

This scaling-down of the presentations programme, particularly as regards ending the practice of having more than one presentation a year at partner 11-16 schools, is not thought to be likely to have a negative effect on applications because by the third and fourth years the outreach mentoring programme will be in full effect. To elaborate on the details outlined in the **community engagement** and **organisation of learning** sections, in order to clarify how this will work over the next six-year period, this outreach programme will work as follows:

- The Deputy Headteacher (Academic and Outreach) will liaise with the consortium schools, who will pick out the 20 most able pupils from their Year 10 cohorts in September 2012. This will total 320 pupils to be mentored by 150 students in the academic year 2012-2013. Each student will be assigned between one and four pupils, with these assignments based on subject interests and, where possible, on a single-sex basis (given the proximity of age here and the relationship of responsibility that we are attempting to cultivate for the benefit of both the pupils and the student involved, this was thought to be a sensible policy). The 2012 cohort of 150 students will mentor this cohort of pupils through to their GCSE exams in the summer of 2014.
- Meanwhile, the 2013 cohort of 150 students will be assigned between one and four pupils on the same bases from the Year 10 cohort of 2013 and a smaller portion of the Year 8 cohort of 2013 (assignments between Year 12 and Year 8 children will be made easier by not needing to consider the sex make-up of mentoring groups). The 150 students admitted in September 2013 will mentor these pupils up to their GCSE exams, or GCSE choices, respectively.
- The 2014 cohort of 200 students will be assigned between one and four pupils on the same bases from the Year 10 and Year 8 cohorts of 2014. They will see their mentees through to GCSE exams and GCSE choices, respectively.
- The 2015 cohort of 200 students will be assigned between one and four pupils on the same bases from the Year 10 and Year 8 cohorts of 2015. (This Year 10 cohort will have 'slipped through the net' at Year 8 in 2012 when only 150 students were admitted to the Academy). They will see their mentees through to GCSE exams and GCSE choices, respectively.
- 100 members of the 2016 cohort of students will 'pick up' the 2013 cohort of Year 8 students, then in Year 10, and see them through to their GCSE exams. 100 members of the 2016 cohort of students will be assigned to the 2016 Year 8 cohort as described above.
- This process will repeat indefinitely with the new cohorts of pupils and students in future years.

The staff identifying the 20 most able pupils in any given cohort will be encouraged to revise their decisions at the end of the year to maintain a fluidity so that pupils' progress or lack thereof can be reflected in which pupils are assigned a mentor, rather than being 'locked into' or 'locked out of' a mentoring group at the start of Year 8 or 10. This has the added benefit of maximising the word-of-mouth marketing of the Academy since not only will able pupils not identified by staff to be mentored hear about the

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Academy from their peers who have been so identified, but the number of pupils who have been mentored at one point will be increased. The process of identification and assignation will have to be dealt with using increased sensitivity on the part of the students and staff concerned given a policy of fluid talent identification.

# 6. Organisational Capacity and Capability

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## Preamble

In this section, we provide the details of, firstly, the current directors of the Company Limited by Guarantee making this application, the London Academy of Excellence. This will demonstrate the adequate financial and educational expertise present in the Company during the lead-in phase. We also include, however, the details of individuals who have agreed to join the board of the Company after approval of this application, and then to join the board of governors of the Academy as it is established. Plans for securing long-term, full-time financial expertise are included in our plans for recruiting staff in general, which are detailed after the plans for appointing a Governing Body.

## Capacity and Capability to set up a School

### Expertise of the Current Directors of the Company

All of the following individuals will submit Declaration and Suitability forms directly to the Department for Education.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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## Expertise of Prospective Directors of the Company and Governors of the Academy

All of the following individuals will submit Declaration and Suitability forms directly to the Department for Education.

██████████  
██████████.

██████████.

██████████.

██████████.

██████████.

██████████.

██████████.

## Plans for Initial Appointments and Recruitments

### *The Governing Body*

All current and prospective members of the Company will be approached to be members of the Governing Body of the Academy. As mentioned above, the Chair of the Governing Body is at the time of writing expected to be ██████████ HCIMA IPM. The make-up of the Governing Body will otherwise follow a combination of the independent school model with local stakeholders. That is, we will seek to secure a governor with a successful financial background apart from ██████████, a governor with a successful legal background, and two with public office backgrounds, all London-based and using the contacts and goodwill provided by independent schools involved in the consortium. An additional local maintained school Headteacher may be invited. A member of the Local Education Authority and Newham Borough Council will be invited to sit on the Governing Body and in this way we will try to ensure there is at least one governor drawn from local government. At least one parent governor, elected by the parents of students, will be invited to sit on the Governing Body when this is possible

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## *The Principal Designate and Senior Management Team*

We have identified a leading Headmaster of an HMC school who is willing to take on the role of Headteacher once this proposal is approved. He has been approached to lead the Academy on the basis of his success in raising academic achievement at Sixth Form level. Any alternative candidate would be expected to be similarly committed to ensuring excellent academic results at the Academy in addition to commitment to overseeing diligent pastoral care and a flourishing programme of activities outside the classroom.

