

# WAPPING HIGH SCHOOL

A new secondary school for Tower Hamlets



**An application for a Free School  
May 2011**



[www.wappinghigh.org](http://www.wappinghigh.org)

## Table of Contents

1 Section One: Applicant Details.....	4
2 Section Two: Outline of the Free School.....	7
3 Section Three: Education Vision.....	9
3.1 Vision overview.....	9
3.2 Rationale for a Free School for Wapping and Shadwell.....	12
3.3 References.....	14
4 Section Four: Education Plan.....	15
4.1 Education Plan Overview.....	15
4.2 Admissions.....	16
4.2.1 Admissions Process for 2012.....	16
4.2.2 Admissions Process from 2013.....	17
4.2.3 Procedures where Wapping High School is Over-subscribed.....	18
4.2.4 Operation of Waiting Lists.....	19
4.2.5 Appeals Process.....	20
4.2.6 Equal opportunities and transition from Primary School.....	20
4.3 Curriculum and organisation of learning.....	21
4.3.1 Length of the school year, term and day.....	21
4.3.2 Personalised Learning.....	23
4.3.3 Key Stage 3 core curriculum.....	24
4.3.4 Key Stage 4 core curriculum.....	27
4.3.5 Enrichment Programme.....	28
4.3.6 Provision for students at extremes of ability.....	30
4.3.7 SEN provision.....	31
4.3.8 ICT Plan.....	34
4.3.9 Health and Well-being.....	37
4.3.10 Parental Involvement.....	38
4.4 Organisation of pupils.....	38
4.5 Pupil development and achievement.....	39
4.6 Behaviour and attendance.....	42
4.6.1 Attitudes to learning.....	43
4.6.2 Attendance.....	45
4.6.3 Anti-Bullying Policy.....	47
4.6.4 Sex and relationship education.....	48
4.6.5 Drugs education and prevention.....	49
4.7 Teacher training.....	49
4.8 Community engagement.....	50
4.9 References.....	52
5 Section Five: Evidence of demand.....	53
5.1 Section Overview.....	53
5.2 Introduction.....	54
5.3 Evidence of parental demand.....	54
5.3.1 Registration of Interest.....	54
5.3.2 Registration of Interest data.....	56
5.4 Analysis of long-term need and viability.....	58
5.4.1 Projected Pupil Places at Secondary and Primary level.....	58
5.4.2 Over-subscription of the closest Secondary Schools.....	60
5.4.3 Demographics of Children living in Wapping and Shadwell.....	63
5.4.4 Support from the Wider Community.....	63
5.5 Public Consultation.....	64
5.5.1 Public consultation already undertaken.....	64

5.5.2 Plans for statutory consultation.....	67
5.6 Marketing plan.....	68
5.6.1 Phase one marketing plan.....	69
5.6.2 Phase two marketing plan.....	70
5.6.3 Marketing USP and Brand Identity.....	72
5.7 References.....	73
<b>6 Section Six: Organisational Capacity and Capability.....</b>	<b>74</b>
6.1 Capacity and Capability to set up a Free School.....	74
6.1.1 The Wapping and Shadwell Secondary Education Trust.....	74
6.1.2 The Steering Committee.....	75
6.1.3 Areas of expertise.....	77
6.1.4 Additional Partners.....	81
6.1.5 Analysis of additional need.....	82
6.1.6 Hiring the Principal Designate.....	82
6.1.7 Governance.....	87
6.2 Capacity and Capability to run a Free School.....	89
6.2.1 Financial Oversight.....	89
6.2.2 Leadership and Staffing.....	90
<b>7 Section Seven: Premises.....</b>	<b>96</b>
7.1 Section Overview.....	96
7.2 Steps taken to search for a suitable site.....	96
7.3 Candidates available in the local area.....	97
7.3.1 The Shadwell Centre.....	97
7.3.2 Aldgate Brewery.....	98
7.3.3 Travel Plan.....	100
7.3.4 Preferred site.....	100
7.4 Sports Provision.....	101
7.5 Additional Sites.....	101
<b>8 Section eight: Initial Costs and Financial Viability.....</b>	<b>102</b>
8.1 Financial overview.....	102
8.2 Notes to accompany the master financial plan.....	102
8.2.1 Projected Pupil Number.....	102
8.2.2 Projected Grant Funding Income.....	103
8.2.3 Projected Staffing Costs.....	103
8.2.4 Projected Non Pay Costs.....	104
8.2.5 Projected start-up grant calculation.....	108
8.2.6 Projected income and expenditure account.....	108
8.3 Sensitivity analysis.....	108
8.4 References.....	111
.....	127

## 1 Section One: Applicant Details

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

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

Details of Company Limited by Guarantee
Name: Wapping & Shadwell Secondary Education Trust
Company address: [REDACTED] London [REDACTED] United Kingdom
Company registration number: 7412515
Main contact
Name: [REDACTED]
Address: [REDACTED], Wapping London [REDACTED]
Email address: [REDACTED]

Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors and (b) any other members of the Governing Body appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [REDACTED] Position: Director, Member of Company, Member of Governing Body, Chair
Name: [REDACTED] Position: Director, Member of Company, Member of Governing Body
Name: [REDACTED] Position: Director, Member of Company, Member of Governing Body
Name: [REDACTED] Position: Director, Member of Governing Body
Name: [REDACTED] Position: Secretary, Member of Governing Body
Name: Position:
Name: Position:
Name: Position:
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? N
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:
If your organisation is an existing independent school, please provide your six digit unique reference number:

**Declaration to be signed by a Company Director**

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

Signed:

Print Name:

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).

-----  
-----

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

## 2 Section Two: Outline of the Free School

Proposed school name:	Wapping High School							
Age range:	11 - 16							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception							
	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
	Year 6							
	Year 7	81	81	81	81	81	81	81
	Year 8		81	81	81	81	81	81
	Year 9			81	81	81	81	81
	Year 10				81	81	81	81
	Year 11					81	81	81
	Year 12							
Year 13								
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	N/A							

<p>Will your school have a religious character (i.e. be a faith school)?</p> <p>If Y, please specify which faith. Please see notes below (at the end of this table).</p>	No
<p>Is this an application for a single-sex school? If so, please tick the relevant box.</p>	No
<p>Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).</p>	Tower Hamlets Neighbouring LAs: City of London, Southwark



## **3 Section Three: Education Vision**

### **3.1 Vision overview**

Wapping High School will be a true community school, raising aspirations, broadening horizons, and ensuring better outcomes and attainment for all children within the Wapping and Shadwell area. The Free School will build upon the diverse background of every child and member of the community, offering a truly personalised curriculum to engage learning and develop inquisitive minds. Shadwell has the highest level of child poverty in England. The Free School will have an inclusive admissions policy that seeks to actively encourage equal opportunities for all local children. The school will be distinct from others in the London Borough of Tower Hamlets. These differences will permeate the entire school, be reflected in plans, policies and approaches and be a key driver of success.

Our distinctive features include:

**Personalisation** - At every stage, students will be given opportunities to grow, develop and be challenged, with their individual needs met through additional learning support, extended opportunities or by wider learning experiences.

**Enrichment** - Every student will participate in a diverse enrichment programme designed to broaden horizons and draw out hidden talent. Students from the most underprivileged backgrounds will have access to life-enhancing experiences. Gifted and talented children will be given the opportunity to reach their full potential.

**Attainment** – Wapping High School will be committed to giving every child the support needed to gain deep understanding of the subjects within the English Baccalaureate. High expectations and high attainment will be demanded from both students and staff in order to provide all students with the qualifications for a sound economic future.

**Standards** - Wapping High School will drive up standards by collaborating with other schools and institutions, providing access to learning resource materials that will be made available through our Virtual Learning Environment. Increased competition and choice between schools will, inevitably, contribute to raising attainment and academic standards.

**Extended day** - The school day will be lengthened to increase teaching time for maths and literacy and incorporate the enrichment programme. Students completing 5 years at Wapping High School will have received an additional year's worth of teaching in comparison to other local children.

**Enterprise and Innovation Specialism** - Our specialism, incorporated into every aspect of the curriculum, will teach the skills required to self-motivate and to

develop new products and services and bring them to market, thus enhancing each student's chance of securing a sound economic future. It will also encourage new approaches to the challenges of an ever-changing world.

Attitudes for learning - Students will be encouraged to develop inquiring minds with a life-long love of learning. Self-discipline, enthusiasm, confidence and engagement are paramount to this aim. There will be a clear code of conduct that will underpin the culture of the school. A zero-tolerance approach will be taken to bad or disruptive behaviour both in and out of the classroom.

Size - Our school will be a manageable size. We believe that the student that is known best, learns best. Excellent behaviour and commitment to learning will result from students being made to feel secure, valued and understood.

Value - The school will embrace modern technologies that will make the sharing and dissemination of information easier and more cost-effective. The proposed school premises offer better value for money than solutions currently being promoted elsewhere in the borough.

Diverse communities - The school will play a role in supporting community cohesion, providing a community hub and encouraging families to stay in the area.

The Wapping and Shadwell Secondary Education Trust has developed a clear, ambitious vision for a new local Secondary School. The Free School will raise standards in education to a world class level. Our aims and objectives are derived from both an understanding of the needs and aspirations of local parents and advice from leading educational professionals. They are underpinned by a strong ethos of inclusiveness, in which all students, regardless of background, are treated as individuals. This will be achieved by implementing a Personal Learning programme for each student (see Section 4). A strong sense of school community will be established by limiting the overall size of the school. Teachers will know all their students as individuals and vertical alignment of year groups (the House / College system) will be used to encourage interaction across the school. Families will form part of the school community and be fully involved with their child's education. Outcome-focused home-school contracts will be made with both students and parents.

A Virtual Learning Environment (see ICT Section 4.3.8) will enable innovative use of modern ICT and be integral to the Free School. Every aspect of the school, from student management, through educational delivery, to school administration will be supported by ICT.

The Free School will be non-denominational and will welcome all students regardless of

their religious faith. It is our intention that the demographic of the school should reflect that of the wider community. Therefore, the school will be non-selective and will actively seek to encourage families from deprived backgrounds (such as those qualifying for free school meals) to enter the school.

Every aspect of school life will be guided by a strong ethical code, which encourages social awareness to help students understand and meet with confidence the challenges of a diverse and changing society and the world of work. The Free School will have clear anti-bullying and anti-racism strategies and students will be encouraged to treat others as they would be treated themselves. Citizenship, personal and social awareness will be studied by all year groups (see section 4 for more details).

The size of the Free School, curriculum plan, specialism and enrichment programme are unique to the borough. This increases the choice of provision available for families and their children. The Free School's ethos and ethics will ensure that children are safe, healthy, positively contribute to their whole community, and achieve academic success and economic well-being in adult life. Importantly, all students will enjoy attending school.

The successful opening of the Free School will inspire other parents to consider doing the same. WSSET is committed to supporting such ambitions and will make resources available through the Virtual Learning Environment to further that aim.

The school will have clear measures of success that will be shared by leaders, staff and students:

1. The number of students achieving a grade A\* – C in English and Maths exceed 75%.
2. The number of students achieving a grade A\* – C in the English Baccalaureate exceed the national average.
3. On leaving the school all students continue their education and no students become classified as "Not in education, employment or training".
4. The demographic of students at the school reflect the demographics of Wapping and Shadwell.
5. Students' enjoyment of school is reflected by higher than average levels of attendance.
6. The school is oversubscribed.
7. No student is excluded.
8. The school consistently attracts and retains high-quality teachers.

9. Every lesson is a good lesson.
10. The school is judged to be outstanding by Ofsted.
11. Feedback in annual questionnaires from students, parents and other stakeholders is positive.
12. There are no incidents of bullying, racism or other forms of harassment, intimidation or violence.
13. The school is invited, and partakes, in events in the local and wider community.
14. The school delivers its aims and objectives sustainably and within budget.
15. All school employees receive performance management and access professional development and training.

The entire application has been reviewed by Contour Education Services and the New Schools Network. Feedback and advice from these two education specialists has been actively sought and heeded. The rationale and pressing need for a new Secondary School for children in Wapping and Shadwell is now demonstrated.

### **3.2 Rationale for a Free School for Wapping and Shadwell**

The requirement for an outstanding local Secondary School is founded upon a number of key issues which are outlined in detail below. There is a growing concern within the local community regarding both the lack of local school places and the lack of choice. A new good local Secondary School will support community cohesion, improve attainment levels, increase choice as well as help the London Borough of Tower Hamlets (LBTH) to alleviate the shortfall of places. Our proposal coheres exactly with the Department for Education's policy to provide schools in areas of significant childhood deprivation where there is strong parental demand and local authority need.

Specifically, the Free School initiative offers a unique opportunity to resolve the following five critical problems encountered by local children:

Demand: The provision of secondary education places for children in Wapping and Shadwell is inadequate. Tower Hamlets Council predict an increasing shortfall of year 7 places from 2013 [1]. This coincides with considerable local demand from families and strong support from local councillors and educational professionals for a new school. All of the local Secondary Schools are already oversubscribed. Wapping High School will provide three new forms of entry.

Poor standards in education: Last year only 51.8% of students in Tower Hamlets achieved 5 A\*-C including English and Maths at GCSE. Results for the English

Baccalaureate were very poor with no school achieving more than 12% of passes [2]. Wapping High School will ensure that every child leaves with a minimum of five GCSEs in the English Baccalaureate.

Disadvantage in admissions: Wapping is classified by LBTH [3] as a priority admissions area due to the lack of Secondary School provision (see figure 3.1). All of the closest Secondary Schools to Wapping are single sex. Council plans to expand existing schools will dilute, not solve the choice issue. Wapping High School will remove the disadvantage in admissions suffered by children in Wapping and Shadwell and offer diversity of provision.

Improving outcomes for our most vulnerable children: In 2009 61% of Secondary school-aged children in Shadwell and 48% of children in Wapping were eligible for free school meals [4], [5]. Wapping High School will provide an outstanding education for all local children and will actively encourage children from deprived backgrounds to apply.

Poor community cohesion: 1645 Primary School pupils live in Wapping and Shadwell with further large residential projects planned [4], [5]. Wapping High School will counter existing problems that occur at secondary level such as: poor accessibility, broken community bonds and migration out of the borough, while still providing the places the borough needs.

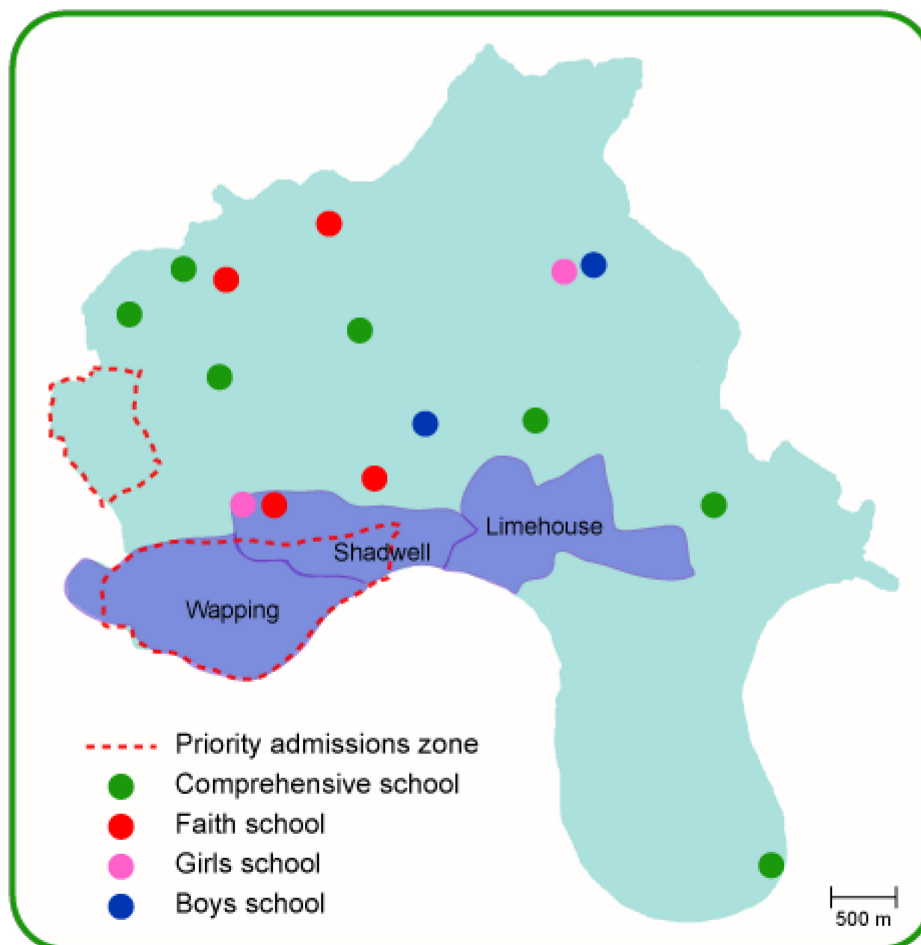


Figure 3.1 Location of existing state-funded Secondary Schools in Tower Hamlets

### 3.3 References

- [1] [REDACTED], 2010, *Agenda Item 7.1*, LBTH Cabinet Meeting, 4/08/10.
- [2] BBC News, 2011, *Secondary Schools and colleges in Tower Hamlets*, 12-Jan-2011.
- [3] Cattermole, I., 2011, *Moving to a Secondary School in Tower Hamlets 2011*, Children's Services, London Borough of Tower Hamlets.
- [4] 2009, *Pupil absence in schools by free school meal eligibility, reference by location of pupil residence. Area: Shadwell (Ward)*, Office of National Statistics.
- [5] 2009, *Pupil absence in schools by free school meal eligibility, reference by location of pupil residence. Area: St Katharine's and Wapping (Ward)*, Office of National Statistics.

## **4 Section Four: Education Plan**

### **4.1 Education Plan Overview**

Wapping High School is committed to providing a world-class education to all students regardless of their background. The Free School will provide a broad and balanced curriculum covering the English National Curriculum. This will be designed to follow a Personalised Learning (see Section 4.3.2) approach, providing flexibility to meet the needs of all students. The school day will be lengthened to enable an additional 150 hours per year of tuition in Maths and English. The minimum expectation of our students will be the attainment of the English Baccalaureate with the more able students taking up to 11 GCSEs. Both academic and vocational educational pathways will be highly valued and the opportunity to attain BTEC qualifications, in line with the schools specialism, will be offered.