Advertisements in the Times Educational Supplement, teacher.net and similar agencies will be taken out for the Senior Management posts of Deputy Headteacher (Academic & Outreach), Deputy Headteacher (Pastoral and Co-Curricular) and Bursar (in order to attract someone who has employed their financial expertise in an educational context). An application and interview process will then be held by members of the Company as soon as the Principal Designate has been appointed. While it is recognised that involvement of members of the Company in appointing staff subordinate to the Principal Designate may be out of the ordinary, it is thought that this is the best way to ensure that the SMT share the very specific aims of the Academy and that the Bursar is sufficiently qualified to take over from [REDACTED] during the lead-in phase. This process is expected to be completed by the end of 2011.

## *Support Staff*

Once the Senior Management Team have been appointed, they will advertise for and recruit, by an open process of advertisement, application and interview, such support staff as is necessary to open the school in advance of September 2012 and assist with the secretarial duties involved in recruiting the teaching staff. This process is expected to be complete by late February 2012.

## *Initial Teaching Staff*

Once the Senior Management Team have been appointed and recruited the necessary support staff, the remaining teaching staff necessary to teach the first cohort will be recruited through an open process of advertisement, application and interview. At the advertisement stage it will be made clear that the prospect of advancing to departmental headship within four years is high, that applicants with strong subject knowledge (including a 2.i degree or better in a course closely related to their subject) and experience of teaching able 16-19 year-olds will be preferred, and that a willingness to participate in co-curricular activities during the school day will be desirable.

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## Capacity and Capability to run a School

### **Financial Expertise**

The financial expertise, particularly as relates to the management of the financial aspects of a school, of [REDACTED], who will be responsible for this element of the lead-in phase, is set out above. In the long-term, however, financial planning will be primarily the responsibility of the Bursar with oversight of the Governing Body. As mentioned above, the Governing Body will include at least one governor with a successful financial background. We are confident that the role the Company will play in appointing the Bursar will ensure that he or she has adequate financial expertise to oversee financial planning and management on an operational level in the long term.

### **The Governing Body and Members of the Academy Trust**

It is recognised that there will be significant overlap initially between the Academy's Governing Body and Academy Trust membership, but that this will be reduced as the Governing Body is expanded to take on local stakeholders. Up to and after this point the Governing Body will be responsible to the Academy Trust for the success of the Academy.

### **Leadership and Staffing of the Academy**

#### *The Headteacher*

The Headteacher will be responsible to the Governing Body for the students, staff and all aspects of the school as a whole. This will include monitoring and evaluating the performance of the Academy according to the success of its curricular, co-curricular, sports and outreach programmes, implementing the Governing Body's policies on equal opportunities, and motivating staff and pupils through hands-on leadership. These responsibilities will also include oversight of the Deputy Headteachers' responsibilities, probably involvement in interviewing new staff, and possibly teaching duties as far as is commensurate with his or her duties as Headteacher.

The Headteacher will also assist the Governing Body where required in securing sponsorship from third parties, and will be responsible for liaising with, or co-ordinating Deputy Headteacher (Academic and Outreach)'s liaison with, other school leaders and university professionals as is required in order to build up and use the consortium of 11-16 comprehensive schools, independent schools, and universities.

#### *The Deputy Headteacher (Academic and Outreach)*

This Deputy Headteacher will be responsible to the Headteacher for all aspects of academic life of the College. He or she will chair meetings of Heads of Department, monitor the success of departments, play a direct role in the recruitment and dismissal of academic staff and co-ordinate staff deployment and timetabling. For the first three years, the Deputy Headteacher will take advice from the teaching staff recruited to select syllabuses as there will be no Heads of Department during this period.

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This Deputy Headteacher will also be responsible for co-ordinating the outreach programme. This responsibility will include developing the mentor-training programme for Year 12 students and co-ordinating its delivery by teaching staff, matching Year 8 or 10 G+T pupils from the partner schools to their Year 12 mentors using the information given by these partner schools, and consequently taking a key role in building up and sustaining relationships with these partner schools.