The Free School will specialise in 'Enterprise and Innovation'. Core curriculum subjects, such as English, Science, Maths, Humanities and Languages will be linked via the specialism placing them in a real-world context. Enterprise and innovation will teach the skills required to self-motivate and to develop new products and services and bring them to market. Guest mentors from outside businesses, industries and public life will be invited to participate with projects and activities throughout the school.

At Key Stage 3 all students will follow the National Curriculum. Core subjects including English, Maths, Science and Modern Foreign Languages will be taught as individual subjects. Other subjects including Humanities, Design and Technology, Performing Arts, Music and Art will be taught as a blend of individual and thematic courses. These courses will develop skills in critical and creative thinking, problem-solving and communication. Students will be recognised as digital natives, therefore, ICT will be taught as an integral part of every subject.

At Key Stage 4 the curriculum will be subject focused, leading to external examinations in GCSE and BTEC. All students will attain a qualification in the English Baccalaureate which will take up 65% of the timetable. The timetable will also allow for a choice of optional GCSEs and BTECs. Students will continue to follow the enrichment programme during Key Stage 4. It is recognised that given the small size of the Free School it will not be possible to offer an extensive range of optional examined subjects. The choice of optional GCSEs and BTECs has, therefore, been carefully selected to be balanced and in-line with our school specialism. All opportunities to extend the available subjects will be sought through collaboration with other nearby Secondary Schools and technical colleges.

We have initially chosen to apply solely for a Free School to serve children aged 11-16.

However, it is our aspiration to expand the school to serve children aged 11-18 once the school is properly established.

## **4.2 Admissions**

The admissions policy for Wapping High School will adhere to the School Admissions Code, the School Admission Appeals Code and admissions law as it applies to maintained school.

Wapping High School will commit to participating in the Pan London Co-ordinated Admissions Scheme and not exercise the right to select 10% of its students (on the basis of its specialist school status). The Free School may choose to select students, should a nationally agreed test for the Enterprise and Innovation specialism be devised, or when other Secondary Schools in the area introduce selection procedures due to them having developed their own specialisms.

It will be the responsibility of the Governing Body to agree the admission arrangements each year with the Secretary of State for Education and to agree procedures and to monitor the effects of the procedure.

It will be the responsibility of the Principal to implement the fair application of the admissions procedures and to use informal procedures where possible but implement formal procedures where necessary to ensure compliance.

All students with statements of Special Educational Needs where Wapping High School is named on the statement will be admitted, unless it is agreed that the Free School does not have the appropriate resources to provide for the student adequately. The admissions will be counted against the published admission number.

### **4.2.1 Admissions Process for 2012**

The deadline has already passed for inclusion into the 2011 Tower Hamlets Secondary School admissions booklet, which will be published shortly. Applications to existing Secondary Schools in Tower Hamlets can be made from 1st September 2011 until 31st October 2011. Given that this application cannot be approved until early September 2011 Wapping High School will use the following process for applications for entry in 2012. A marketing plan to support the admissions process is given in section 5.6.

Prospectus Published – Wapping High School will publish a prospectus providing an insight into life within the Free School and information on the curriculum offered. Information about the arrangements for admission, including over-subscription criteria for the September 2012 will also be provided. The prospectus will be



available no later than 20th September 2011 (subject to authorisation from the DfE).

Information events – The Trust will seek to conduct a series of information events at local Primary Schools throughout the month of September 2011 to provide information to parents and respond to questions.

Applications Submitted – Parents will be able to apply for a place at Wapping High School from the date this application is accepted up until 1st December 2011.

Consideration of applications – Applications will be considered by Governors of Wapping High School, in accordance with the over-subscription criteria and available places within the school. An allowance has been made in the financial plan for this.

Offers – All offers of places to parents will be made by the Wapping and Shadwell Secondary Education Trust, on behalf of the Governing Body of the Free School on the 1<sup>st</sup> March 2011. The Trust will notify the school of the students that have been offered places in line with the defined over-subscription criteria.

Accepting Offers – Wapping High School will require all parents offered a place at the Free School to confirm that they are accepting the place offered. Where an offer has not been accepted within a four-week period the offer will be withdrawn.

Appeals – An independent appeals panel will be operated by Wapping High School for the consideration of all appeals. Parental Appeals should be made in line with the defined process.

#### **4.2.2 Admissions Process from 2013**

Wapping High School will use the following process for applications each year, with the exception of the initial year in 2012. Further details of the process for 2012 are given below. The dates for each phase of the standard process will be published annually as part of the Co-ordinated Admissions Arrangements to be operated by Tower Hamlets Council.

Prospectus Published – Wapping High School will publish a prospectus providing an insight into life within the school and information on the curriculum offered. Information about the arrangements for admission, including over-subscription criteria for the following September, will also be provided. Wapping High School will also provide information to the LEA for inclusion in the composite prospectus, as required.

Parental Visits – Wapping High School will actively encourage prospective parents to visit the school. Details about these opportunities will be included in the prospectus.

Applications Submitted – Parents must submit the application papers directly to the LEA in line with the requirements of the Co-ordinated Admissions Arrangement to be operated by Tower Hamlets Council.

Consideration of applications – Applications will be considered by Tower Hamlets LEA in consultation with Wapping High School, in accordance with the over-subscription criteria and available places within the school.

Offers – All offers of places to parents will be made by the Local Authority, on behalf of the Governing Body of the Free School.

Accepting Offers – Wapping High School will require all parents offered a place at the school to confirm that they are accepting the place offered. Where an offer has not been accepted within a four-week period the offer will be withdrawn.

Appeals – An independent appeals panel will be operated by Wapping High School for the consideration of all appeals. Parental Appeals should be made in line with the defined process.

#### **4.2.3 Procedures where Wapping High School is Over-subscribed**

Where the number of applications for admissions is greater than the published admission number, applications will be considered against the following the criteria in the order in which they are set out below. A number of the criteria refer to the South Wapping Priority Admissions Zone as defined by Tower Hamlets.

Children who, at the time of admission, are in the care of a local authority or are provided with accommodation by the authority (looked-after children). A looked-after child is defined in Section 22 of the Children Act 1989.

Pupils who have a strong medical or social reason to attend Wapping High School. This can include the parents', carers' or other family members' medical conditions and the family's social needs. Parents must complete the relevant section on the application form and attach medical and/or social reports from a suitable professional (i.e. a doctor or social worker) to support the application. The reports must be received before the admissions deadline.

First-born or only children who lives within the South Wapping Priority Admissions Zone.

Children who live within the South Wapping Priority Admissions Zone, with a brother or sister already admitted to the school, who will be in attendance at the same time. The definition of brother or sister includes step-brothers, step-sisters, half-brothers, half-sisters and adopted brothers and sisters living at the same address.

Other children who live in the South Wapping Priority Admissions Zone.

Children living outside the South Wapping Priority Admissions Zone, but within 3 miles of the Free School, with a brother or sister already admitted to the school, who will be in attendance at the same time. This criterion applies to all children who live outside the South Wapping Priority Admissions Zone but have a brother, sister, step-brother, step-sister, half-brother, half-sister, adopted brother or sister who already attend the school and live at the same address.

Children who live within 3 miles of the Free School and have attended more than three years at one of the eight following named feeder schools: Hermitage Primary School, St Peter's CE Primary School, Shapla Primary School, Blue Gate Fields Primary School, St Paul's Whitechapel CE Primary School, English Martyrs RC School, Sir John Cass's Foundation Primary School, Bigland Green Primary.

Children by reference to the distance to the Wapping High School.

In the event of a tie-break between two or more applications the Wapping High School Governors will prioritise the requests by reference to distance. Distance will be defined as the shortest walking to the Wapping High School from the student's usual residence as calculated by Google Maps.

Notwithstanding the provisions of the above points, the Secretary of State may direct Wapping High School to admit a named student to Wapping High School on application from the LEA.

#### **4.2.4 Operation of Waiting Lists**

Where, in any year, Wapping High School receives more applications for places than there are available, a waiting list will operate. This will be maintained by Wapping High School and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application and failure of any appeal undertaken in line with the defined process.

A student's position on the waiting list will be determined solely in accordance with the over-subscription criteria. Where places become vacant, they will be allocated to students on the waiting list in accordance with the criteria. Any parent applying for a Free School place outside the normal admissions round, will be added to the waiting list in strict priority order and this may mean they could be ranked higher than those that have been on the waiting list for some time.

#### **4.2.5 Appeals Process**

Parents will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision in relation to the offering of a place for a student to Wapping High School. The Appeal Panel will be independent of the Free School and will be composed of three members, including:

At least one person who has no personal experience of Wapping High School, defined as a 'lay member'

At least one person with experience in education.

The arrangements for appeals will be in line with the Code of Practice on School Admission Appeals, published by the Department for Education and Skills, as it applies to Foundation and Voluntary Aided schools.

Parents will normally have 14 days (10 working days) to lodge an appeal after notification of a place not being offered at Wapping High School. The notification will indicate the reasons for refusal of a place and the right of appeal.

Parents wishing to appeal against an admission decision should send a completed appeal form to the Clerk of the Appeal Panel, at the address given on the appeal form. Other documents may be submitted in support of an appeal and should be lodged with the Clerk to the Appeal Panel not less than 7 days before the appeal hearing.

Parents will be given 14 days (10 working days) notice of the appeal hearing, unless they agree to a shorter period of notice. At least 7 days before the hearing, Wapping High School will provide the parent with a written statement detailing the reasons why it has not been possible to allow the student to attend the Free School. The Appeal panel will have the discretion to refuse to admit late evidence.

The Clerk to the Appeal Panel will, if possible, inform parents of the Appeal Panel's decision on the day of the hearing. In the case of the appeal hearings taking longer than one day, the Clerk to the Appeal Panel will contact parents with the decision on the final day of the hearings. The parents will also be informed of the outcome in writing within 14 days (10 working days) of the date of the hearing. In the case of unsuccessful appeals, the Appeal Panel will give the parents their reasons for not upholding the appeal.

#### **4.2.6 Equal opportunities and transition from Primary School**

Applications to Wapping High School will be treated equally and considered in accordance with the Admissions Policy. Through information events and Open sessions families will be given the opportunity to view work from the range of students whose needs are successfully met at Wapping High School. Staff will actively welcome queries and

questions from families regarding learning difficulties, disability access, medical needs, English as a second language, Looked After students and other issues which may influence the selection of an appropriate Secondary School.

The Free School's leadership team will work closely with local Primary Schools to understand the range and frequency of different types of special educational needs existing with the local primary cohort. This will enable the leadership team to forecast and prepare for future applications.

Transition from primary to Secondary School can be a daunting experience. Support for students with additional needs will be achieved by:

The SEN Co-ordinator will be responsible for contacting all Primary Schools to identify those students requiring additional support at School Action, School Action Plus and through a Statement of Special Educational Needs (SEN) .

The SEN department will liaise closely with Primary Schools for detailed information on students' level of functioning across the curriculum and wider achievements.

Staff from the English department will seek additional information from Primary Schools on those applicants for whom English is not the first or home language .

Throughout the summer term the Free School's SEN department will visit primary schools to meet with and observe the students.

Staff from the SEN department will request to attend Year 6 Annual Reviews for students with statements who have been offered a place at Wapping High School, and Independent Education Plan (IEP) reviews for students supported at School Action Plus, where possible.

All year 6 students who have been accepted to Wapping High School will be invited to visit Wapping High School for a taster day in the Summer term.

Additional days will be organised for smaller groups of students with their support staff and families for whom this may be useful.

Year 7 will start with a detailed induction programme, led by House Tutors to ensure that all students feel safe and secure at Wapping High School.

### **4.3 Curriculum and organisation of learning**

#### ***4.3.1 Length of the school year, term and day.***

The academic year will start in September and be divided into three terms. Taught lessons will take place for 36 weeks of the calendar year, spread over 37 weeks. The reduction in the teaching year will allow additional time for vital staff training. Two weeks of the

calendar year will be allocated to teacher training, one as a five-day block at the start of each academic year and a further five days distributed throughout the year (i.e. inset days). Students will, therefore, have a total of 16 weeks' holiday and staff will have a total of 14 weeks' holiday.

In order to attain the high standards and achievements expected at Wapping High School the students will spend more time on their studies than other local schools with the opportunity to greatly improve their levels in both numeracy and literacy. The extended school day will enable a total of 34 hours of learning per week and 1224 hours of learning per school year. The recommended minimum number of learning hours within school each year is 950 [1]. By extending the school day students who remain at Wapping High for the full five years will receive the equivalent of an additional year's worth of education compared to other local schools.

The school day will run from 08:30 to 17:30 on Monday to Thursday and 08:30 to 16:15 on Fridays. Each day will begin with a registration period lasting 15 minutes and the last hour of each day on Monday to Thursday will be set aside for the enrichment programme. The daily structure will be designed to facilitate Personalised Learning pathways. Table 4.1 illustrates the time allocated during the day for core teaching and enrichment. Time is also allotted for break-time and lunch. However, in order to fully deliver a personalised model flexibility in timetabling will be required. Teaching may take place in fixed subject sessions or on a thematic basis in which several disciplines are taught in one session. The timetable will incorporate trips and other specific activities. Occasionally, an enrichment activity will last for longer than one hour. Participation in these longer activities will be voluntary.

A breakfast club and after-school club will be offered to extend the school day from 07:45 to 18:00. A holiday club will run during the school holiday to support working parents. A charge will be made for all of the out-of-school care provision.

### **Sample Day Year 7**

08:30 – 08:45	Registration
08:45 – 12:00	Lesson time + 15 minute break
12:00 – 13:00	Lunch
13:00 – 16:15	Lesson time + 15 minute break
16:15 – 17:15	Enrichment activity

Table 4.1: Outline of the school day. See Appendix F for greater detail

### **4.3.2 Personalised Learning**

We believe that understanding a student as an individual, knowing where their interests lie and what motivates them, is key to their success and happiness. The delivery of Personalised Learning will be fundamental to the ethos of Wapping High School. We commit to supporting and challenging every student throughout their time at Wapping High School by the following means:

Each student will develop a personalised curriculum, based on elements of both the core curriculum and the enrichment programme (see sections 4.3.3/4 and 4.3.5).

Additional provision will be available to support students with exceptional needs (see Gifted and Talented and SEN Sections 4.3.6 and 4.3.7).

Students will be guided along learning pathways by their House Tutor.

Each student will be expected to make informed decisions about their education that maximise their chances of enjoyment and success.

Students will have a personal journal to help organise themselves. The Free School will make use of modern web technology to make communicating, managing homework, extended learning, feedback and parental participation easy and effective.

Parents and carers will be treated as partners in their child's learning.

Staff will be encouraged to reflect on their practice and disseminate successful strategies or methods.

### **Learning Pathways and assessment**

The Association of Professionals in Education and Children's Trusts (Aspect) state that: "Personalising education requires knowledge of individuals' strengths and weaknesses making assessment for learning and the use of data and dialogue critical to the diagnosis of each pupil's learning needs." [1]

At Wapping High School each student will participate in an ongoing dialogue with their House Tutor to set ambitious, yet realistic, goals within their learning pathway. Continual assessment and on-going feedback will ensure that students are on the correct learning pathway and have mobility to move within ability levels, in order to reach their targets. Students will be given a degree of freedom and choice in the management of their learning pathway that is representative of their maturity level. The Free School will have a student support panel which reviews individual students' progress and assesses the need for further support. A rewards system will be used to promote positive values, merit and achievement (see Section 4.5). The student's family will be expected to actively engage and understand their child's learning pathway and the targets within it. Families will be expected to encourage progress and celebrate success. Through the House System, Tutors and fellow students will act as mentors to inspire and motivate students with low aspirations.

### **Role of House Tutors**

House Tutors will take on a holistic pedagogical role overseeing both the academic and pastoral needs of their students. Every student will meet with their House Tutor each week for between 15 and 20 minutes. The purpose will be to review progress, establish new targets and agree learning strategies to assist the student in the progression along their learning pathway. These sessions will be predominantly one-to-one, however, group session may also be used as required. It will be the responsibility of the all staff to ensure that the Tutor, through the Virtual Learning Environment has the data and information required to ensure that these sessions are meaningful. Parents and carers will be expected to attend their child's Tutor session on a termly basis.

### **The Virtual Learning Environment**

The Virtual Learning Environment and other ICT initiatives will be fundamental enablers for the delivery of Personalised Learning. An allowance has been made in the budget for a highly skilled ICT Co-ordinator. The Virtual Learning Environment will provide staff, students and their families information regarding assessment, progress and learning resources related to each students' learning pathway. Through the Virtual Learning Environment parents and carers will be provided with a continuous view of their child's progress, so that they are adequately informed for their termly meetings with House Tutors. The use of the Virtual Learning Environment in ICT is extensively covered (see 4.3.8 ICT Plan).

#### ***4.3.3 Key Stage 3 core curriculum***

The curriculum offer at Wapping High School comprises a balanced core curriculum that is



supported by a broad enrichment programme. The subjects offered in the core curriculum have been specifically chosen to secure the future economic well-being of all the students that attend Wapping High School. The curriculum has been devised to put depth of understanding before quantity of subjects studied. It is a key target for the school that all students will have the abilities and skills to continue on to further education on leaving Wapping High School aged 16. Personalisation of the curriculum will be key to the school's success. Teachers will be responsible for devising lesson plans which offer differentiated tasks within their lessons, to ensure that work presented is suitably challenging and accessible for all students. Students will be encouraged to progress at their own pace along their Learning Pathway while constantly striving to extend their own abilities. This may mean that gifted and talented students take GCSEs whilst still in Key Stage 3.

At Key Stage 3 the core curriculum is constructed around two elements:

A mainstream provision for all students regardless of ability, although personalisation will be expected within lessons and groupings.

A nurture group for those students whose ability in English and Maths is inadequate to enable them to fully participate in the full curriculum. These students will be provided with intensive support to ensure that they catch up quickly.

The core curriculum at Key Stage 3 will be made up of the following subjects: Maths, English, Science, Modern Foreign Languages, Humanities, Physical Education, Music, Drama, Dance, Art and Design Technology. The numbers of hours per week allocated to each subject is given in table 4.2. Note that four and half hours each week has been allocated to the teaching of Maths and English, this is significantly higher than the national average. A sample time table for Key Stage 3 is given in Appendix F.