This Deputy Headteacher will be responsible for developing, with the advice of Heads of Department after 2015 and all teaching staff until 2015, the academic and subject enrichment programmes, including drawing up skeleton syllabi that staff teaching academic and subject periods can adapt to the needs of students.

This Deputy Headteacher will be responsible for developing, with the advice of professionals from partner universities, a careers advice and applications preparation programme consisting of a skeleton syllabus that teaching staff can adapt to the needs of students.

This Deputy Headteacher will be responsible for oversight of relationships between the partner independent schools and the subject departments.

The responsibilities of the two Deputy Headteachers are open to alteration so as best to make use of the combined talents and experience of high-quality applicants for these two posts.

## *The Deputy Headteacher (Pastoral and Co-Curricular)*

This Deputy Headteacher will be responsible to the Headteacher for all aspects of pastoral, spiritual and cultural life at the school, and for overseeing the co-curricular and sports programmes. This responsibility will include co-ordinating sports options and the provision of sports facilities (or co-ordination of the hiring thereof and transport thereto) and being directly involved in the recruitment and dismissal of coaching staff. This responsibility will also include co-ordinating co-curricular options and the provision or hiring of any equipment or facilities needed for these. In this regard, he or she will ensure at all times that the provision of the sports and co-curricular programmes make the very best and most efficient use of money, both public and sponsorship.

This Deputy Headteacher will chair meetings of Heads of House and ensure that assessment of student progress and addressing the needs of students by tutors and subject teachers runs smoothly and effectively. This responsibility will include designing, monitoring and overseeing the implementation of sanctions and rewards strategies for behaviour management.

This Deputy Headteacher will be responsible for implementing induction programmes for new academic staff and will be directly involved in the recruitment and dismissal of academic staff.



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This Deputy Headteacher will be the SENCO, responsible for co-ordinating additional provision for SEN and EAL students in line with the Academy's SEN and EAL policy.

This Deputy Headteacher will be responsible for assuming the role of the Headteacher in the Headteacher's absence.

## *The Bursar*

The Bursar will be responsible for managing the finances of the Academy, assisted by two support staff in the domestic bursary. This will include ensuring that the Academy's financial plans and situation meets Ofsted expectations, and monitoring, evaluating and preparing for scrutiny all records relating to school income and expenditure. This will also include ensuring that all expenditure offers maximum value for public money and sponsors' money. This will also include maintaining relationships with corporate sponsors and building up new relationships when deemed necessary.

The Bursar will also be responsible to the Headteacher for all aspects of managing the school not related to educating the students – that is, the planning, design, organisation and monitoring of support services within the Academy and outsourced to the Academy. To this end the Bursar will be directly involved in and responsible for the recruitment, induction, management and dismissal of all support staff and will be responsible for establishing and managing any leases of equipment, outsourced maintenance, catering and IT services, insurance policies, and premises work and maintenance.

## *ICT Officer*

The Information and Communications Technology Officer will be responsible to the Bursar for monitoring and evaluating all ICT services in the Academy, advising the Bursar on all procurement of ICT. He or she will also be responsible to the Bursar for servicing and maintenance of the Academy's ICT services and ensuring that the quality and reliability of these services meets the needs of all students and staff.

## *Other Support Staff*

Other support staff will include the aforementioned 2 assistants in the Domestic Bursary, a small secretariat of up to 4 secretaries to assist the Senior Management Team and Bursar in their duties, 2 assistants to compile and make available all accounts, 2 receptionists, 2 security officers, 2 maintenance officers, a porter, a librarian, and an HR Officer. These individuals will be recruited in accordance with all relevant legislation. Support staff positions will be advertised publicly immediately once the Senior Management Team has been appointed and applications will be assessed by interview with reference to relevant experience and, where applicable, qualifications.

## *Teaching and Coaching Staff*

The London Academy of Excellence proposes to attract sponsorship from a consortium of independent schools in the form of secondments of teachers to the Academy for two-

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year periods, as well as part-time secondments of independent school sports coaches from London-based independent schools. It is recognised how ambitious these proposals are and so the academic staffing plan described below and referred to in the **optimal financial plan** deliberately presumes a lower number of independent school partners than we currently expect to obtain given the success of our initial approaches and the plans outlined in the **Educational Plan**.