The taught content of each subject will follow the National Curriculum. A choice of either French or Spanish will be offered as the modern foreign language (during the years 2012 - 2014 only Spanish will be offered due to constraints on funding). Humanities will be taught thematically combining History, Geography, Classics and Philosophy. A wide range of disciplines and crafts will be explored through the teaching of Design Technology, including Engineering, Computer Studies, Resistant Materials, Food Technology and Information and Communication Technology. Full details of the Physical Education programme are given in Section 4.3.9. Setting by ability will occur for the tuition of Maths. All teachers will be expected to work with teachers of other disciplines with the aim of improving the overall learning experience for each student. Clear communication between disciplines, especially at the level of Heads of Department, will assist House Tutors to ensure that students have the skills that they need to progress on their learning pathway.

Examination of the SATS results for Tower Hamlets and discussions with local Primary

Schools suggests that at least 20% of the students starting Wapping High School will not have sufficient ability in English and Maths to be able to actively participate in all of the core curriculum subjects [1]. A nurture group will be in place for students that are identified as being weak in English and Maths on entry to the school. These students will receive additional tuition in Maths and English and a corresponding reduction in the teaching hours of Science, Modern Foreign Languages and Humanities. The number of teaching hours per subject provided to each student in the nurture group is given in table 4.2. Clear pathways will be in place to enable students to move out of the nurture groups at their own pace. On leaving the nurture group each student will be given access to catch-up learning in Science, Modern Foreign Languages and Humanities to ensure that their learning pathway is not restricted.

Learning support will be undertaken using the following types of methods: strong SEN provision (full details are given in section 4.3.7), individual tutoring, school-wide reading programmes (e.g. paired reading/paired learning, tracked independent reading, every child with their own reader), computer-assisted Personalised Learning programmes and family learning programmes. Literacy through humanities will be taught to students in the nurture group in lieu of humanities. Students in a nurture group will have some classes with other students to avoid the negative effects of banding, such as lack of differentiation in subjects. However, the focus with the nurture group will minimise the number of teachers the student sees each week.

On entry to the Free School students will be assessed for their ability in English and Maths using industry recognised examinations such as MidYIS [2] and Yellis [3]. The results will be used to determine which students should be placed in a nurture group and to provide initial sets for maths. The Free School will aim to have no more than 10% of the students in the nurture group by the start of year 8 and, by year 9, 0% (not including new starters and SEN students) of students in a nurture group.

	Hours per week	
	Mainstream	Nurture
<b>Core Curriculum</b>		
English	4.5	8
Maths	4.5	8
Science	3	2
MFL	3	1
Humanities	3	0

Physical education	2	2
Music	2	2
Drama	1	1
Dance	1	1
Art	1	1
Technology	2	2
<b>Enrichment programme</b>		
RE/Citizenship/PSHE/Learning		2
Skills/Tutorial	3	
Enrichment activities	4	4
<b>Total</b>	<b>34</b>	<b>34</b>

Table 4.2: Teaching hours per week of each subject taught at KS3.

#### **4.3.4 Key Stage 4 core curriculum**

At Key Stage 4 the core curriculum will be focused on the achievement of GCSEs and BTECs and constructed around three elements:

1. All students will take GCSEs in the English Baccalaureate.
2. Students will have the option to take a further 3 GCSEs or BTEC equivalents.
3. Students will be expected to continue studying a number of non-examined core curriculum subjects.

As was stated in Section 3: Educational Vision on leaving Key Stage 4, all students will be expected to have achieved the English Baccalaureate. This will provide every student the opportunity to continue to further education and provide them with the means to secure a sound economic future. It will, therefore, be compulsory for students to study for the following GCSEs: Maths, English, Science, Modern Foreign Language (French or Spanish) and History. All but the least able students will take a dual award English GCSE (language and literacy) and dual award science (except for those students taking separate science, see below). Students gifted in Maths will additionally be given the opportunity to take Statistics GCSE. A sample time table for Key Stage 4 is given in Appendix F.

Students will be expected to select three additional GCSEs or a combination of one BTEC and one GCSE from the following options:

GCSE - second Modern Foreign Language (French or Spanish), Geography, single Sciences (Physics, Biology and Chemistry in place of the dual science award), Art, Music,

Design Technology specialising in Systems and Control Technology.

BTEC - Level 2 Enterprise and Entrepreneurship, Level 2 Business

In addition to the examined subjects all students will be expected to participate in Physical Education and the enrichment programme. The numbers of teaching hours per week that are dedicated to each subject are given in table 4.3.

Some students with additional needs may be entitled to extra time during examinations or other modifications in accordance with the regulations of individual examining bodies and Qualifications and Curriculum Authority (QCA). The SEN Co-ordinator will be responsible for ensuring that each student receives their full entitlement.

<b>Compulsory Examined</b>	<b>Hours per week</b>	<b>Optional Examined (choice of three)</b>	<b>Hours per week</b>
Maths (including Statistics)	5	Second MFL (French, Spanish)	2
English (single or dual award)	5	Geography	2
Science (single or dual award)	4	Classics	2
MFL (French, Spanish)	3	Single science	2
History	2	Art	2
		Music	2
		Design Technology	2
<b>Compulsory Non-examined</b>			
PE	2		
RE/Citizenship/PSHE/Learning skills/Tutorial/Private study	4		
Enrichment activities	3		

Table 4.3: Teaching hours per week of each subject taught at KS4.

#### **4.3.5 Enrichment Programme**

Fundamental to the underlying ethos of Wapping High School is the understanding that the education of young people cannot simply be restricted to the teaching of traditional academic subjects. At Wapping High School we will offer a diverse and engaging enrichment programme that will stimulate and motivate students and draw out hidden talent. The range of activities offered will be carefully selected to enable all students to

pursue and develop a talent, try new experiences and expand their horizons. Through the enrichment programme students will develop personal and social skills, improve their self-confidence and become more self-aware. These skills are essential to the successful participation in a Personalised Learning programme. Students at Wapping High School will be expected to work hard and strive for success. The enrichment programme will provide balance and reward for their hard work and ensure that all students participate everyday in an activity that they enjoy.

Delivery of the enrichment programme can be divided into two elements:

1. Non-elected courses, followed by all students.
2. Activities elected by the student.

The purpose of the non-elected courses will be to raise the students' awareness of the global society in which they live and of the responsibilities that they have within it. The courses given for this purpose will include: Religious Education, Citizenship and Personal Social Health and Economic Education. Students will be encouraged to participate in a self-assessed study of the spiritual and moral questions that face their futures. Additionally, students will participate in courses aimed at improving their ability to learn and communicate. For example, the skills taught will include: critical thinking, leadership, debating, touch typing and presentation delivery.

During the last hour of every day from Monday to Thursday all students will participate in an enrichment activity. The activity will be run in the form of a club or society with an emphasis on participation and enjoyment. Each student will personally select three activities from a list of possibilities. The fourth activity will be selected with guidance from the student's Tutor. This will enable students to be steered towards activities that may be of particular benefit to them, whether it be to stretch gifted and talented students, support students with a particular weakness or encourage students to try something new. The activities offered will encompass a wide range of themes including sport and fitness, academia and vocation.

An allowance has been made within the Financial Plan to ensure that the minimum requirements of the delivery of the enrichment programme can be met. However, it is recognised that in order to deliver a comprehensive enrichment programme it will be necessary to enter into sponsorship and partnership agreements with charities and local organisations. Parents and members of the local community will be encouraged to participate as volunteers. Each session will be run by a responsible adult who has been subjected to the Free School's safer recruitment policy (see Section 6.1.6). During the school's first year of operation in 2012 sixteen activities will be offered with a choice of four activities per day.

Offers of support have already been made to provide the following:

1. [REDACTED] from Challenger Trust has offered to champion the creation of a Wapping High School polo team. A number of polo clubs have expressed an interest in supporting inner city children learn to ride horses and play polo. Discussions have begun to determine whether one of these clubs will be willing to sponsor the Wapping High School polo team.
2. Ambassadors in Sport in collaboration with St Paul's Church, Shadwell have offered to run a football club.
3. Volunteer community gardeners working at Shadwell Gardens have offered to assist with a Gardening club.
4. A number of offers of support have been made to support one or more performing arts club by the Unicorn Theatre, XLP and Pollyanna Theatre School.
5. Volunteers co-ordinated by St Paul's Church have offered to run a music club, such as a choir and support the creation of school newspaper team.
6. Discussions are ongoing with the Departure Cafe in Limehouse, a local arts centre, to set-up an art club.

#### **4.3.6 Provision for students at extremes of ability**

Secondary results in Tower Hamlets show that schools struggle to provide adequate provision for children at extremes of ability such as Gifted and Talented students or students from deprived backgrounds who struggle with English as a second language. Data from the Good School's Guide shows that the nearest schools in the borough sent no pupils to Oxbridge and sent a lower than expected number to other Russell Group universities. Compared to Southwark, also within the catchment, the nearest two state schools managed to perform considerably better.

Only 40% of children on free school meals achieve a grade A\* - C in five GCSEs including Maths and English (DfE). At a recent Steering Committee Diana Warne, Head of Secondary Learning and Achievement at Children's Services LBTH stated that it is a target for all Secondary School in Tower Hamlets to improve their provision for students at the extremes of ability.

Use of a Personalised Learning methodology has been specifically chosen for its ability to cater for children with very different learning needs. Teachers will be trained to diversify their lesson plans to provide challenging and stimulating activities that stretch students at all levels. Children with additional learning needs will be directly catered for through the Free School's nurture groups and SEN provision (see Section 4.3.7).

In addition there will be a Gifted and Talented register for the Free School. Students who are gifted and/or talented will be identified via a wide range of ways; teacher observation, parent nomination, peer nomination, self nomination, check-lists of characteristics – generic and subject-specific, standardised test results, National Curriculum Optional Tasks results, early identification, late bloomers, underachievers, IQ tests, World Class Tests.

The gifted and talented students will work closely with their House Tutors and teachers to develop their Learning Pathway. Each department will have their own methods to provide students with opportunities to work at the best of their abilities either by setting (in Maths), fast tracking, working with older pupils, or independent study. Heads of Department will be expected to work together to provide opportunities for collaboration between Gifted and Talented students.

#### **4.3.7 SEN provision**

The Personalised Learning programmes employed at Wapping High School will be tailored to the abilities of each student. It is recognised that some students will require additional support for some or all of their learning. This support will be deployed both within the nurture groups as described in section and with the mainstream provision. A dedicated SEN Department will be established, lead by an SEN Co-ordinator. The Principal will have responsibility for ensuring that all SEN related policies and practices adhere to the SEN Code of Practice.

Examination of the DfE data from 2010 league tables [1] for the eight closest Primary School indicates that 30% of students at Wapping High School are likely to need additional support. The data is summarised in table 4.4, below. A discussion with the Headteacher from Hermitage Primary School suggests that difficulties arising from having English as a second language are the main source of learning difficulties in primary schools in Wapping and Shadwell. As a consequence the Trust has identified an expert in the teaching of English as a second language to sit on the Governing Body.

On starting at Wapping High School all students will be assessed in their literacy and numeracy skills. (See section 4.2). In addition the Personalised Learning methodology employed at Wapping High School will enable individual subject based assessments to identify particular strengths and areas of difficulty. This will inform target-setting (see Section 4.5) and help identify students with additional support needs. In the very few cases where students appear to demonstrate complex difficulties the SEN

Co-ordinator will seek additional advice and services from outside agencies and an allowance has been made for this in the financial plan. The SEN Co-ordinator will have responsibility for regularly reviewing the results from assessments and updating the SEN

plan and budget to ensure that the needs of all students are met.

<b>Name of Primary School</b>	<b>No. pupils eligible for KS2 assessment in 2010</b>	<b>No. Statemented pupils or on School Action Plus</b>	<b>No. pupils supported at School Action</b>	<b>% total</b>
Hermitage	23	0	1	4.3%
Shapla	16	3	5	50.0%
St Pauls	22	3	4	31.8%
Bigland	23	4	7	47.8%
Blue-gate-fields	20	2	0	10.0%
English Martyrs	53	2	6	15.1%
St Peters	77	13	8	27.3%
Sir John Cass	27	3	11	51.9%
<b>%total</b>				<b>29.8%</b>

Table 4.4: Number of children at local Primary Schools requiring additional educational support.

Prior to the opening of Wapping High School the leadership team will draw up detailed policies concerning the provision of support for children with special educational needs based on the following:

### **School Action Provision**

Support at the level of School Action will be provided in the first instance for students identified as having learning difficulties or a disability that is impacting on their learning. Programmes set up from school resources to deliver this support will be managed by the SEN Co-ordinator and delivered and monitored via the student's individual Learning Pathway. For most students with learning difficulties this level of support will be appropriate.

### **School Action Plus Provision**

Some students may need additional support from practitioners who are not permanently employed by the Free School e.g. speech and language therapists or specialist teachers for specific disabilities. An allowance has been made in the financial plan (see Section 8) for the purchase of additional SEN support services from the London Borough of Tower Hamlets.

Support and partnerships will also be sought with nearby specialist schools, including but not restricted to:



16. Pheonix School, Tower Hamlets – specialising in severe language and communication difficulties including autism.
17. Beatrice Tate School, Tower Hamlets – specialising in multiple and profound learning difficulties.
18. Ian Mikado School, Tower Hamlets – special needs for boys.
19. Cavendish School, Southwark – co-educational special needs.

### **Statements of Special Educational Needs provision.**

A very small number of students at Wapping High School will require the guidance of a Statement of Special Educational Needs. Staff at Wapping High School will work with the families of these students to assist in explaining the implications the Statement. Where the statement indicates additional support, the Free School will endeavour to appoint appropriate staff either prior to the student starting at the Free School or within one half-term of the statement's issue as appropriate.

Week by week monitoring and assessment of the progress of a student with a statement will occur in accordance with our Personalised Learning framework. In accordance with the SEN Code of Practice an annual review will take place for students with statements. Parents, carers and other parties involved in supporting the student's educational progress will be invited to provide evidence or comment. Every effort will be made to include parents and carers in the meeting. The main purposes of the review meeting will be to:

- Review the student's progress towards meeting their learning objectives.
- Assess the appropriate level of support required in relation to progress made.
- Review methods of support in relation to areas of difficulty
- Review progress towards targets specified on the students Learning Pathway and provide guidance for any required modifications.
- Examine the need for significant changes in needs or provision that might necessitate a request to the local authority to amend the statement.

### **SEN Resources**

The Free School will be stocked with a range of specialist resources to support work with a range of needs. An allowance has been made in the financial plan to cover these costs. All staff will be empowered to contribute suggestions for possible resources. The SEN resources will be managed by the SEN Co-ordinator but available for all staff. The Free School will also have an allowance for subscriptions to professional journals including those related to SEN.

## **Off-site and enrichment activities**

The Free School will endeavour to offer a wide range of off-site and enrichment activities, including residential trips, that are accessible to as many students as possible. Clear policy and training will be provided to staff for all such activities in order that they are sufficiently competent to deal appropriately with any medical and social needs arising from students' participation.

### **4.3.8 ICT Plan**

Knowledge and ability in the field of information and communication technology (ICT) is an essential skill for life. ICT now permeates every aspect of our lives and although students entering Wapping High School will be digital natives it will be essential to ensure that these students understand how to apply ICT skills purposefully, safely and responsibly, both for learning and for their future lives. At Wapping High School ICT will be used to improve the educational and economic outcomes of every child, through confidence-building for both teachers and students, access to equipment and resources, and partnerships with the wider educational sector and its resources. Effective implementation of ICT throughout the school will enable it to run efficiently and effectively, allowing staff to concentrate their energies on the teaching and nurture of students.

Wapping High will be a flag-ship future-proof ICT-enabled Free School, whose remit extends out into the wider community. This will be achieved by developing a clear strategy for each of the following key ICT elements:

- Teaching and teaching materials
- Teacher training and support
- Use of digital resources
- Provision of high-quality learning environments
- Use of data and information
- Management and bureaucracy
- Communication and information

## **ICT Teaching and Teaching Materials**

ICT will be taught across all areas of the curriculum to provide more active, creative, rich, safe and inclusive learning experiences. All staff will have access to appropriate advice and guidance on the use of ICT to enrich learning. The best use will be made of new and

emerging technology to provide pupils with more engaging and exciting learning opportunities and to identify opportunities for ICT development in the curriculum. Students will be encouraged to take personal responsibility for use of ICT and be taught how to develop strategies for e-safety.

The Free School will adopt a Virtual Learning Environment to enable the acquisition and dissemination of high quality teaching materials. A Virtual Learning Environment is an integrated set of interactive online services that provide teachers, students, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management. The school will commit to:

- a) Ensure that the Virtual Learning Environment developments are fully consistent with, and promote, effective teaching and learning.
- b) Engage in the consultation process to shape the Virtual Learning Environment.
- c) Ensure the Virtual Learning Environment is used well by all staff.
- d) Share experiences, encouraging everyone to move as quickly as possible to best practice.
- e) Make best use of on-line materials, including video conferencing, and the facilities made available through the Virtual Learning Environment.

### **ICT Teacher Training and Support**

A prerequisite for high levels of student capability and attainment in ICT is a clear strategy for teacher training and support to ensure improved teacher confidence and competence in ICT. It is essential that teachers are provided with sufficient time to learn. Opportunities for teachers for continued professional development in ICT will be regularly offered and regular assessments of effectiveness will be carried out. Teachers will be encouraged to actively support each other in improving the quality of teaching through peer support, formal networking and disseminating effective practice. Teachers will be encouraged to participate in national ICT conferences. The Free School will adopt the Becta Self-Review framework and aim to achieve the ICT Mark within 2 years. A profile of ICT development will be established in relation to the eight elements of Becta's Self Review Framework.

### **Digital Resources**

Strategic spending on digital resources will provide students with current, engaging and relevant digital resources. The Free School will have a clear plan for the integration of new technologies in the curriculum and produce a case study to share experiences. All classes will have regular access to digital media equipment such as cameras and video conferencing. Where appropriate, pupils will have access to professionals and managed

resources through a wider, digital network.

### **ICT Provision of high quality learning environments**

All computer equipment will be upgraded and maintained to at least the minimum specifications, including operating systems for workstations and servers. Investment will be made in ICT equipment replacement programmes to improve, or at least maintain, student to computer ratios. Suitable, qualified technical personnel or services will be procured to support ICT across the whole school. At least 90% of curriculum and administration computer equipment will be maintained in full working order at all times. The Free School will register with the Becta Self-Review Framework, and resources and personnel will be supplied to work through it.