2012: since we will be offering 12 AS-level options to 150 students in this year, staffing levels will be high in relation to the initial year staffing levels of a new secondary school teaching Key Stage 3 subjects to Year 7 pupils since we cannot know the distribution of A-level choices for the first cohort, and so what teachers to hire if we were to hire the minimum number possible to teach these options, until after the students' choices have been made, which will not leave enough time to recruit staff diligently. To attempt to limit this element of diseconomy we will hire 17 teachers, 4 of whom will be on secondment from the consortium of independent schools, to teach the first cohort. That year we will also hire a coach to assist the Deputy Headteacher (Pastoral Co-curricular) in planning and leading the sports programme. Furthermore, for the first three years of operation there will be no appointed Heads of Department, but the Deputy Headteacher (Academic and Outreach) will assist subject teachers in selecting syllabi and monitoring teaching and learning for their subject.

2013: As the size of the student body more than doubles, an increase in teaching and coaching staff will be necessary. The more even distribution of A-level choices expected to follow increased numbers of students should, however, make better use of the staff already recruited. We will recruit 3 additional paid teaching staff and take on 2 additional independent school teachers on secondment, using the current distribution of students across subjects to judge what subject teachers it would be most effective to hire. We will also accept an independent school coach on full-time secondment for two years, bringing the full-time coaching staff to 2.

2014: As the size of the student body continues to increase, we will hire 12 additional teaching staff, recruiting on the basis of the subject choices of the 2013 cohort so as to homogenise class sizes. At this point, the total number of academic teaching staff (35) should be sufficient to be able to take account of the unequal distribution of students across subjects given their freedom of choice while maintaining relatively small class sizes.

2015: As the size of the student body reaches its maximum, we will hire 2 more permanent teaching staff and take on 2 more independent school teachers, bringing the consistent total of teaching staff to 40 and full-time coaching staff to 2. Before the start of this year, teachers on the permanent staff will be invited to interview to take on the responsibilities of Heads of Department in order for their departments to have more autonomy and to allow the Deputy Headteacher (Academic and Co-curricular) to focus on his or her other duties. There will not be separate departments for science and language subjects.

Permanent teaching and coaching staff will be recruited using public advertisement and open applications, with an interview process including interviews with the Deputy

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Headteachers, the relevant Head of Department (after 2015) and a demonstration lesson as per best practice in both independent and maintained sectors. It will be made clear that staff will be expected to take on co-curricular, tutorial and academic/subject/career support duties without additional pay, but also that all of these duties will fall within the timetable. Depending on the practicability of using part-time secondments for sports coaches, light coaching duties within the timetable may be added to teaching staff's responsibilities as happens in the independent sector. Permanent teaching staff will be expected to have QTS or at least a year's experience of full-time teaching including teaching Sixth Form students, and a statutory induction will be provided for NQTs. It will be made clear in advertisements for teaching posts that applicants will stand a much stronger chance of success if they have a 2.i degree or better in a discipline directly related to the subject they wish to teach.

Teaching staff on secondment from independent schools will be encouraged and put forward by the independent school which is assisting in the provision of that subject. In the long-term, we plan to have close to but no more than twenty independent schools in partnership to increase the pool of talent available to the Academy, but efforts to secure more partners will continue until there are at least eleven – one school to provide assistance for each subject, counting French and Spanish as coming under one foreign language umbrella for this purpose. Teaching staff on secondment from independent schools will continue to be paid by their independent school, and will have volunteered for secondment to the Academy. To secure sufficient volunteers, any teacher at a partner independent school will be able to volunteer for a secondment to the Academy when one is open, regardless of whether his or her school is assisting the subject related to that secondment, and competing volunteers will be invited to interview. This openness will help to ensure a bank of volunteers as it will be made clear to those who do not succeed in such interviews that they are very much wanted as soon as another secondment post in their subject arises.

## 7. Premises

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### Details of our Preferred Site

When carrying out the research contained in the **educational vision** which inspired this project, we identified an ideal location for the Academy which would address both income deprivation and a lack of appropriate Sixth Form provision in this deprived area of London: in the London Borough of Newham firstly, and in Stratford more specifically to take advantage of transport links and proximity to similarly deprived areas in neighbouring boroughs. (See Figure 5)

Upon investigation, we identified a site in an ideal location which had been used by Rokeby School until this school moved to a new site in order to allow the old site to be rebuilt under the Building Schools for the Future programme to accommodate a girls' school which was becoming co-educational. The BSF bid by Newham relating to this site is currently being reviewed in court and so, for this reason as well as to prevent prejudicing Government negotiations after approval of this application, we have not entered into any formal negotiations, but rather made two preliminary visits to the site to investigate its suitability and the scale of refurbishments that will need to take place.