### **Use of Data and Information**

Central information systems will be developed that collect data only once and hold it as a single version to be used many times, so that schools are not asked for information unnecessarily. Electronic information systems will be used that provide school staff with easy access to accurate information about all pupils, for individual target setting and identification and monitoring of vulnerable groups. Use of electronic information systems will also streamline teaching processes, such as record keeping and reporting, including the use of the Learning Gateway for access to pupil data away from school. Best use will be made of email and the Internet to improve communication methods and share information between schools and with parents. The Free School will aim to provide real-time reporting for parents within 2 years. All staff will be trained and supported in the use of Management Information Systems.

### **ICT Management and Bureaucracy**

A school-wide technical infrastructure will be developed that enables the automated transfer of data and sharing, and ready access to those with a legitimate need to access it within schools and across the service. The Free School will investigate and invest in well-maintained hardware, networks and external connections to a standard that allow the school to operate effective and robust information management systems, increasing efficiency and reducing bureaucracy. Investment will be made in quality broadband connectivity and VOIP technology. All school staff will be given computer access to the information they need in order to do their job, when and where they need it. Each member of staff will be trained to the appropriate level of competence in the use of ICT systems, including the Virtual Learning Environment. Information and systems will be protected by operating appropriate security, business continuity (backup) and anti-virus measures.

Software packages will be used that are directly aimed at driving up standards within the

Free School, for example:

Accelerate achievement - A comprehensive package which brings together School Self-evaluation, CPD, lesson observations, student progress, balance score cards of progress and surveys.

The IMprove Framework - an AET package covering, Initial NEeds ANalysis, monitoring, values and vision, partnerships, raising standards and operation procedures.

HTG Manager - A modelling tool that enables the cost of the curriculum to link with the schools finances in order to determine how efficient the curriculum is, how you can change the curriculum to alter the contact ratios, and link with budgets.

For all of these packages, the elements are interlinked and ensure that all the Ofsted framework and good practice is in one place.

### **Communication and information**

The Free School will aim to provide outstanding access to information for students, parents and the public. A well-designed school website will be developed and maintained, containing a range of useful and up-to-date information about the school for students, parents and the public. The website will be integrated into the Virtual Learning Environment to maximise its functionality. Students and parents will be offered convenient electronic communication channels, including web materials, student data, learning materials and email.

#### ***4.3.9 Health and Well-being***

It is recognised that physical fitness, good health and well being are key enablers for learning. Physical education is a fundamental element of both the core curriculum and the enrichment programme. A diverse physical education programme will be provided by Wapping High School which will make use of existing local sports facilities in addition to on-site facilities. Enrichment activities will be used to expand the range of competitive and non-competitive sports classes available. Students will be expected to take part in some form of physical activity at least three times every week. The Free School will take an active part in inter-collegiate sports events across London. The sports facilities available on-site will include dance and fitness studios. The range of off-site sports provision accessible to Wapping High School is described in (Section 7.4).

A holistic approach will be taken to the health and well being of both students and staff. Mandatory classes will be given to all students in the areas of personal and sexual health. Students and staff will have confidential access to a councillor and nurse.

The Free School will provide a canteen, with affordable, healthy fresh food cooked on-site. All students and staff will be expected to eat a school lunch together. The canteen will also be open for breakfast for both students and staff.

#### **4.3.10 Parental Involvement**

Parental engagement is required in two ways. Firstly, as part of the home-school contract, to ensure that students' attendance, dress, behaviour and homework are of a high standard. Secondly, as part of a continuum from high participation in Key Stage 3 slowly withdrawing until the students are delivering both on their contract with the Free School but also their own increasingly independent academic progress.

Engagement with the child's education will be promoted through the use of the home-school agreement and regular feedback meetings. Use of ICT will enable parents to monitor their child's progress on-line and check which lessons and clubs they have. Many families in Wapping and Shadwell do not have access to the Internet at home. Computers will be provided at the Free School for parents to gain access to the school's Intranet. Classes will be offered to less IT-confident parents to ensure that they fully participate in ICT-led reporting methods. Key non-academic support workers will encourage and facilitate parental engagement and support volunteer groups.

Wapping High School is a parent promoted school. It is, therefore, critical that the parent voice continues to be actively heard once the Free School is open. This will be achieved in a number of ways:

- The majority of the members of the Free School Trust will be local parents.
- Parent Governors will make up a core part of the Governing Body (see Section 6.1.7).
- The Free School will support and encourage an active Parent Association.
- As required the Free School will set up temporary Parent Review Panels to consult on certain aspects or changes to the Free School.
- A clear strategy will be in place to encourage new Parent Promoters to take the place of departing Parent Promoters. This will ensure continuity of support.

#### **4.4 Organisation of pupils**

Organisation of students and staff will follow a matrix model in which elements of both vertical and horizontal alignment will be used (see Appendix H). This model has been designed to facilitate a social pedagogical approach required by Personalised Learning. Vertical alignment will be predominantly used to attend to the pastoral needs of the

students and horizontal alignment will be academic or subject focused. Once the Free School reaches capacity all students will be divided into three Houses, with each House overseen by a Head of House. Each House will be vertically divided into five Tutor groups with 27 students in each group, see Appendix H for year 2016. Prior to the Free School reaching full capacity modifications will have to be made to the final organisational structure. The organisational structures of students from years 2012 - 2015 are shown in Appendix H. The role of the Heads of House will be to oversee the activities of the House and manage the Tutors. The Head of House, alongside the Headteacher will have ultimate responsibility for the well-being and progress of the students in each House. More detail on the role of Tutor Groups is given in section 4.3.2. Activities conducted using the House setting will include competitive events, assemblies, mentoring and team-building sessions.

The curriculum will be taught primarily by year group. Each year group will be divided into three form groups containing no more than 27 students. Form groups will meet their form teacher every morning for registration and the dissemination of information. Assemblies will take place monthly. Subject classes will nominally be taught to form groups. However, clustering, setting, pull-out groups and other techniques will be used to ensure students achieve their full potential. This includes pooling students across form groups and even year groups. ICT will be actively used to facilitate learning and will be fully integrated into all aspects of the organisation. The year groups will be divided into 'Key Stages' (i.e. KS3 and KS4). The progress and organisation of each Key Stage and management of form teachers will be overseen by an Assistant Headteacher.

Non-elective elements of the enrichment programme will be predominantly taught to form groups. However, when it is desirable for non-elective enrichment sessions to be taught to a cross-section of ages (e.g. team building sessions) Tutor groups will be used. Elective enrichment activities will be organised according to demand and, therefore, the delineation of year and House groups will not be applied.

#### **4.5 Pupil development and achievement**

Pupil development and achievement is the core purpose of Wapping High School and draws on all aspects of this application. As has been stated elsewhere, the Free School will be a true community school, raising aspirations, broadening horizons and ensuring the highest levels of achievement and attainment for all students. The school will build upon the diverse background of every child. Alongside academic achievement and attainment, the teaching and learning of practical, vocational, entrepreneurial, artistic, sporting and social skills will also be highly valued as will good behaviour. A thirst for knowledge and a lifelong love of learning will grow and thrive in the school. Students will be encouraged to progress at their own pace while constantly striving to extend their own abilities. Continual

assessment and feedback will be an everyday process, and will ensure that students are on the correct learning pathway and have mobility to move within ability levels. Shared targets and timelines will help inform students' decisions. This is integral to Personalised Learning and will be utilised by both students and their teachers. Wapping High School will implement three steps towards students' development and achievement:

1. Assessment
2. Goal setting
3. Reward

### **Assessment**

- Every individual concerned with a student's Learning Pathway, including the teachers, the student and their family, will have a clear understanding of the level of the student at any point in time, in order to inform goal setting.
- Self-evaluation, peer-to-peer assessment and reflection, and open debate will be used to support, challenge and inspire.
- Results will be measured against local, national and, where possible, international standards of achievement and attainment using quantitative indicators and methods such as RAISEonline that provide interactive analysis of school and pupil performance data which will be shared across the entire school.
- Comprehensive analysis techniques and tools will be used to interpret and diagnose from such data.
- Robust ICT systems such as the Virtual Learning Environment will make reporting and retrieval of information regarding assessment straightforward and efficient.

### **Goal setting**

- Goals and targets relevant to each students' Learning Pathway will be set on a weekly, termly and yearly basis.
- Goals and targets will be challenging yet achievable.
- Each student will be encouraged to make informed decisions about their education that maximise their chances of enjoyment and success.
- Goals and targets will be set which promote progression not only within academia but also for life skills such as communication and initiative.
- Good behaviour will be a clear goal for every student.
- Goals and targets will be reviewed on a weekly basis in order to monitor success



and check for relevancy.

- Working closely with senior leaders, goals and expectations will be set by, and for, both students and teachers alike.

## **Reward**

Reward of success and achievement will provide students will strong motivation to pro-actively progress along their Learning Pathway. The following methods will be used:

- Competition between Houses will be used to motivate and encourage.
- Rewards systems will be used to promote positive values, merit and achievement.
- The Alison Weir Award that will be given for achievement in History. This is aimed primarily at students that have shown great achievement at the lower ends of attainment with the view that all achievements are integral to the school and celebrated in equal measure.
- Whole class rewards systems such as 'Secret Student' will be used to promote good behaviour.
- Outstanding achievement and attainment will be visibly rewarded termly, annually and as required. For example prize giving ceremonies will take place each year and messages displayed via noticeboards and email will be used to celebrate individual success.
- Whole Group (e.g. Class, Tutor, Year) rewards will be given for excellent team work and good behaviour i.e. trips, films and other extra activities

The Free School will aim to have no more than 10% of the students in the nurture group by the start of year 8 and 0% (not including new starters and SEN students) of students in a nurture group by year 9. This will be achieved using professionally recognised intervention methods. Again, support, challenge and inspiration are the key words for getting students back on track and keeping them there.

The success of the Free School is a shared responsibility. Students will play the biggest part in defining their own learning pathways and ultimately their own successes. Teachers and support staff, with the Senior Leadership Team, will support, challenge and inspire. Their own abilities, inspirations and actions must enable those around them to succeed. Their personal success criteria must, like the students, have identified incentives. For employees these would be contractual.

As discussed later in Section 6.5 Leadership and staffing, a line management system and staffing structure will ensure responsibility for student outcomes and accountability at all levels. As defined in Section 6, Capacity and Capability, the Governors and Principal

Designate are ultimately responsible for the safety, well-being and education of students and will meet, according to need but no less than three times a year, to ensure this. Observing, respecting and protecting individual's rights is essential for an harmonious and successful school for all stakeholders. Immediate, open, honest and unprejudiced communication between groups and individuals is essential. This is key to identifying risks and potential failures in the criteria above. Where there is conflict, strong, transparent policies, drawn up with the Governing Body, will enable resolutions to be found swiftly and appropriately. All policies will be made public.

#### **4.6 Behaviour and attendance**

Good behaviour and attendance are a direct outcome of positive attitudes to learning. At Wapping High School we believe that a student that is motivated, encouraged and made to feel worthwhile will choose to learn and as a consequence behave well. Our Personalised Learning approach will provide the tools to motivate each student (see section 4.3.2). The Wapping High teaching staff will work hard to personalise the National Curriculum to ensure that students find it stimulating and relevant. Our methods for assessing and rewarding student achievement will ensure that each child has a strong sense of self-worth and constantly strives to do better. We intend to support our students to become socially responsible, polite and caring young adults, who value the lives of others and the environment in which they live. Good behaviour is paramount to this aim. At Wapping High School good behaviour will be rewarded on an equal footing to academic achievement. (See Section 4.5 Pupil Development and Achievement.)

The appointed Principal will work with the Governing Body to establish the five key policies for behaviour and attendance that are listed below. This will ensure that the Headteacher has a strong sense of ownership for these policies. They will concur with current legislative requirements and the criteria in the Ofsted inspection framework.

- a) Attitudes to learning
- b) Attendance
- c) Anti-bullying
- d) Sex and relationship education
- e) Drugs education and prevention

Great effort will be made to ensure that all students and staff fully understand and adhere to these policies. In accordance with our inclusive ethos students and staff will annually be given the opportunity to review and offer suggestions to improve the above policies. An outline for each policy is now given.

#### **4.6.1 Attitudes to learning**

The purpose of the Attitudes to Learning policy is to achieve the following aims and objectives

- To ensure all students achieve their full potential.
- To achieve local and national renown for the integrity, honesty, strength and intelligence of our students.
- To develop best practice.
- To ensure consistent practice.
- To set out clear expectations for students, parents and staff.

At Wapping High School we believe that the underlying roots and causes of disruptive behaviour should be addressed by understanding the student as an individual. Emotional and health issues should be carefully resolved and further social education should be provided as required. Just as we do not punish students for making errors in their classwork, we will try to avoid relying solely on punishment of bad behaviour. Instead we will use interventions and mentoring, working with students to look for ways to solve problems to improve their behaviour. All staff will be trained to promote good behaviour and seek to reward positive achievements. Positive contributions to the school community, whether they be by staff or students will be widely featured in assemblies on notice boards, newsletters and on the website.

As a community-focused school we endeavour not to exclude our students. Every student should have a strong sense of belonging. Our staff will provide very clear guidance for our students and their families. The consequences for all interventions for bad behaviour will be actioned promptly and consistently.

The success of our personalised learning ethos is dependent on the quality of the relationships between all members of the school community. There will be a focus on developing strong relationships between students, parents and staff which are based on respect and mutual aspiration. Good working relationships will be promoted and success rewarded.

The Wapping High code of conduct will be clearly visible within the school. The exact wording will be drawn up in collaboration with the appointed Headteacher. The code of conduct will be kept deliberately simple and clearly describe how mutual respect is to be demonstrated for the whole Free School community, its immediate environment and facilities and the Free School's neighbours and partners.

All staff will be expected to demonstrate exceptional behaviour so that students can learn

by example. Staff members will be expected to be:

- Able to listen actively,
- Consistent, honest, objective and principled
- Empathetic, polite and respectful
- Organised, punctual and reliable
- Positive

Staff members will respond to students who disrupt other students' learning or well-being by:

- Intervening calmly but decisively
- Taking an objective tolerant approach which focuses on resolving problems and preventing future conflicts.
- Requiring affected parties to work together to find solutions so that students, under the mediation of trained staff, take full responsibility for sorting out situations which they create.
- Recording all significant incidents so that disruption can be tracked and stopped.
- Recognising that behaviour is everyone's responsibility. All strategies available must be attempted before referring the student on.
- Never using negative whole-class consequences, though whole-class reward is actively encouraged.
- Using exclusions only as a last resort when inclusion of the student would threaten the health, safety or learning of other students.

Unacceptable behaviour that will always result in sanctions include:

- Physical abuse, Verbal abuse, Racial abuse, Vandalism, Fighting, Threatening or intimidating, Dangerous refusal to follow instruction, Theft, Extortion, Bullying, Gross misconduct

Unacceptable behaviour that may result in sanctions include:

- Physical abuse, Verbal abuse, Not respecting others, Refusal to follow instruction, Disruption

A range of sanctions and actions will include:

- Spoken warning to Student, House Tutor informed, Headteacher Informed, Written warning to parents and carers, Loss of free time – detention, Loss of enrichment (eg

Sport)

- Exclusion from Class, Exclusion from School

Behaviour that merits reward:

- Outstanding achievement such as marked improvement in behaviour or marked improvement in effort,
- Marked improvement in academic attainment
- Outstanding attainment such as sporting success or academic competition success

#### **4.6.2 Attendance**

Wapping High School expects good attendance and punctuality. Strong partnership will be encouraged between families/carers and the Free School so that causes of poor attendance (e.g. bullying, parental workload, medical problems, family trauma, financial or housing issues) can be identified and remedied.

The Free School will have two key targets for attendance:

- Key target 1 - Whole school attendance no less than 95% . This target matches that of local outstanding Secondary schools and exceeds the borough-wide attendance level.
- Key target 2 - Less than 3.5% of students missing 30 days (or 60 AM or PM sessions) per year

Students will be expected to arrive promptly for registration each day. All students will have a clear understanding of what time the school day starts. A record will be made of students arriving late. Wapping High School will run a weekly competition between Houses for both attendance and punctuality.

The Free School's Attendance and Welfare Officer will be responsible for tracking attendance and punctuality throughout the school on a weekly basis. The information will be presented to Tutors and Heads of House in an accessible manner so that direct action can be taken as soon as required. Wapping High School will buy into Tower Hamlets Attendance and Welfare Support Service. This service comes highly recommended by outstanding Secondary Schools in the borough, such as Mulberry Girls School. The Attendance and Welfare Service (AWS) fulfils statutory duties on behalf of Tower Hamlets Authority in relation to attendance and children missing education. The service undertakes legal action when necessary and operates the Child Protection Advice Line. Included in the service agreement is the provision for an Attendance and Welfare advisor to work on site for half a day per week. The cost of the service is included within the financial plan in

section 8. The Attendance and Welfare advisor will work with Tutors and Heads of House to ensure consistently high levels of attendance and punctuality.

Every member of the Free School community, including the students' families, will have clear roles and responsibilities for ensuring high levels of attendance and punctuality.

Student responsibilities are:

- Leave enough time to get to school in good time.
- Remind the family to contact the school every day that they are absent.
- Remind the family to send in a note
- Deliver notes/ letters regarding attendance from parents to the school office
- Deliver notes/ letters regarding attendance from the school office to parents

Teacher responsibilities are:

- All form teachers must complete registration at the appropriate time each day.
- All teachers must be able to see a child in their lesson in order to mark them as present.

Tutors and Heads of House responsibilities are:

- Review attendance and punctuality data on a weekly, monthly and termly basis in order to recognise trends and identify problems before they become habitual.
- Hold regular target and planning meetings to constantly strive to improve attendance.
- Work closely with the student, their family, any relevant member of staff (including the Headteacher or Governors if necessary) or external agencies to resolve the problems that result in absence and lateness.
- Reward their students for good attendance and punctuality.

Family responsibilities are:

- Assist and encourage their child to recognise the importance of punctuality and attendance.
- Provide their child with safe and reasonable means of arriving at school on time.
- Recognise and support the attendance targets. Limit requests for authorised absence to the absolute minimum.
- Reward their child for good attendance and punctuality.