#### *Reasons for Choosing this Site*

As can be seen in the map below, this site has ideal transport links to allow for students to reach the Academy from all over Newham, surrounding boroughs and potentially all over London in years to come. Its proximity to the Olympic Park means that the area will be experiencing a degree of regeneration in the years to come which will help us to attract corporate sponsorship and so afford the additional costs implied by our **educational plan** and **leadership and staffing** ambitions. It is hoped that this proximity will also increase the profile of the Academy as it opens in 2012 so that the **marketing strategy**, and our pursuit of corporate sponsorship, will be able to 'piggy-back' on the publicity created by the Olympic Games occurring in London in 2012.

With regards to local facilities and the difference they will make to running the school, the distribution of playing fields and leisure centres in the local area will make it possible to provide the sports programme envisioned in the **educational plan** and cater to a range of possible student sporting interests. Although the site has a full-sized artificial pitch, there are also 4 leisure centres run by the not-for-profit GLL and 2 sets of playing fields run by local government within 15 minutes' drive.

The site itself is structurally intact, and with facilities still operating, although in need of repair (see **description of the site** below). It is presumed that with enough capital to refurbish and adapt the existing buildings to our needs, the Academy would not need to occupy all of the land and buildings present.

The site is the [REDACTED], [REDACTED], Stratford, London [REDACTED].

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*(Figure 6: Map of the Location of the Rokeby School Old Site and surroundings)*



## *The current use of the proposed site*

The site is currently owned by the London Borough of Newham who are awaiting the outcome of a review of their bid to rebuild the site under the BSF initiative. As such, procuring the site will depend on the outcome of this review but not on negotiating with a private body and we hope and expect that our desire to continue to use the site and the school buildings for purposes that will provide significant benefit to education in Newham will ensure that future negotiations for the site can be conducted on relatively favourable terms.

## *Description of the site*

The site is approximately 1690.57sqm large, with buildings rising to three floors and including an artificial pitch of 300sqm. Most classrooms were roughly 6m by 8m and there were enough to accommodate a roll of 750 pupils, but in 2008 Newham Council determined that these classrooms were too small to cater to class sizes. Other reasons for planning to rebuild the school were that “some specialist curriculum provision is inadequate or missing altogether, ICT cannot be exploited fully, corridors are poorly provided and the School suffers from a lack of administrative space. Disabled people

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cannot access the premises and there are limited facilities for boys with special education needs.”<sup>46</sup>

Upon visiting the site, we discovered the need for substantial redecorating in addition to the need for expansion of administrative space and, probably, improvement of cabling to provide for modern ICT needs in the 1960s building. The lighting was mainly adequate but some will need replacement as at present many classrooms are lit by strip lights without shades. The electrical infrastructure of the buildings will need examination as there had apparently been no systematic replacement since the original building of the school. The heating infrastructure was in a similar situation. There were adequate numbers of hygienic facilities but these had not been kept in adequate condition and we expect they will need to be replaced. The BSF officials in Newham Council were understandably reluctant to issue too much information to potential bidders for the site, for example on the state of the site such as asbestos reports and light and heating deficiencies, whilst the review of their BSF bid is underway.

On the other hand, the size of classrooms should not be inadequate for the requirements of a Sixth Form College, particularly one with only 400 students. Problems of narrow corridors will be less acute, and perhaps nonexistent, when dealing with such a reduced roll of more mature children. Science laboratories needed some redecoration but were of adequate size for Sixth Form classes. We do not expect storage and all furniture to need replacement entirely. All things considered, of course, the existence of school buildings and the public ownership of both site and buildings make this site a very attractive option in terms of value for money, in comparison to a site with buildings not designed for education.

## Capital Investment

Immediately upon approval, the members of the London Academy of Excellence will begin approaching potential corporate donors to support acquisition of and refurbishments to this site. The unique nature of the Academy and the support for the project from governors and senior staff of Brighton College and Highgate School, many of whom are themselves linked to institutions that could provide assistance in the acquisition and refurbishment of a site, should facilitate this process enormously. At the time of submission third party sources of funding have not been formalised sufficiently to put in writing in this application, but we expect to be able to attract significant donations and sponsorship if this application gains approval (see the **initial costs and financial viability**, below).

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<sup>46</sup> [http://secondary.newham.gov.uk/BSF/Rokeby\\_Consultation.pdf](http://secondary.newham.gov.uk/BSF/Rokeby_Consultation.pdf)

## 8. Initial Costs and Financial Viability

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### Preamble

We have drawn up two alternative financial spreadsheets, the first presuming full student intake in each year and full expected sponsorship from corporate partners and independent schools and the second as a sensitivity analysis presuming reduced student intake and a lower level of corporate sponsorship. The first of these is the **optimum financial plan** (Appendix 4a). It presumes that we will be able to attract about ██████████ per year in corporate sponsorship, as well as independent school sponsorship in terms of teacher salaries amounting to the salaries of up to 8. This is beneath additional sponsorship which will be sought to provide for costs not central to the **educational vision**, such as school uniforms and the travelling expenses of students, which have not been included as we do not intend to compromise in other areas to provide them if sponsorship cannot. This plan is conservative in outlook as we realistically expect to attract at least 12 independent school teachers on secondment, which will drive down payroll costs. Independent school teachers have been included on the payroll to illustrate staff numbers and to provide for the possible scenario in which it is easier to hire them for two years, and recoup the cost via direct sponsorship from the independent schools, than to have voluntary teachers with care of students for a two-year period. We have also not included independent school sponsorship for sports equipment and travel to and hire of sports facilities as this figure is not expected to cover the costs of these and so will be uncertain until negotiations with partner schools are complete.

The second is the **reduced sponsorship, 90% intake financial plan** (Appendix 4b), which shows how we will make the school viable in the long term if we cannot attract the expected initial corporate sponsorship. We have prepared this sensitivity analysis to assume that we can only attract £200,000 in the initial year. In this case we will prevent deficits by reducing relevant non-pay costs to account for a smaller student body (such as catering and educational materials) and also reduce the number of permanently employed teaching staff by 10% without reducing the proportion of independent school teachers on sponsored secondment. This will not compromise the **educational vision** or **educational plan** as the reduced numbers of students will maintain the same teacher-student ratio. Currently Free School Meal eligibility does not translate into a pupil premium in Sixth Form and so a reduction in the number of pupils on Free School Meals should not make a significant difference.

We recognise that the surpluses recorded in these spreadsheets regularly significantly exceed the 2% of turnover that can be retained from year to year. These surpluses have been left as-is, however, so as to include the expected sponsorship in the plans as well as to demonstrate how financially viable expected, and even significantly reduced, sponsorship will make the Academy.



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## Financial Spreadsheet and Long-Term Viability

Please see the four financial spreadsheets attached, entitled “optimum financial plan”, “corporate-only financial plan”, and “90% places financial plan”.

Non-pay costs have been primarily calculated with reference to the costs encountered by Kingsford Community School, since it is in a similar area, and scaled down to reflect the relatively small size of the Academy. Other methods used to calculate non-pay costs have been detailed in the Assumptions sheet.

Payroll costs have been calculated using national averages for support staff and statutory pay-spines for teachers and senior leadership, on the presumption that we will not be hiring any NQTs but may be hiring teachers with a probable range of two to five years' experience. This average estimate is also prudent because higher payrolls for more experienced independent school teachers will be met by higher sponsorship from the independent schools that provide them.

## Start-Up Funding

Please see the **financial plan spreadsheets** attached (or, in the hard copy, in the **appendices 4a and 4b**) for details of start-up funding.

## 10. Appendices

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In the hard copies of this proposal, the Survey Returns Data, Financial Plan Spreadsheets (Optimum, 90% intake and Corporate-only sponsorship) and Memorandum and Articles of Association are appended underneath the cover sheets below. In the electronic copies of this proposal, these documents have been attached as spreadsheets and PDF files to the e-mail.

### Appendix 1: Comparing Deprivation to Sixth Form and FE Provision

The purpose of the second map (Fig 5.) in the **research showing the need for the London Academy of Excellence** is to reveal how different types of 16-19 provision are distributed across London. The two narrower concerns are how academic, university-focussed 16-19 provision is distributed, and how this relates to the ambitions of 11-16 pupils in Newham. Using a list of the forty FE and Sixth Form colleges which Kingsford Community School, an 11-16 comprehensive in Newham, encourages its leavers to investigate, we established what percentage of the courses offered at these colleges fell under the category of 'hard' A-levels as recommended by Trinity College, Cambridge.