The Free School's receptionist will also play a key role in monitoring and reporting absence, lateness and their causes. The receptionist will log details on the pupil management system thereby passing on all relevant information to the Tutors and Heads of House.

#### **4.6.3 Anti-Bullying Policy**

At Wapping High School our aim is to create an environment within the school where every member of the school community is safe and nurtured. Bullying is defined as the repeated use of aggression with the intention of hurting another person either mentally or physically or both. Bullying of any kind is unacceptable. Wapping High School recognises its responsibility to respond promptly and effectively to issues of bullying. All members of the Free School community will be educated as to the forms that bullying can take and the effect bullying has on other individuals. A student may indicate by signs or behaviour that he or she is being bullied. Adult members of the school community will be made aware of these possible signs and be given the means to report their concerns or investigate the situation as appropriate. There will be a school-wide understanding that everybody has the right to be treated with respect.

Every member of the school community will feel sufficiently educated, confident and empowered to tell a relevant member of staff if they know that bullying is occurring and know that incidents will be dealt with promptly, considerately and effectively. Members of the school community who are bullying will be taught different ways of behaving. Methods devised by the charity KIDSCAPE will be used to help prevent students from bullying. In cases of very harmful bullying, the incidents will be dealt with by the Senior Leadership Team. In serious cases parents/carers will be informed and will be asked to come in to a meeting to discuss the problem. Where necessary and appropriate, the police will be consulted.

A number of methods will be used to resolve instances of bullying by students including:

- The bully / bullies may be asked to genuinely apologise. Other consequences specific to the bully may take place.
- A plan of learning will be agreed between the bully and their Tutor to prevent future incidents.
- If possible the students will be reconciled via mediation by their Tutors.
- Where necessary a bullied student will be provided with support and guidance from either their Tutor or members of external agencies.
- In serious cases exclusion of a bully will be considered.

- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

Cyber-bullying is an increasing concern for many parents. Wapping High School will make every effort to prevent cyber-bullying from taking place at the Free School. All incidents of cyber-bullying at school will be investigated and dealt with. Wapping High School will advise parents / carers that it is their responsibility to monitor and restrict children's home internet usage so that vulnerability to cyber-bullying is reduced.

#### **4.6.4 Sex and relationship education**

Wapping High School aims to ensure that our students develop an understanding about sex and relationships that will help them mature into responsible, self confident and happy young adults and citizens. Within the compulsory elements of the enrichment programme the spiritual, cultural, mental and physical development of students will be actively promoted. Students will participate in a self-assessed exploration of the responsibilities and experiences of adult-life.

Prior to opening the Leadership team will develop a considerate and tolerant sex and relationship policy which extends beyond simply teaching biology and the science of reproduction. The policy will incorporate the following:

1. The dissemination of knowledge and skills will be appropriate to level of maturity and developmental needs of the students.
2. Students will be provided the opportunity to openly discuss their thoughts, doubts and anxieties within a supportive and caring environment, in order that they can acquire the ability to make responsible decisions and develop healthy and appropriate relationships.
3. Students will explore the importance of taking responsibility for oneself and one's own actions.
4. Developing students' self-esteem will be a fundamental to the programme in order that they are able to develop non-exploitative and caring relationships and are not themselves exploited.
5. Work will be monitored and assessed within the framework of the Learning Pathway.

The Principal will have overall responsibility for the implementation of this policy. Liaison with the Governing Body, parents and external agencies will ensure that the policy remains relevant and appropriate. External agencies will provide training as required. Initially the Deputy Head will be responsible for the day to day implementation of this



policy. Once the Free School reaches full capacity the Head of Department for Enrichment will take on the responsibility. They will be expected to attend the Education Sub-committee of the Governing Body when requested. They will also be required to ensure that staff have the necessary resources and skills to delivery this policy.

Parents and carers will be able to withdraw their children from sex and relationship education outside the National Curriculum science requirements, however the Free School will actively discourage any parent or carer from doing so.

#### **4.6.5 Drugs education and prevention**

A policy on drugs will be established that make clear the school's approach to drugs and drug related incidents, and that will inform any actions involving drugs.

It will clarify and define what, to all involved in the school, is a drug. It will include reference to drugs that are illegal, licensed (such as alcohol and tobacco) and pharmaceutical (purchased over-the-counter), prescribed (medicines) and other products (such as solvents). It will also address the issue of unlicensed pharmaceuticals used for recreational purposes.

It will give clear instructions to Governors, Senior Leaders, Teachers and Support Staff, and, more specifically Students, on legal responsibilities and refer to guidance from the Department for Education (DfE).

The Principal Designate will implement the policy and make it public knowledge. All students and staff will sign up to a code of conduct that will incorporate this policy.

Drugs education will inform many parts of the curriculum and will be addressed with significant attention to the law, health and well-being, and long-term success.

#### **4.7 Teacher training**

It is recognised that teachers are the school's principal asset. The Free School will commit to invest in the professional development of all staff, enabling them to enjoy being part of the school community and to fulfil their roles effectively, building a learning community for all. Ongoing support and training will be provided to ensure that all staff are able to make the best use of the latest technology. SEN Training for all staff will target the areas of most need. Through research and consultation with Primary Schools in Wapping and Shadwell it is expected that difficulties in the area of speech and language will be the initial focus.

An emphasis will be put on training for Personalised Learning.

Due to the relatively small size of the school the overall teaching pool will be constrained. It will, therefore, be expected that all teachers take on additional responsibilities such as

becoming Tutors, Form Teachers, Heads of House, Year and Department. Support and training will be given to ensure that these extra responsibilities provide a means for continued professional developments and career progression.

Support and training will include:

- professional development meetings and professional development items in staff and team meetings
- coaching and mentoring shadowing and peer support lesson observations
- discussions with colleagues or pupils to reflect on working practices research and investigation
- attending internal conferences, courses and professional development events attending external conferences and courses
- participating in networks or projects providing opportunities for professional development

To be effective, professional development must:

- be relevant to the participants
- have clearly identify intended outcomes
- take account of previous knowledge and expertise model effective teaching and learning strategies
- include impact evaluation designed as part of the activity

#### **4.8 Community engagement**

The community beyond Wapping High School can be divided into the following four distinct categories:

1. Other Secondary Schools
2. Primary Schools
3. Local residents
4. Local businesses

The Free School will constantly seek to extend and strengthen partnership between the Free School and these groups. An allowance has been made in the Financial Plan for

community outreach.

### **Other Secondary Schools**

Discussions have already taken place with a number of nearby Secondary Schools to explore the opportunities for partnership and collaboration. For example the opportunity exists to assist Mulberry Girls School, a Teacher Training School, to provide work experience to trainee teachers in a co-educational environment.

Elements of the Virtual Learning Environment will be accessible to other schools and colleges as a mechanism of sharing ideas and teaching resources. Conferences and training sessions open to education professionals from other schools will be run out of term time.

### **Primary Schools**

A strong link with local Primary Schools will be nurtured. Wapping High School will seek to initiate educational and social learning projects within the Primary Schools in order to drive up standards. Students from Wapping High School will be required to participate in these projects in order to improve communication and confidence. All local children should feel a connection with Wapping High School before they reach year 6.

Training sessions and conferences specifically aimed at the Primary School sector will be hosted at the Free School out of term time.

### **Local Residents**

Wapping High School will support and enable 'Big Society' community initiatives both through the enrichment programme and through the availability of premises. For example:

1. Discussions have already begun regarding using the Gardening Club (see Section 4.3.5) to support active local volunteers improve community gardens such as Shadwell Gardens.
2. The Departure Café in Limehouse supports and show-cases local artists. Collaboration with the Café will enable Wapping High School's art club to interact with professional artists. It will give the artists the opportunity to raise their profiles and gain exposure to a wider audience.

Out of school hours the Trust is keen that the school premises should be used as much as possible by the local community. The school facilities will be available for use at affordable rates for a wide range of activities such as adult learning, National Childbirth Trust, sports and fitness, Scouts, STEM for local schools. The Free School will become a community hub, accessed equally by all.

The Free School will comply with all the requirements of the Equality Act 2010 and work to

protect the rights of individuals and advance equality of opportunity.

### **Local Business**

Wapping High School will seek to exploit its location between the City of London and Canary Wharf by forming strong links with local banks and businesses. These partnerships will significantly enhance the delivery of the Free School's specialism 'Enterprise and Innovation'. They will also provide fund-raising, work placements and internships. Trained volunteers will be encouraged to work within the Free School, participating in lessons and supporting the educational programme.

### **4.9 References**

[1] 2010, Primary School league tables: Tower Hamlets SATS Results 2012, Guardian, 14-Dec-2010.

[2] MidYIS Examinations, [Online]. Available: [REDACTED] [3] Yellis

Examinations [Online]. Available: [REDACTED] [1] ASPECT, 2006,

Personalised Learning:From Blueprint to Practice

## 5 Section Five: Evidence of demand

### 5.1 Section Overview

This application is for an 11-16 co-educational Secondary Free School in Tower Hamlets. We are proposing a 3-form entry Free School, with a capacity of 405 pupils and a nominal class size of 27. The proposed Free School will open in 2012 with 81 pupils in Year 7. The Free School will develop from there to being at capacity in 2016. The school will have an inclusive admissions policy but will predominantly aim to serve children living the target zone of Wapping (E1W), Shadwell (E1) and Limehouse (E14) shown in figure 5.1.



Figure 5.1: Map showing the location of existing Secondary Schools in Tower Hamlets and target admissions zone for the Wapping High School.

The evidence of both demand and need for a new Secondary School in Wapping and Shadwell is overwhelming. Through effective research the Trust can clearly show that the number of parents who want to send their children to this school exceeds 94% for 2012 and exceeds 79% for 2013 to 2017. Parents have been made fully aware of the vision for the Free School via information leaflets, extensive details on our website and face-to-face consultation. Predictions for projected pupil places in the borough clearly indicate that there will be an increasing shortfall in pupil places borough-wide from 2013. Analysis of the local demographics confirm that there are sufficient numbers of children already living in Wapping and Shadwell to support the creation of a new school. All the local Secondary Schools are oversubscribed. (See Table 5.3 Section 5.4.2)

Public consultation of this project has been ongoing since May 2010 with a strongly positive outcome. Plans for statutory consultation following approval of this application will ensure that all affected parties are properly consulted.

A cost-effective marketing strategy is presented (see section 5.6) both for the lead-up to the Free School opening in 2012 and beyond. The marketing strategy will be a key enabler to ensure that the Free School achieves its targets to be oversubscribed and recruit excellent staff.

## **5.2 Introduction**

Within this section we will demonstrate that there is both significant demand and need for a new Secondary School in the South West of Tower Hamlets. The section is divided into four parts.

Evidence and data gathered as part of the pre-application exercise that has been run by the Wapping and Shadwell Secondary Education Trust since October 2010.

Analysis of predicted pupil projections, demographics and primary numbers demonstrating the long-term need and viability of the Free School

An outline of the extensive public consultation that has already been undertaken and description of the plans for statutory consultation once this application is approved.

A description of the marketing plan for the Free School to prospective parents to ensure continued admissions.

## **5.3 Evidence of parental demand**

### ***5.3.1 Registration of Interest***

Since October 2010 parents have been able to register their interest in a new co-

educational Secondary School near Wapping by completing a registration form by hand or on-line. Given that Free School applicants have clearly been prohibited by the DfE from holding waiting lists which guarantee parents school places. Parents could do no more than register their interest in a future application. Therefore, for the purposes of both the campaign and this application 'Registration of Interest' is defined as demonstrating a clear intention to apply for a place at Wapping High School once the Free School is open. This definition is clearly explained on the registration flyer as follows:

'To confirm funding for the school, the Department for Education needs us to collect a list of families who would consider applying for a place.'

The web-based registration form states:

'Registering your interest confirms that you would strongly consider applying for a place once the school is open.'

On both the printed form and the web-based form parents are asked to declare the following:

'I declare that all the information provided is accurate and true and that by completing this form I am declaring an interest in Wapping High School.'

A copy of the registration form is provided in Appendix A and can be viewed on-line at [www.wappinghigh.org](http://www.wappinghigh.org). The form clearly states the key features and broad aims of the Free School, details of which can be read on the form provided in Appendix A. The form describes the inclusive admissions policy and the age range that the school will cater for. Extensive additional information including its size and potential location is provided on the website. The website has been kept up to date throughout the registration process. A telephone number is provided on the form, and an email facility is provided on the website for parents to contact the trust with questions.

It is recognised that given the inclusive admissions policy of Wapping High School the catchment area (of radius 3 miles) extends far beyond the target zone described above. However, one of the aims of Wapping High School is to solve a particular problem: the lack of Secondary School provision for families living in Wapping, Limehouse and Shadwell. Therefore the exercise to gather evidence of demand has focused on families living in these areas. Printed registration forms have been distributed to parents from the eight designated feeder schools plus four additional local Primary Schools (these are listed in the Appendix B) during the period of October 2010 to May 2011. All of these Primary School have high numbers of children on free school meals. Forms have also been left at community centres, local shops, restaurants and other public places. Representatives from the Wapping and Shadwell Secondary Education Trust visited eight local Primary Schools

(three afternoons per school during October and November 2010 and April and May 2011) to explain the project and ensure that parents understand what they are supporting, gather feedback and answer any concerns or questions (see Section 5.5 for more details on how the feedback has been used).

### **5.3.2 Registration of Interest data**

As of the 25<sup>th</sup> May 2011, a total of 367 families, representing 643 children who would be of eligible age to apply for the Free School from 2012 onwards, have registered their interest in applying for a place or places at Wapping High School. A full list of Registrations of Interest including postcodes and the ages of children is given in Appendix D. The levels of Registration of Interest for entry years 2012 to 2017 and the corresponding number of available places are given in table 5.1. The number of Registrations of Interest for 2012 is almost fully subscribed at 94%. Further the percentage of Registrations of Interest considerably exceeds the 50% minimum criteria required by this application, as is shown by figure 5.2. There is also a significant sustained level of interest for the first five years of the school's operation. Each year the percentage of pre-applications exceeds 79%. In section 5.6 we have outlined how we intend to market the school to ensure that the Free School is always fully subscribed.

	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Annual intake</b>	81	81	81	81	81	81
<b>Number of pre-applications</b>	76	64	66	67	72	91
<b>% of places applied for</b>	94%	79%	81%	83%	89%	112%

Table 5.1: Count of the pre-applications made for Wapping High School for the years 2012 – 2017



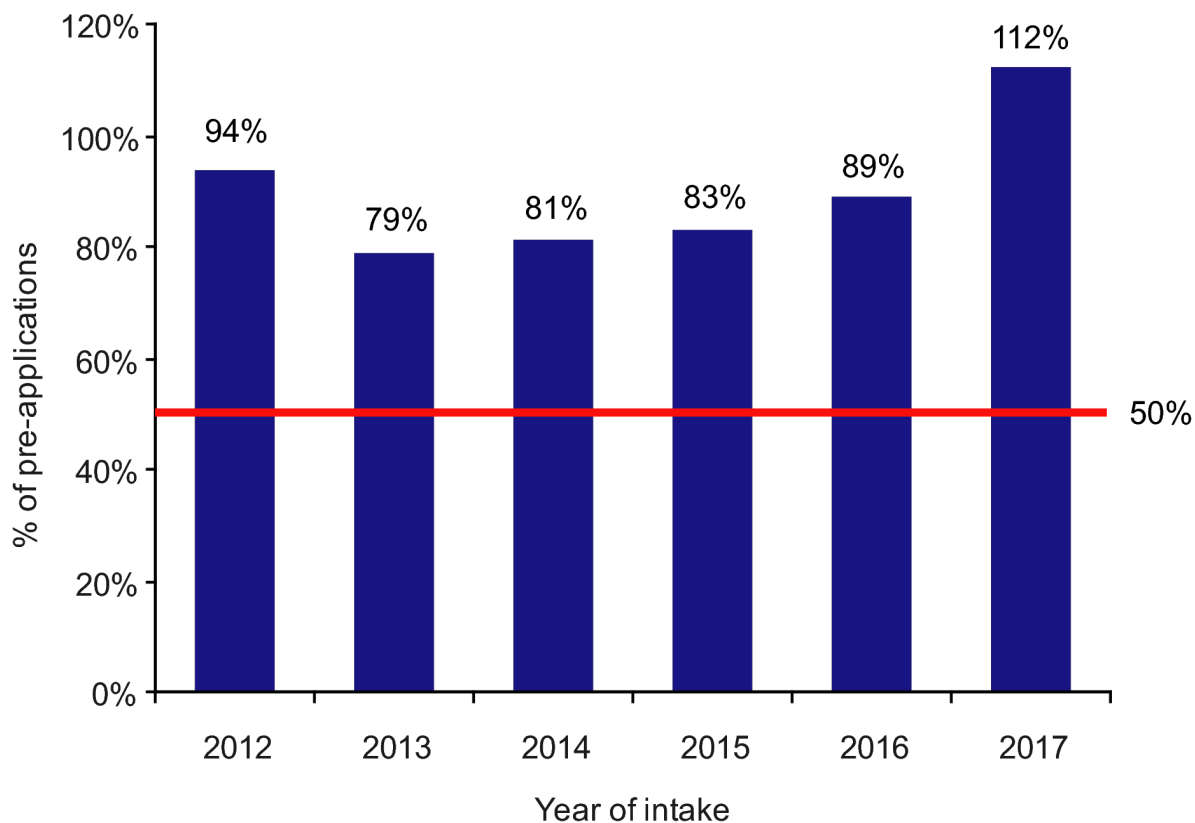


Figure 5.2: Bar chart of the percentage of Registrations of Interest for each year of entry from 2012 to 2017

An analysis has been made of the postcodes of the families that have registered their interest in Wapping High School. The data is given as a percentage of the overall number of respondents in figure 5.3. The analysis shows that the registrations are overwhelmingly from families living in Wapping (E1W), Shadwell (E1) and Limehouse (E14) which are precisely the geographical areas that the Free School is looking to serve.