The purpose of this percentage was to demonstrate, firstly, the extent to which an institution was committed to and could accommodate students with academic talents and ambitions. Secondly, it is intended to demonstrate (for the sake of mapping) the availability of apparent opportunity to study academic subjects in a given location. Therefore, care was necessary in counting the total number of courses offered at each institution. On the recognition that vocational courses which are part time (and less than half a working week), taught in evenings or very short and so would not require a comparable amount of administrative and teaching commitment on the part of the institutions offering them, such courses were not counted. Likewise, GCSEs were not counted when they were offered as re-sits only, but they were counted when they were offered for 16-year-olds to enrol to study for the first time. Part-time courses which were half a week for a whole year or more were counted as half a comparable qualification.

Apprenticeships were not counted as they were not offered to full-time school-leavers seeking to continue their education and so do not present an 'alternative option' in the way that full-time vocational qualifications (often advertised as alternatives to A-levels) such as BTECs do. Vocational qualifications which were clearly intended to be a one-year part of a two-year programme of professional study divided into multiple sub-qualifications were counted as half of a whole, where the whole was present. This was to make vocational qualifications comparable to the AS/A2 two-year courses despite the greater delineation of many vocational qualifications by course. Where, however, a one-year course was offered without being part of a two-year whole, it was counted as it would still appear as an option for a school-leaver making choices, and it uses up an institution's resources to provide any given course with a different subject matter or skill to be taught.

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To reflect the efficiency of provision, and clarity of options for school-leavers, provided by having a distinct 16-19 provision in an FE college, for colleges with such delineations only the courses offered to 16-year-olds were counted. The data used to construct the map is tabulated below. The map uses a dot of the appropriate colour to denote the location of a college, and a translucent circle around the dot to make it clearer as well as to show the cumulative effects of 16-19 provision distribution.

<b>Institution</b>	<b>Postcode</b>	<b>'Hard' A-levels offered</b>	<b>Total comparable courses offered</b>	<b>Percentage 'Hard'</b>
Bacons College	██████	13	30	43.3
Barking Abbey Sixth Form	██████	12	34	35.3
Bishop Challoner Sixth Form	██████	12	37	32.4
Brooke House Sixth Form College	██████	11	57	19.3
Cambridge Heath Sixth form	██████	12	32	37.5
Canon Palmer Catholic School	██████	10	22	45.5
Central Foundation Girls Sixth Form	██████	8	27	29.6
Christ the King Sixth Form College	██████	15	50	30
City & Islington College	██████	22	108	53.7
City of Westminster College	██████	7	100	7
College of North East London	██████		105	0
Greenwich Community College	██████	7	58	12.1
Hackney Community College	██████	10	35	28.6
Havering College of Further Education	██████	5	38	13.2
Havering Sixth Form College	██████	16	65	24.6
Ilford County High School Sixth Form	██████	15	22	68.2
Ilford Ursuline High School	██████	13	16	81.2
Lambeth College	██████	6	61	9.8
Leyton Sixth Form College	██████	12	40	30
Mulberry School for girls Sixth Form	██████	11	29	37.9
Newham College of Further Education	██████			
Newham Sixth Form College	██████	15	88	17
Redbridge College	██████	0	38	0
Richmond Upon Thames College	██████	28	112	25
Rushcroft Sports College	██████			

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Seven Kings Sixth Form College	██████████	13	31	41.9
Sir George Monoux College	██████████	11	61	18
Sir John Cass Sixth Form	██████████	11	40	27.5
Southwark College	██████████	0	39	0
St Angela's and St Bonavenure's 6 <sup>th</sup> Form	██████████	13	31	41.9
St Charles Catholic Sixth form	██████████	12	36	33.3
Tower Hamlets 6th Form College	██████████	9	84	10.7
Valentines High School	██████████	11	25	44
Waltham Forest College	██████████	0	53	0
Wanstead High School Sixth Form	██████████	11	24	45.8
Westminster Kingsway College	██████████	8	51	15.7
William Morris Sixth Form	██████████	11	64	17.2
Southgate College	██████████	6	38	15.8
Woodhouse College	██████████	16	35	45.7
Woodford County High School	██████████	15	31	48.4

The map also shows distribution of deprivation across London using the Index of Multiple Deprivation compared by Super Output Area. It is taken from the Greater London Assembly's Intelligence Update from March 2011<sup>47</sup>.