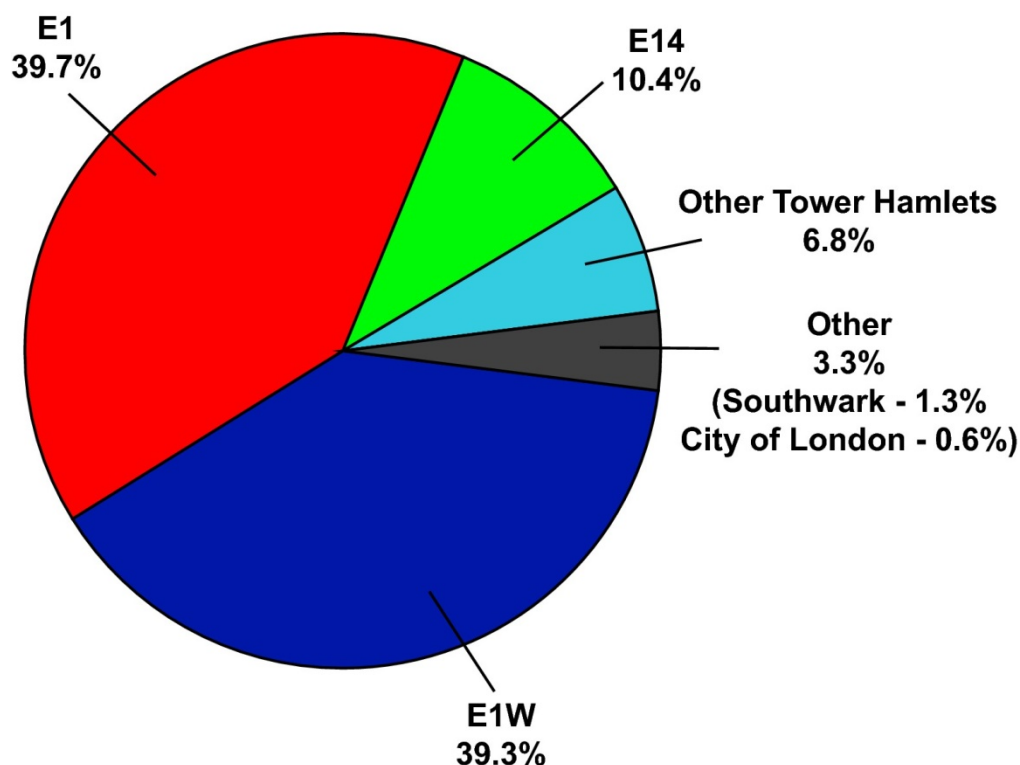


Figure 5.3: Pie-chart to show the geographical distribution of families who have registered their interest in Wapping High School

#### 5.4 Analysis of long-term need and viability

Four pieces of evidence demonstrate the long term need and viability of a new Secondary School for children of Wapping and Shadwell

- Projected pupil places at both Secondary and Primary level
- Over-subscription of the closest Secondary Schools
- Demographics of children living in Wapping and Shadwell
- Support from the wider community

##### 5.4.1 Projected Pupil Places at Secondary and Primary level

It is projected that Tower Hamlets will suffer an increasing shortfall of Secondary School pupil places from September 2013. The projected pupil places for both Secondary and Primary Schools has been obtained from a planning report presented by Children's Services to London Borough of Tower Hamlets on 4th August 2010 [1]. This is the most up-

to-date report that has been released by Tower Hamlets regarding pupil places. The report highlights an increase in 11-15 roll projections from the 2009/10 roll number of 12,987 to 16,314 by 2020, which equates to an additional requirement for 110.9 forms of entry during the next ten years. The report states the following:

“Large increases [in pupils] are anticipated year-on-year from 2014, which corresponds with an increasing actual birth rate and the cumulative effect on the cohorts from over 27,000 new homes being built between 2014 and 2020.”

A number of these building projects are already under way in Wapping (e.g. [REDACTED]) and Shadwell ([REDACTED]).

The report also raises the concern over the existing effect on primary places and using the PfS tool it is clear that there is a deficit of places for children to attend. The LA recognises that demand for Secondary School places is likely to increase substantially from 2013 onwards.

“The year 7 cohort is expected to rise from the 2009/10 Census result of 2,547 to 3,454 by 2020, an additional 907 pupils. Final Spring 2010 Census results show 2,547 year 7 pupils – reducing to 2,526 excluding special schools and dual registered pupils. This projection indicates that the current capacity of year 7 places at 2,735 will be exceeded in 2013-14 when 2,834 pupils are projected.”

The projections for year 7 places from 2013 to 2017 are compared in table 5.2 with existing capacity. The resulting shortfall is also provided. The data states that there will be a shortfall of 4 forms of entry in year 7 from 2013 which will increase significantly thereafter. Wapping High School will provide three desperately needed new forms of entry for the borough.

<b>Year of entry</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Pupil place projections for year 7</b>	2706	2834	2932	3082	3173	3323	3343
<b>Existing capacity at year 7</b>	2735	2735	2735	2735	2735	2735	2735
<b>Variance</b>	29	-99	-197	-347	-438	-588	-608
<b>Projected FE shortfall</b>	1	-4	-7	-12	-15	-20	-21

Table 5.2: Year 7 pupil place projections provided by London Borough of Tower Hamlets [1]

The Pupil place projections report [1] also clearly shows a significant expected increase in the number of Primary School pupils in Tower Hamlets in the next 10 years. The report

states:

“The overall picture is of the total roll [in Primary Schools] increasing from the 2008/09 total of 20,161 to a projected total roll of 25,439 by the 2019/20 school year, an additional 5,278 places. Within that the projected 4 year old cohort is expected to rise from the 2008-09 actual roll number of 3,163 to 3,473 by the 2019-20 school year, an additional 310 pupils (or 10% increase).”

It is clear from the report that the expected growth in Primary School pupils is sufficient to support the creation of a new Secondary School.

In order to increase the capacity of provision of Secondary pupil places from 2013 the London Borough of Tower Hamlets proposes to expand existing Secondary Schools in the borough. Further capacity will be obtained by building a new 9FE Secondary School in Bromley-by-Bow on the Eastern side of Tower Hamlets, approximately 3.5 miles from the centre of Wapping. The school is planned to be ready for 2014 and will replace an existing boys' school 'Bow Boys' and create five new forms of entry. These proposals are not cost effective and in no way even attempt to remove the disadvantage faced by families from Wapping and Shadwell. Increasing the size of the existing schools further reduces the choice of schools for families borough-wide.

#### ***5.4.2 Over-subscription of the closest Secondary Schools***

Demand for a local Co-educational Comprehensive Free School within Wapping and Shadwell is high due to geographical location and local authority admission policy regarding over-subscription. Within this section we compare the number of applications made to state-funded Secondary Schools in Tower Hamlets to the available places of the closest five state-funded Secondary Schools to Wapping, Shadwell and Limehouse:

- Mulberry School for Girls (map ref. A, figure 1).
- Bishop Challoner Catholic Collegiate, Boys' & Girls' Schools (map ref. B, figure 1).
- Sir John Cass's Foundation and Red Coat CE School (map ref. C, figure 1).
- Stepney Green Maths and Computing College (map ref. D, figure 1).
- Swanlea School , Community Mixed Secondary (map ref. E, figure 1)

In the event of over-subscription Tower Hamlets admissions policy gives priority to children who live closest to each school. The numbers of applications and corresponding available places at each state-funded Secondary School in Tower Hamlets are given in table 5.3. In 2010 every school in close proximity to Wapping, Shadwell and Limehouse (see list above), with the exception of Bishop Challoner Girls School, was oversubscribed. The high

level of demand for the schools listed above is sufficient that the existence of Wapping High School is unlikely to have a negative impact on their admissions. One outstanding local school is actively supporting this application.

Families living in Tower Hamlets have the option of sending their children to schools outside the borough. However, in 2010 only 4% [2] of families did so, demonstrating their preference to send their children to schools closer to home. In addition the Partnerships for Schools interactive map shows that all of the Secondary Schools in Southwark that are within a 3 mile walking distance are either fully or over-subscribed.

All of the schools listed above, with the exception of Swanlea, have an exclusive admissions policy - they are either single sex schools or faith schools or both. Therefore, choice for parents is extremely limited unless they choose to send their children to schools much further away. Swanlea is 1.6 miles from the centre of Wapping, the furthest of all the schools listed above. All the other LBTH Comprehensive Secondary Schools are even further away. Wapping High School would give families direct access to a local Comprehensive School.

The Department for Education states that it considers up to 3 miles to be a reasonable distance for a pupil to travel to school. However, in order to understand the impact of distance on admissions it is necessary to take into account the population density surrounding a school. The higher the population density the closer a student will have to live to a school to be guaranteed a place. There is a high density of children living in Tower Hamlets (the demographics of Wapping and Shadwell are explored below). Competition to obtain a place at any child's nearest school is fierce as demonstrated by the admissions data presented in table 5.3. Families from Wapping, Shadwell and Limehouse are disadvantaged by admissions as the distances from their homes to the comprehensive schools are significantly larger relative to those of other families in the borough. The creation of Wapping High School will provide local parents with a genuine choice of a comprehensive Secondary School.

Tower Hamlets Children's Services have attempted to combat the lack of provision of Secondary Schools for families from South Wapping (Wapping and part of Shadwell) by designating this area a priority admissions zone. However, priority is only given to families applying to Mulberry Girls School or Stepney Green Boys School. No assistance is given to families wishing to send their children to a Co-educational Comprehensive School. Wapping High School will use the existing priority admissions zone to ensure that families have a realistic opportunity of obtaining a place at the comprehensive school of their choice.

Out of the fifteen state-funded Secondary Schools in Tower Hamlets only three are small

with four forms of entry, Oaklands, Raines Foundation and Bishop Challoner Boys School. Of these three schools only Oaklands has an inclusive admissions policy. Wapping High School will increase the range of types of school available to parents in the borough.

Wapping High School will have an inclusive admissions policy. It will, therefore, be possible for any student to apply to the Free School. In 2010 approximately 20% of students living in Southwark chose Secondary Schools outside their borough. It is, therefore, highly feasible that Wapping High will receive applications from Southwark. The marketing plan includes an activity to promote the Free School to families living within three miles, who live outside Tower Hamlets.

<b>Name of School</b>	<b>No. of places available</b>	<b>No. of applications by the closing date</b>	<b>No. of places taken</b>
Bethnal Green	180	257	73
Bow Boys	150	227	107
Central Foundation Girls	240	587	240
George Green's	210	339	195
Langdon Park	180	494	180
Morpeth	240	1033	240
Mulberry	210	679	210
Oaklands	120	544	120
St.Paul's Way	240	303	70
Stepney Green	180	481	180
Swanlea	210	763	210
Bishop Challoner Boys	120	289	120
Bishop Challoner Girls	150	277	135
Raine's Foundation Places	113	143	113
Raine's Open Places	37	362	37
Sir John Cass's Foundation	36	374	36

Places

Sir John Cass's Open

144

1128

144

Places

Table 5.3: Summary of applications to state funded Secondary School in Tower Hamlets in 2010 [2].

### **5.4.3 Demographics of Children living in Wapping and Shadwell**

According to the Office of National Statistics the number of children aged 10-19 living in Wapping and Shadwell in 2009 were 700 and 1774 respectively [4], [5]. Note that the demographics of Limehouse are not examined, as data is only available for the ward of Limehouse rather than the specific geographical area of interest. Wapping High School will have capacity for 405 children. It is clear from the data that there are already more than five times the number of children living in Wapping and Shadwell than there will be places in the Free School.

### **5.4.4 Support from the Wider Community**

On May 26th 86 individuals, mainly resident in Tower Hamlets, had registered their support without registering the names of children. These names represent members of the wider community who recognise the detrimental effect the lack of a school has on our community and wish to support the project. Dame Helen Mirren, a Wapping resident, supports the proposal as has been widely reported by the press. Dame Helen contacted the Trust with the following statement:

'I fully support the project to open a new Secondary School for children in Wapping and Shadwell in Tower Hamlets. Shadwell has the highest level of child poverty in England. Plans for the new school, created by the local community, will be inclusive and offer local children both an outstanding education and opportunities for life-enhancing experiences. I would like to urge the government and business leaders to back this project and ensure real change for some of England's most deprived children.'

A local resident contacted the Trust with the following comment, providing a further example of community support:

'Well done for organising this. I don't have any children but think it would be hugely beneficial to our neighbourhood.' [REDACTED]

The Free School also has the backing of [REDACTED] Internationally respected historian, educationalist and author, who has offered to sponsor an annual prize in her name to honour achievement in History by students from deprived backgrounds.

## **5.5 Public Consultation**

Since the initiation of the campaign to open a Free School in March 2010 the campaign group, which subsequently became the Trust, has been committed to consulting with the public over every aspect of their proposal. The target audience for public consultation can be divided into a number of key groups as listed below. This demonstrates both the extensive consultation undertaken and the plans for future consultation for each group once this application is accepted.

Key groups for consultation are:

- Local parents
- Local residents and community leaders
- The London Borough of Tower Hamlets council authority (council executives and elected members)
- Local Primary and Secondary Schools
- Local Businesses

### **5.5.1 Public consultation already undertaken**

A range of methods has been used to consult with local parents.

In May 2010 260 randomly selected families from Wapping were asked to respond to a survey concerning our plans for a new co-educational Secondary School and to comment on the general provision of Secondary Schools in the area. 70% of respondents stated that they were not satisfied with the existing provision of Secondary Schools in Wapping. 77% stated that they would consider sending their children to a co-educational Secondary School in Wapping.

Clear details concerning our vision and proposals for the Free School have been made available on our website [REDACTED]. The website is constantly updated to provide accurate information. The website is regularly advertised on community websites and email groups such as [www.whatsinwapping.co.uk](http://www.whatsinwapping.co.uk), [netmums.co.uk](http://netmums.co.uk), [mumsnet.com](http://mumsnet.com) and the Tower Hamlets NCT email group.

The website provides telephone numbers for the Trust and the means to email the Trust.

Users of the website are invited to join our email list for regular updates and information. There are currently 175 names on the mailing list.

As part of our exercise to gather evidence of demand, representatives from the Trust have visited eight local Primary Schools at the end of the school day for three



days per week per school. The purpose of the exercise was to clearly explain the vision for the Free School, ask parents to register their support if they were interested in a future application to the school and to respond to feedback and answer questions. In line with our expectations the most common question has been to ask for reassurance that the Free School will be small and co-educational.

A number of parents who are not involved with the project have hosted informal information and feedback sessions. This provided the Trust with the opportunity to work through the detail of our proposal and receive feedback and suggestions for improvement. As a result of these sessions the Trust has been made aware of the need to ensure that the initial cohort of children starting in 2012 – 2014 have the opportunity to interact and work with older students. Therefore, the Trust has sought partnership with two existing local Secondary Schools. Also, parents have made it clear that it is less important to have a wide range of subjects or specialisms and more important to teach well. As a result we have decided to limit our specialism to 'Enterprise and Innovation'.

Occasionally individual parents have either emailed with specific questions about the proposed Free School or have requested a meeting to discuss the proposal further. Every email has been responded to and every meeting requested has occurred.

All feedback from parents, regardless of source, has either been discussed at one of the Trust's weekly review meetings or at one of the monthly Project Steering Committee meetings.

Residents living in Wapping and Shadwell have been consulted using the following methods:

The printed registration forms, which include details of our proposal, links to our website and an address and telephone number have been left at local restaurants, cafés, community centres etc.

Two half-day information events have been held at local community hubs (Waitrose Supermarket on 21/05/11 and Watney Market 24/05/11). These events were run by members of the Trust and served to reach out to a wider audience within the community.

Postings on community websites mentioned above have served to inform the local public as well as parents. Comments and feedback left on community websites have been reviewed and responded to directly, where reasonable.

A number of local residents have emailed the Trust with questions, feedback or

support. All of these emails have been responded to.

Community leaders such as faith leaders have been contacted to explain the proposals for Wapping High School so that they might pass the information on to their community.

A local councillor forwarded one letter of objection to our proposal from a local resident. The Trust contacted the resident directly to advise them of our proposal and reassure them that their concerns had been listened to. As a result we received a positive response.

A number of articles have appeared in the local press about our proposal for a new Free School. These papers include the East London Advertiser, Docklands24 and The Evening Standard.

A advertisement was placed in April the local community newspaper East End Life.

Discussions have been ongoing with Children's Services and Communities, Localities and Culture Departments at the London Borough of Tower Hamlets (LBTH) since November 2009 regarding the desperate need for a new co-educational Secondary School for families in Wapping and Shadwell. The Trust has gone to great lengths to ensure that we have consulted thoroughly with Tower Hamlets over every aspect of our proposal.

██████████, Head of Secondary Learning and Achievement at Tower Hamlets, has sat on the Project Steering Committee in an advisory capacity since May 2010. ██████████ has also had the opportunity to review this application as it has been written. A full copy of the complete application will be sent to LBTH. On 4th May 2011 ██████████ wrote to Mayor Rahman to endorse our proposal. A copy of this letter is provided in Appendix C. Following an email to ██████████, ██████████, to update him on our progress we received this response as an email:

May 19th 2011

Dear ██████████

This appears to be going well. Thanks for engaging so positively with the Council and our partners. If there is more I can do please don't hesitate to make contact.

██████████  
London Borough Tower Hamlets

[www.towerhamlets.gov.uk](http://www.towerhamlets.gov.uk)

On the 1st April 2011 [REDACTED] and [REDACTED] visited the Houses of Parliament to meet with Jim Fitzpatrick MP for Poplar and Limehouse. At the meeting Mr Fitzpatrick was informed of the plans for Wapping High School. Since then Mr Fitzpatrick has played a key role in facilitating correspondence between the Trust and Tower Hamlets Council.

All of the elected members of Tower Hamlets Council have been kept fully informed of the proposal for Wapping High School via letters, emails and meetings. Councillors have been given every opportunity to forward on letters of concern from local residents (so far we are only aware of two such letters). A request has been made to Mayor Rahman for a meeting to update him with the proposal for Wapping High School. Details of our proposals for Wapping High School have additionally been sent to the Corporation of the City of London as they are our closest neighbouring local authority. Throughout the planning of Wapping High School the Trust has consistently sought to identify solutions which will bring benefits to local families, and residents of Tower Hamlets and its neighbours more generally.