## Appendix 2: Methodology of the Survey of Parent and Pupil Demand

### *Issues Arising in Responses to the Student Survey*

Reliance upon pupils as young as twelve meant that some questions were left unanswered or without entirely clear answers, but we were determined to make the survey as representative as possible and thus needed to take account of returned forms which were incomplete. To this end, where pupils did not give either a complete postcode or telephone number (which we requested in order to help establish that each survey represented the views of one respondent) their response to question 13 of the Student Survey has not been included in the total presented in the **evidence of demand and marketing**. Where they did not give an answer to question 4, 5 or both, they have not been included in the relevant categories of gifted and talented, eligible for free school meals, or gifted and talented and eligible for free school meals pupils. Where they did not give an answer to question 14, we did not include them in an age category for the purposes of assessing the direct demand shown by answers to question 13, but we did take account of the views they expressed in other answers when considering the responses of all students surveyed as a whole. Pupils who gave the name of their town rather than their Local Authority were transferred into the

<sup>47</sup> ██████████

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category of the local authority of that town, or by using the postcode given if the town bordered local authority boundaries.

It is understandable that confusion may have resulted from the use of age ranges rather than year numbers in question 14, and a few pupils ticked two adjacent boxes. In the case of those who ticked the boxes for both 13-14 and 14-15, we counted them as belonging to 13-14 if they had also answered “No” to one or both of questions 1 and 6 – indeed, some pupils answered words to the effect of “I will be studying Dual Award Sciences next year”, indicating that they had not yet begun their GCSEs: only one pupil gave a similar answer to question 1, indicating that those in Year 9 read question 1 as referring to their plans for next year (since at the time of the survey GCSE choices would have been made, or would have been in the process of being made).

Confusion also seems to have resulted from the wording of question 13 as a few pupils ticked both of the first two boxes. Since all of the boxes were mutually exclusive options, we assumed the second cross to indicate that they were excited at the prospect of a new school for gifted and talented sixth formers in East London as a provision for others *apart from as a provision for themselves*, since they did not have another way to indicate approval of the project that was unrelated to their own prospects in applying to the Academy. In these cases, the pupil was categorised as having answered the first option for the purposes of assessing direct demand for the Academy. Where pupils placed a cross in both of the latter two boxes, we counted them as having placed a cross in the last box, since this answer is inclusive of the third answer. Where pupils placed a cross in three or more boxes, they were presumed to not have a firm opinion which they wished to represent and their answer to this question was treated as left blank, much in the same way we treated responses to questions 1-11 in which pupils had written “maybe” or “don't know” or “?”.

Some pupils did give the same postcodes and telephone numbers, but such pupils also gave different answers: given that the surveys were distributed from one school, it can be safely presumed that such instances represent neighbours and siblings, particularly since pupils had nothing to gain from answering multiple surveys (particularly multiple surveys with different answers).

## *Issues Arising in Responses to the Parent Survey*

Three parents did not include responses to question 11 or give their postcodes and telephone numbers. As such, their responses to questions 3, 4, 7 and 8 only were included in totals for the universal parent responses to these questions; their responses to question 10 were included only to illustrate support for the proposal (in the event, one of the three did not answer question 10, so that including these results only alters the outcome by two responses).

There were two parents who used the same postcode and telephone numbers. Although it was presumed that these were both the parents of one household, they gave different answers to question 11. It was therefore presumed that this was a reconstituted family in which both parents regarded themselves as separately responsible for the educational progress of their biological children – or some similar circumstance; therefore, their answers were recorded as separate respondents.

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Parents who gave postcodes which no pupils also gave, or who gave postcodes and different home telephone numbers, were identified so that their opinions could contribute to the evidence of demand for places in the first two years of operation. Although parents with postcodes shared by pupil respondents, where they did not give home telephone numbers matching pupils', could have been parents of children who did not respond to the survey, it was thought more conservative not to count these as representing additional potential applicants.

The compiled data from the survey returns is presented in the spreadsheet attached, entitled "Survey Returns Data", or in the hard copy of this proposal, appended below.

## **Appendix 3: Results Tables of the Survey of Parent and Pupil Demand**

This page covers the results tables of the survey results.



## Appendix 4a: Optimum Financial Plan Spreadsheet

This page covers the spreadsheet detailing our financial plan.

## **Appendix 4b: Financial Plan Spreadsheet with 90% of student places filled and corporate sponsorship reduced**

This page covers the spreadsheet demonstrating our alternative financial plan working on the assumption that only 90% of student places are filled and that corporate sponsorship is significantly reduced

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## **Appendix 5: Memorandum and Articles of Association for the Company Limited by Guarantee, “London Academy of Excellence”**

This page covers the Memorandum and Articles of Association for the London Academy of Excellence.