Letters have been written to all of the eight local Primary Schools that have been designated as feeder schools (see Section 4.3.7, table 4.4 for the list of schools). The Trust has offered to meet with all the Headteachers at these schools to explain the proposal for Wapping High School. As a result visits have been made to Hermitage Primary School, St Peter's Primary School, English Martyrs Primary School, Bigland Green Primary School and St Paul's Primary School (the Trust met with the school administrator at St Paul's Primary School). Meetings have also taken place at the following Secondary schools: Mulberry Girls School, Langdon Park, City of London Boys School and City of London Girls School. The outcome of all of these meetings has been a commitment to work in partnership to improve the provision of education for children in Tower Hamlets. A letter describing our proposal has additionally been sent to Bishop Challoner Boys' & Girls' School.

### **5.5.2 Plans for statutory consultation**

In accordance with Section 10 of the Academies Act 2010 a period of statutory consultation will be conducted once this application has been approved. The aim of the consultation will be to question whether affected parties believe that the arrangements for Wapping High School should be entered into.

- All of the key groups listed in Section 5.5 will be consulted along with the neighbouring local authorities of Southwark and the Corporation of the City of London.
- In October 2011 letters describing the vision, curriculum offer and admissions policy

for Wapping High School will be sent to relevant local authorities and every Secondary School in Tower Hamlets.

- The strategy for consultation is closely aligned to phase one of the Marketing Plan (see section 5.6). The methods described by phase one of the marketing plan will provide clear access to details of the education vision, education plan, and proposals regarding premises that are provided in this application. These activities will take place during October - November 2011.
- Throughout October and November 2011 Adverts will be placed in the local press inviting residents of Tower Hamlets to comment on the proposals for Wapping High School.

The period for consultation will be from 1st October 2011 until 1st December 2011. These dates will be clearly stated on the letters, the website and other means of communication. Clear mechanisms for affected parties to provide feedback and raise objections will be provided by the following:

- Email – The Trust has already has a well publicised email account
- Telephone – The Trust has already established two telephone numbers, one for general enquiries and one for registrations of interest
- Post – The Trust has a business address

Each of these means of communication will be monitored on a daily basis and communications received will be responded to within 14 working days. Feedback from the consultation will be reviewed on a fortnightly basis by the Directors of the Trust and on a monthly basis by the Steering Committee. The Directors of the Trust will be responsible for analysing the feedback and providing solutions for any suggestions or objections that might arise from it. A summary of the analysis of the feedback and the Trust's will be provided on the Wapping High website and distributed as a press release to local media.

## **5.6 Marketing plan**

The Education Vision states that Wapping High School should be oversubscribed and should consistently attract high quality staff. This will ensure that the Free School is sustainable in the long term. The ability of the Free School to communicate externally to current and future families as well as stakeholders is critical to achieve this both in terms of student and staff recruitment. A clear marketing strategy is key to this aim. The marketing plan is particularly relevant for the initial years while the Free School is developing its reputation for the delivery of outstanding education.

The marketing plan has been divided into two phases:

**Phase 1**

Purpose: To ensure that the Free School is fully subscribed in 2012. To support the statutory public consultation as is described above.

Implementation period: September 2011 - September 2012

**Phase 2**

Purpose: To ensure that the Free School is fully subscribed each year from 2013.

Implementation period: From the point that preliminary funding has been agreed onwards.

Prior to September 2012 funds not budgeted for in the financial plan will be required to underwrite aspects of both phases of the marketing plan. Creative methods of marketing and offers of voluntary support will keep these costs an absolute minimum. An allowance for marketing beyond September 2012 has been included in the Financial Plan (see Section 8).

**5.6.1 Phase one marketing plan**

The Trust will develop and implement a targeted approach to marketing in order to:

- Ensure that all parents that have registered their interest in applying for a place in 2012 choose to do so
- Build interest in the desirability of the Free School as a first choice for local families
- Provide statutory public consultation
- Ensure that the vision, education plan and admissions policy are clearly communicated
- Provide a clear means for communication with the Trust
- Raise awareness outside the catchment area, but within a reasonable distance to the Free School, with regard to the vision for Wapping High School and the potential places available
- Build confidence in the reputation of the Trust

This will be achieved by:

- Producing a mini-prospectus with insight into life within the Free School and information regarding the education plan. Full details of the arrangements for

admission will also be included

- Individually contacting each family that has registered their interest in applying for a place at Wapping High School in 2012
- Engaging strongly with families and children year 5 & 6 at the 8 nominated local primary feeder schools by running workshops, parent information sessions and events
- Holding a series of open evenings both at Primary Schools in both Tower Hamlets and Southwark and elsewhere for families to meet the Principal Designate and learn more about the premises, vision and ethos for the Free School
- Providing a high level of detail regarding every aspect of our proposal on the Trust's website. The site will be further improved to make access to the information easier
- Using social media to further raise awareness and interest in the Free School
- Running competitions such as to design the school logo to further engage children from year 4, 5 & 6, giving them a sense of ownership of the Free School
- Celebrating the success of the community to support and establish the Free School with an information/fun day
- Public Relations – existing close relationships with the local press will be built on. The opportunity for families to choose a local co-educational school will be communicated widely to increase the media interest around the Free School
- Taking out adverts in local press for both Tower Hamlets and neighbouring boroughs inviting families to apply for a place at Wapping High School in 2012
- Continuing to post information and updates on community websites
- Keeping the supporter group up to date via regular emails
- Holding on-site open days and parental visits with the aim of reassuring families that they have made the right choice in applying to Wapping High School. The possibility of these visits will be advertised in the prospectus and personal invitations will be sent to all families who apply to Wapping High School
- Responding to all queries and questions promptly and politely

### **5.6.2 Phase two marketing plan**

Phase two of the marketing plan will be conducted by the Trust up until September 2012 when it will become the responsibility of the Free School leadership team and Governing Body.

The purpose of phase two of the marketing plan will be to:

- Build interest in the desirability of the Free School as a first choice for local families
- Ensure that the Free School is oversubscribed on an yearly basis
- Ensure that the vision, education plan and admissions policy are clearly communicated
- Provide a clear means for communication with the Free School
- Raise awareness outside the catchment area but within a reasonable distance to the Free School with regard to the vision for Wapping High School and the potential places available.
- Build confidence in the reputation of the Free School.
- Raise the profile of the Free School and make it a desirable place to work
- Generate interest in funding and sponsorship for the Free School

This will be achieved by:

- Engaging with the LBTH regarding the admissions arrangements to make sure that they are handled effectively and efficiently and to ensure that the Free School is correctly included in borough-wide Secondary School prospectuses
- Producing a Free School prospectus with insight into life within the school and information regarding the education plan. Full details of the arrangements for admission will also be included
- Developing the existing website into a comprehensive school website (see below)
- Using social media to promote a positive public awareness of the Free School
- Holding open evenings for families to view the Free School, meet the teachers, staff and students
- Engaging with local Primary Schools so that families feel a strong sense of familiarity and support for the Free School long before they are required to make an application
- Engaging with early years provision and other institutions
- Working with community groups, such as Scouts, Brownies, Sporting and afterschool Clubs etc.
- Continuing to have strong media presence through PR and advertising
- Having a strong community presence at, for example, local fetes

### **5.6.3 Marketing USP and Brand Identity**

Underpinning any marketing plan must be a clear understanding of what is being marketed. One of the first tasks for the interim Governing Body will be to agree a detailed marketing plan for the Free School based on the following:

**Marketing USP:** Wapping High School will offer parents the option of a local co-educational comprehensive Secondary School. The Free School will be distinct in values and vision from other educational institutions and, therefore, parents will be able to exercise a real choice in selecting it. The Free School will be a community-focused centre of excellence which will draw on its specialism of 'Enterprise and Innovation'.

**Brand identity:** The Trust has already established an clear brand identity through its website and registration of interest forms. Further work will occur to develop the Wapping High School brand prior to opening. A clear brand identity will permeate all of the consultation and ongoing communications regarding the Free School. The support of an experienced marketing and graphics consultant has already been sought to ensure this is achieved

**Web site:** The Free School website will be transformed from its current state to one which meets the needs of the Free School. The website will provide straightforward access to the Free School's vision, values and concepts as they are agreed and developed in more detail. The website will continue to be a key enabler for pushing out news and updates, such as availability of places, staff recruitment and appointments as well as progress against key milestones. By September 2012 the website will be a Virtual Learning Environment, used by teachers, staff and students and their families as an essential learning tool and method of communication



## 5.7 References

- [1] Sutcliffe, A., 2010, *Agenda Item 7.1*. LBTH Cabinet Meeting, 4/08/10
- [2] 2010, DCSF: Secondary School Applications and Offers 2010, [Online]. Available: <http://www.education.gov.uk/rsgateway/DB/STR/d000914/index.shtml>.
- [3] 2011, *Moving to a Secondary School in Tower Hamlets 2011*, Children's Services, LBTH.
- [4] 2009, *Pupil absence in schools by free school meal eligibility, reference by location of pupil residence. Area: Shadwell (Ward)*, Office of National Statistics.
- [5] *Pupil absence in schools by free school meal eligibility, reference by location of pupil residence. Area: St Katharine's and Wapping (Ward)*, Office of National Statistics, 2009.

## **6 Section Six: Organisational Capacity and Capability**

### **6.1 Capacity and Capability to set up a Free School**

#### ***6.1.1 The Wapping and Shadwell Secondary Education Trust***

The Wapping and Shadwell Secondary Education Trust (WSSET) is a not-for-profit company limited by guarantee and is expected to become an Academy Trust on approval and signing of the funding agreement.

Working for the Trust as Directors and Members are [REDACTED] and [REDACTED], who are dedicated full-time to the project and [REDACTED] and Directors (non-members) [REDACTED] and [REDACTED] (trust secretary), giving part-time commitment. The Trust currently meets for 2 hours on a weekly basis. The Trust is supported by a steering committee which meets monthly.

The aim of the Trust is to drive the project forward and, along with support of the steering committee and Principal Designate, oversee the creation of Wapping High School. The Directors have significant expertise with school governance, project management, information systems, resource management and decision-making methods. Following the successful opening of the Free School, the Trust will continue to manage the governance of the school with an appointed Governing Body and the support of members of the steering committee. The expertise of the individual members and Directors are now described.

[REDACTED]

[Redacted]

At an extraordinary meeting of the Trust on Monday 23rd of May the Directors voted unanimously to adopt the model Articles of Association for Free Schools provided by the Department for Education.

The Trust has opened a school's bank account with Lloyds TSB. The details of the account are:

[Redacted]

### **6.1.2 The Steering Committee**

A steering committee was set up in October 2010 to support the work of the Trust. The committee meets once a month. The main body of the steering committee and its special advisors are listed below, with background details and areas of expertise listed in table 6.1.

<b>Steering Committee Member</b>	<b>Role or expertise</b>
[REDACTED]	Trust Director and Member
[REDACTED]	Trust Director and Member
[REDACTED]	Trust Director and Member
[REDACTED]	Education Consultant
[REDACTED]	Secondary School Teacher
[REDACTED]	Social Worker
[REDACTED]	Children’s Services LBTH
[REDACTED]	Trust Secretary & Recruitment Professional
[REDACTED]	Community Leader
[REDACTED]	Architect
[REDACTED]	Local Parent
<b>Special Advisors</b>	
[REDACTED]	Educational Consultant
[REDACTED]	Solicitor
[REDACTED]	International Educational Consultant
[REDACTED]	Educational Consultant
[REDACTED]	Graphic Designer
[REDACTED]	Publisher
[REDACTED]	Financial Advisor
[REDACTED]	Architect
[REDACTED]	Management Accountant

Table 6.1: Members and special advisers of the steering committee

**6.1.3 Areas of expertise**

The Trust and its steering committee have access to a wide range of expertise that will ensure that they have the capacity and capability to oversee the creation of Wapping High School. All of the individuals have committed to continue supporting Wapping High School beyond opening in 2012. Many of the members of the steering committee will form the Governing Body as discussed in Section 6.1.7. The areas of expertise and the skills that each member of the Trust, steering committee, or their advisers provide are listed below.

Education

Finance and Accounting

Project Management & Administration

Legal

Buildings & Site

Information and Communications Systems (ICT)S

Staff & Human Resources (HR)

**Education**

[Redacted text block]

[REDACTED], [REDACTED]

[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]

[REDACTED], [REDACTED]

[REDACTED]  
[REDACTED]

### Finance and accounting

[REDACTED], [REDACTED]  
[REDACTED], [REDACTED]

[REDACTED]  
[REDACTED]

[REDACTED], [REDACTED]  
[REDACTED]

She is currently providing advice to the Trust on a pro-bono basis.

[Redacted], [Redacted]

[Redacted]

### Project Management

[Redacted], [Redacted]

[Redacted]

[Redacted], [Redacted], [Redacted]

[Redacted]

[Redacted], [Redacted]

As Education above

[Redacted]

[Redacted], [Redacted]

[Redacted]

### Legal

[Redacted], [Redacted]

[Redacted]

### Site & Buildings

[Redacted], [Redacted]

[Redacted]

[Redacted], [Redacted]

[Redacted]

### ICT

[Redacted], [Redacted]

[Redacted]

[Redacted], [Redacted]

[Redacted]

[Redacted], [Redacted]

See Project Management

### Human Resources

[Redacted], [Redacted]

See Project Management.

#### **6.1.4 Additional Partners**

##### **Educational Capacity and Professional Services**

It is recognised that in order to deliver a successful, well run school the trust should engage an educational project management company and / or a professional school provider. Preliminary fact-finding discussions have already taken place with IES, Kunskapsskolan, Haberdashers Aske's Federation, ARK, LBTH, The Place Group and Contour Education Services. Contour are working with the trust, pro-bono, in developing the curriculum. Mulberry Girls Secondary School have expressed a keen interest in offering both services and partnership for the set-up and ongoing running of the Free School. Mulberry Girls School has an outstanding reputation. It is a recognised teacher training centre and is accredited for a variety of training courses including Middle Leaders and NPQH.

A framework for clear and transparent decision-making has been developed by the Trust.

##### **Finance and Partnership**

Wapping and Shadwell are located between the City of London and Canary Wharf. The trust is actively seeking to exploit our location and form partnerships with local businesses, corporations and charities. News International, LBTH council and the Canary Wharf Free School project (led by [REDACTED]) have all been approached with a view to partnership, as have several successful Secondary Schools. Further companies and charities will be approached in the coming months.

##### **Communications and Public Consultation**

The public consultation stage of this project is already well underway. The trust has access to an outstanding graphic designer who has produced both a website and information flyers. 5000 flyers have been printed and are currently being distributed within the community. The initial costs of the consultation have been sponsored by [REDACTED]. The trust has the support of a large group of parents and community leaders who are already distributing information throughout the borough.



### **6.1.5 Analysis of additional need**

In the lead up to opening the Free School in September 2012, the Trust expects that it will commission additional support in the following areas:

1. Project management
2. Legal representation
3. Buildings procurement
4. Funds to cover the costs of marketing, statutory consultation and administration. It is recognised that this cost must be kept to a minimum.

### **6.1.6 Hiring the Principal Designate**

Once the WSSET application is approved (September 2011) the recruitment process will commence. It is acknowledged that this key individual will have the most impact on the success of the school. A highly motivated, committed and organised education professional will be sought, who understands, and agrees with, the values and expectations of the Trust, and the needs of both students and staff. The successful applicant will have a proven track record of excellence, a flair for innovation and a driven commitment to eradicating disadvantage in an area of undeniable poverty. The deprivation levels in this community will be one of many challenges that only an exceptional practitioner would attempt to meet head-on. It should be noted here that [REDACTED], steering committee member, has considerable expertise in this area, and trustee, [REDACTED], has overseen the successful recruitment and appointment of a Headteacher in his role as a chair of school governors.

Recruitment will proceed using both our high profile in the media (news stories in local and national press) and traditional routes; advertising in the TES, Guardian Education Supplement and others.

The recruitment panel will be:

1. [REDACTED] (Chair)
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. Representative of Project Management Company
6. Representative of DfE
7. Headteacher from a local, outstanding, Secondary School

**Timeline for recruitment**

October 2011	Panel convenes to draw up Job Description (JD), Person Specification (PS), Application Form and to devise a process and criteria for selection
November 2011	Advertisement is placed in journals as detailed above
December 31st 2011	Deadline for applications
January 2nd to 5th 2012	Panel convenes to process applications
January 6th	Successful applicants are called for interview
January 16th to 20th	Week of interview, observation (a leading local Secondary has agreed to facilitate this) and presentation
January 26th	Appointment letter to arrive at successful applicants home (this will also be confirmed by telephone calls). This gives adequate time for the successful applicant to give notice (should they be a serving Headteacher) to be in post at Easter 2012. The Principal Designate will be available for consultation during the Spring term of 2012.

The Application Form will be in 4 parts:

1. Basic details including Qualifications and Experience
2. Personal Statement (which will respond to all aspects of the Person Specification)
3. Extra questions e.g.:
  - a) How will you drive up standards in the area?
  - b) How will you encourage students and their families from deprived backgrounds to apply to the Free School?
  - c) Describe a day-in-the-life for a student at Wapping High.
4. Safeguarding details

The interview process will establish the candidates' view of:

1. vision of the Free School
2. personalisation of teaching and learning
3. inclusion
4. standards and achievement

5. the school improvement strategies
6. the arts
7. the partnerships beyond the school
8. the community
9. parents/carers
10. finance and resources management
11. HR management
12. personal qualities

The interview process would take the form of :

1. Observed Activities
2. Prepared Talk (Interviewees given a subject and 30 minutes to prepare a 10 minute talk on the subject)
3. Interview before the panel
4. Safeguarding and reference checking

Observed Activity

Written task

Watch candidate teach

Watching and analysing teaching

Interview by Prospective Parents

In-tray activity (prioritising actions)

Group Activity

Data Analysis

Small panel interview on specific area e.g. curriculum

Delivering an assembly

Samples of 10 minute talk subjects:

The promotion of effective learning  
The professional development of staff

Fostering co-educational link with parents

How do we prepare our students for their future learning?

How do we best ensure our students' progress throughout the school?

How do we best maximise opportunities for students and all stakeholders in the school?

It is essential that the Principal has, and can demonstrate, the following;

#### Education, Qualifications and Experience

- Relevant management development training (for example educational leadership such as the NPQH or a similar qualification)
- Fully qualified teacher status with DfE recognition
- Demonstrate knowledge of the Secondary curriculum and experience of curriculum leadership in a whole school context
- Demonstrate knowledge and understanding of good practice in both Key Stages
- Demonstrate that they are undertaking or have undertaken additional studies or training relating directly to secondary education and school management and organisation
- Have held a role of responsibility within a successful senior management team and can provide evidence of team leadership and ability to manage change effectively
- Substantial high quality teaching experience. A wide knowledge and experience of approaches to school and classroom organisation

#### Commitment

- Be committed to promoting excellence and achievement in all areas of the curriculum and school life
- Be committed to inclusion ensuring that the needs of every student are met
- Be committed to life long learning and continuing professional development
- Be committed to distributive leadership through capacity-building and team work
- Be committed to establishing a work/life balance through time management and, prioritisation
- Be committed to valuing the ethos, culture and diversity of the school and its wider community

#### Personal Knowledge

- Demonstrates knowledge and understanding of the role and responsibilities of a

### Headteacher

- Understands how assessment is used to promote pupils' learning and progress, Demonstrates effective and efficient resource management
- Demonstrates good knowledge and experience of monitoring the quality of teaching and learning
- Demonstrates an understanding of relevant legislation
- Demonstrates an understanding of the role and responsibilities of the Governing Body and how it should work collaboratively with the Headteacher and staff
- Demonstrates an awareness of safeguarding protocols and procedures

### Professional Expertise

- Provides evidence of effective leadership in Secondary School senior management
- Demonstrates a clear understanding of quality in teaching and learning and the strategies used to achieve this
- Demonstrates excellent organisational skills and the ability to work to deadlines
- Demonstrates the ability to plan, organise, and where appropriate, delegate effectively
- Demonstrates an understanding of the contribution made by all members of the school team
- Demonstrates the ability to maintain and develop positive relationships with stakeholders
- Demonstrates how to build, inspire, and support a strong staff team through encouragement, example and performance management
- Demonstrates how parents and carers may be encouraged to support the school

It is also desirable that the applicant has the following:

- Headteacher, Deputy Head or Assistant
- Head experience Experience across Key Stage 3 and 4
- Experience of teaching in an inner-city multi-cultural environment

The Principal Designate will oversee, with the Governing Body, the appointment of all teaching staff, from recruitment to contracts. The Principal may assist the Trust and Advisors in the appointment of a financial director or bursar.

An effective Principal will ensure the safety and well-being of all. Considerable emphasis is placed on evidence of achievement and attainment and, through the use of IS (Information Systems) and Personalised Learning methodology, these will be constantly available to individual students, then made available to their teachers and mentors, their parents and carers, and the Governing Body. The Principal and Senior Leadership Team will be made accountable to the Governing Body, although, contractually, the Principal will be employed by WSSET and therefore answerable to the Trustees.

### **Safer recruitment**

Every stage of all recruitment campaigns will be guided by the Department of Education document, [SafeguardingChildren:SaferRecruitmentandSelectioninEducationSettings](#). Our process will follow the advised recruitment and selection procedures at each stage of the process to deter, reject or identify people who might abuse children, or who are otherwise unsuited to work with them. We will ensure the safeguarding recommendations are incorporated into our process as well as ensuring at least one member of the appointment panel has received the appropriate training in safer recruitment. It should be noted here that steering committee member, [REDACTED], has been [REDACTED].

All staff will be committed to the vision, values, culture and ethos of the Free School including support, catering, cleaning and premises employees and contractors. Students will have contact with these individuals, however infrequent, and it is essential that they can be both respected and trusted. Contractors and visitors will have severely restricted and accompanied access unless they are certificated by us via a suitable authority (such as Criminal Records Bureau checks currently provided by the Home Office).

#### **6.1.7 Governance**

The Governing Body for Wapping High School will report directly to the Members of the Wapping and Shadwell Secondary Education Trust. Initially the Chair of the Trust will also Chair the Governing Body. The Governing Body will be made up of:

1. The WSSET Directors (maximum 5)
2. The Principal
3. The Business Manager
4. Two members of staff (teacher and support), elected for a two year term of office by the whole staff
5. Two specialists, co-opted by the Governing Body (for example a resident, a

corporate business representative or an education specialist)

6. Four parents and carers, elected by the parent body two at a time for a two year term of office (as a consequence in 2012 only there will only be two parent/carer governors)
7. A representative of Children's Services LBTH
8. An invited local councillor
9. Any appointees of the Department for Education (one expected)

There will be 17 governors in total (15 in 2012). At least one of the Governors will be required to have financial expertise. It is desirable to have a Governor with expertise in ESOL to support the expected high numbers of students from deprived backgrounds with speech and language related learning difficulties. The high number of Governors ensures the required expertise and representation of stakeholders. An independent qualified clerk to the Governing Body will be out-sourced (probably from the Local Authority) in order that procedure is followed and meetings minuted.

Currently the Steering Committee takes the role of the Governing Body, and most of its members will be expected to become governors on completion of the application process. However, as opening approaches it would be expected that some governors step down to allow other stakeholders to be represented such as parents and carers, and teachers.

The Governing Body will hold the Principal, Business Manager and Senior Leadership Team to account. While it will take 5 years to demonstrate educational outcomes through examination results, assessment and performance monitoring will be at the heart of everyday learning and management. The Governing Body would offer guidance on strategies, establish policies to further the vision and ethos of the Free School, ensure compliance with current legislation and be the "critical friend" that has both the immediate and long-term future of the students in mind. It will play a strategic role in questioning spending and ensuring best value for money. It will be bold and ambitious in setting targets for achievement and attainment using data analysis and other evidence-based methods. It will support fund-raising for co-curricular and extra-curricular activities.

Day-to-day management of the Free School will be the responsibility of the Principal and Senior Leadership Team.

The nature of the membership will ensure that all stakeholders are well represented. It will also keep the Free School up to date with events and changes in other local schools, the surrounding area and the political landscape.

The Governing Body will meet as often as necessary in the pre and post-opening phases.

It is expected that a monthly meeting would be needed in the six month run-up and for six months after. It is expected that the Governing Body will meet termly thereafter, although members of Sub-committees within the Governing Body would be expected to meet on other occasions.

There will be three Governing sub-committees each of which would have a separate chairperson:

- Education
- Finance
- Building and Environment

All governors will be a member of at least one sub-committee and take at least one role within it. Each governor is expected to have some expertise in the chosen role and be willing to undergo further training. These would include;

#### Education

Teaching and Learning, English, Maths, Science, ICT, Art & Music, Modern Foreign, Languages, Humanities

#### Special Educational Needs

Child Protection, Young People in Public Care

#### Finance

Resources, Budgets and Forecasts, Strategic & Capital, Human Resources & Performance Management, Admissions & Appeals, Administration, Publicity, Marketing and Fund-raising

#### Buildings & Environment

Health & Safety, Legal, Building Maintenance, Pupil Discipline & Behaviour

## **6.2 Capacity and Capability to run a Free School**

### **6.2.1 Financial Oversight**

A complete Financial Plan is provided elsewhere in this document (see Section 8). A 3 to 5 year plan will be agreed before the signing of any funding agreement. WSSET is ultimately responsible for the financial viability and oversight of the school.

Robust financial systems (supported by technologies detailed in 4.3.8) will be implemented on approval of the application and auditors appointed for an annual review. Management accounts will be filed annually with Companies House, and risk and limitations agreed by



WSSET will be shared with the Department for Education. Serving on the Governing Body will be individuals with impeccable financial expertise, some within education, others within banking and corporate finance.

Governors will be responsible for agreeing budgets and assisting in the yearly financial planning.

The Governing Body will negotiate with the DfE, but also with other interested parties such as trades unions, suppliers, insurers and the local authorities, where necessary. While fund-raising and sponsorship may play a considerable part in the financing of extra and co-curricular activities these will be the responsibility of the Governing Body. The core purpose of the Free School, namely the education and safety of young people, will be funded directly by the Department for Education through WSSET.

### **6.2.2 Leadership and Staffing**

Upon approval of the application a Principal Designate (PD) will be sought. In order to meet the expectations of the Trust the process of building a strong team will begin shortly after. A PD will be appointed at least one term before opening and be available for consultation before that.

Leadership in education is not about authority, it is about ability, inspiration and action. It requires honesty and integrity as well as team-building, goal-setting, motivation and determination. Every leader will support others and want to enable them, too, to become leaders. Just as we expect our students to value learning and achievement, all our staff will value their own professional development. The Principal Designate will take an holistic approach to building the school teams.

At every level the contribution, self-awareness and discipline of the whole staff will be demanding. Students will make their own contracts on the same basis. Leadership will be enabled, taught and learned. Personalised Learning, if applied as a rigorous, demanding, educational tool, makes the 'routes and outcomes' individual. The success of this Free School depends on the potential for commitment of its young people and the ability and leadership of the staff.

All employees, regardless of position, will be subject to rigorous vetting procedures as indicated by Safer Recruitment (see under 6.2 Hiring the Principal Designate).

All staff will be expected to demonstrate exceptional behaviour so that students can learn by example. Staff members will be:

- Able to listen actively
- Consistent, honest, objective and principled

- Empathetic, polite and respectful
- Organised, punctual and reliable
- Unfailingly positive
- Passionate about Personalised Learning

Subjects will be grouped into Departments and Departments into Faculties all with a hierarchy of leadership (Appendix E - Grouping). Clear lines of responsibility will be drawn up for all staff members (Appendix G – Org Chart)

### **Senior Leadership**

The Senior Leadership will be made up of the Principal, the Deputy Head and the Business Manager. The Deputy Head will, additionally, be Head of the Creative Development Faculty and the Tyburn House (see Section 4.4). During the first three years the Deputy Head will also have responsibility for the Key Stage 3 group. Until September 2015 the Deputy Head will co-ordinate Enrichment. In the second year (2013/2014) the Principal will be Head of the Fleet House.

### **Middle Leadership**

The Middle Leadership will be made up of the Assistant Heads, the Premises Manager and the ICT Co-ordinator. Each Assistant Head will be responsible for a Faculty (Maths, Science and Technology Faculty or Languages and Humanities Faculty) and a House (Fleet or Walbrook). They will also each be responsible for a Key Stage group (KS3, KS4).

### **Junior Leadership**

The Junior Leadership will be made up of the Heads of Department and the SEN Co-ordinator. Additional SEN support Teachers who accompany a statemented student will be managed by the SEN Co-ordinator. A Humanities teacher will also be the Head of Department for Enrichment, which will come under the Creative Development Faculty.

### **Teachers**

Three different types of teachers will be employed by Wapping High School: Subject Teachers, Advanced Skills Teachers and SEN Support Teachers.

The minimum number of teachers required for any subject has been calculated from the overall teaching load (e.g. total hours per week). The maximum number of teaching hours allocated to any member of the teaching staff has been set, as follows, to provide them with sufficient time during the working week to complete their other duties and responsibilities (e.g. Enrichment, tutorials, marking, assessment).

Maximum No. teaching hours per week

Principal / Deputy Head: 13

Head of Department: 19

Teachers: 22

Note: The Principal will not be expected to bear any teaching load except as cover in the initial years where the budget of supply teaching is limited or in the case of reduced income due to a shortage of admissions. The Deputy Head will only be expected to bear a teaching load in the first year (2012/2013), with the exception of covering occasional absence.

A detailed description of the staffing structure in the first five years is now provided. A full breakdown of the numbers of full time equivalents for each type of staff member is given in table 6.2. It should be emphasised here that the staff is structured to deliver the curriculum according to the needs of the students not just the ambitions of the Trust (See Section 3). The primary core subjects, English and Maths, take priority. The ratio of teachers to pupils in any year is calculated from the number of teachers bearing a teaching load (i.e. not including members of the Senior Leadership Team where appropriate).

<b>Staffing numbers</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Principal Designate	1	1	1	1	1
Deputy Head	1	1	1	1	1
Assistant Head	0	0	1	2	2
Head of Department (HoD)	0	2	7	9	9
SEN Head of Department	0	1	1	1	1
Advanced Skills Teacher (AST)	0	0	0	2	2
Teachers (T)	6	10.5	14	13	14
Teaching assistant	2	6	9	12	15
Technician	1	1	1	1	1
School Business Manager	1	1	0.6	0.6	0.6
Principal's PA	1	1	1	1	1
ICT Co-ordinator	1	1	1	1	1

Receptionist	1	1	1	1	1	
Office Assistant	0.2	0.4	0.4	1	2	
Attendance / Welfare Officer	0.4	0.6	0.8	1	1	
Premises Manager	1	1	1	1	1	
Caretaker	0	0	0.8	1	1	
<b>Total number of teaching staff</b>	6	13.5	22	25		2 6
<b>Teacher to pupil ratio</b>	13.5	12	11	9.7	12.5	
<b>Total number of staff</b>	16.6	28.5	41.6	49.6	54.6	
<b>Yearly increase in staff</b>	0	11.9	13.1	8	5	

Table 6.2: Breakdown of staffing levels from 2012 to 2016

## **Staff Year 0**

Before the start of the first academic year it is expected that to teach the core subjects the following staff are recruited:

### *Teaching staff*

- Principal Designate (from April 2012, although available for consultation before)
- Deputy Head
- (Teacher 1.) Maths
- (Teacher 2.) Science
- (Teacher 3.) English (with Drama)
- (Teacher 4.) Modern Foreign Language (MFL)
- (Teacher 5.) Humanities (History)
- (Teacher 6.) Physical Education (PE) with Dance
- (SEN) Special Educational Needs (SEN)

The above staff will be employed one term before opening to assist in the detailed curriculum, timetabling and team-building.

In 2012 only 6 teachers will be employed. The Deputy Head will be expected to teach (not English or Maths).

Non-elected enrichment will be taught by all members of the teaching staff.

All Subject Teachers will take on the role of form teacher or House Tutor or both.

In the initial year there will only be one House (see section ) and one Key Stage group, both overseen by the Deputy.

### *Administrative and support staff*

These staff will be employed one term before opening.

- Business Manager (from early 2012 to 2014)
- Principal's Personal Assistant (PA) and Free School administrator
- Receptionist
- Premises Manager

**Staff Year 1 (2012/2013)**

The following staff will join in August 2012 for training, team-building and time-tabling in preparation for opening in September 2012.

- Teaching Assistant 1
- Teaching Assistant 2
- Technician
- ICT Co-ordinator
- Receptionist
- Office Assistant (part-time until 2014)
- Attendance / Welfare Officer (part-time until 2014)

Music, Art and Dance would be taught by peripatetic teachers bought in on an Service Level Agreement (SLA).

**Staff Year 2 (2013/2014) to Year 5 (2016/2017)**

During the following second to fifth years the number of teaching staff will be augmented each year in order to deliver the curriculum.

In Year 2 Heads of Departments will be engaged for both Maths and English, with other subject Heads following in years 3 and 4. A full-time SEN Co-ordinator will also be appointed in Year 2 and will be supported by additional permanent SEN support Teachers from Year 3. In Year 4 Advanced Skills Teachers will be appointed to teach Maths and English. From Year 5 Advanced Skills Teachers will be employed to teach all of the English Baccalaureate subjects. Each year, as the overall school cohort grows, the basic structure of the staff will remain constant with Heads of Departments, Subject Teachers and Support Staff being appointed, and increasing year on year.

Should the need arise, in the case of teaching English, specialists (such as ESOL, linguistic and intervention experts) and alternative practitioners (such as musicians, artists, poets and actors) will be used to deliver a better and greater understanding, alongside enhanced traditional teaching. As detailed elsewhere in the application, WSSET is committed to the broad and balanced curriculum, but recognises that confidence in English and Maths is essential to students before embracing the wider subjects.

## 7 Section Seven: Premises

### 7.1 Section Overview

The school catchment area falls within a central part of the London Borough of Tower Hamlets where there are a number of candidate premises with a range of existing uses including D1. This has the advantage that the site and premises used by the school will have a high reversionary value independent of the school use, thereby providing additional security for funding. A corollary is that the best candidates are those buildings where the uses can be interchanged with D1 and require only modest alterations to the fabric and services.

Following an intensive search two sites have been identified which meet the outline brief for the Free School. Both sites have the potential to be available for occupancy in 2012 and each one offers excellent value for money relative to other properties or building solutions.

### 7.2 Steps taken to search for a suitable site

The target search area for the location of the new school has been defined as [REDACTED], Tower Hamlets, [REDACTED], Tower Hamlets and [REDACTED], City of London. A map of the target search area is given in figure 7.1.

[REDACTED]

Figure 7.1: Map of target search area.

The Wapping and Shadwell Secondary Education Trust has undertaken an intensive search of the target area during the past 18 months to identify suitable sites for the proposed school. The following methods for identification have been used.

- Preparation of an outline brief to identify suitable sites and premises.
- Extensive internet-based search of property databases.
- Every street has been visited by one of the Directors of the Trust.
- Discussions have been ongoing since April 2010 with the council executive at London Borough of Tower Hamlets to explore options for underused buildings and buildings due for disposal.
- Meetings have been held with the leading local property agents.
- Owners of vacant and derelict buildings have been contacted.

The search resulted in a number of potential candidates and these have then been

subjected to further tests in terms of the brief, programme and cost

### 7.3 Candidates available in the local area

Two principal candidates have emerged from the vetting process. Table 7.1 compares the features and benefits of each property.

#### 7.3.1 [REDACTED]

[REDACTED] Tower Hamlets, London, [REDACTED]

The [REDACTED] owned by the London Borough of Tower Hamlets (LBTH) is the [REDACTED] built by the London School Board and occupies a site on the [REDACTED].

The substantial load bearing brick building of some 3600 m<sup>2</sup> gross internal area stands within a walled enclosure with vehicular access from [REDACTED], serving a small off-street car park.

A former school building, the spaces and circulation can be adapted for modern educational use. The heavy construction along with secondary glazing, which can be upgraded within the existing deep window reveals if required, will reduce noise from The Highway.



There is an extensive roof garden, small gardens at ground level and parking for approximately seven cars. Directly across the road (linked by an underpass) is the King Edward Memorial Park with four underused community tennis courts and a full-size football pitch.

The building is currently used for council offices and adult education classes (B1 and D1 uses). Under planned budget cuts the council intends to reduce the provision of adult education. The resulting vacant space at the centre would become council offices though current policy would favour reversion to the original educational use.

The site offers the opportunity for a phased occupancy while the Free School grows to full capacity.

Neighbouring the site are a number of potential development opportunities that may be suitable for use to expand the Free School at a later point.

The Wapping and Shadwell Secondary Education Trust have proposed to Mayor Rahman and Dr Collins (Chief Executive of LBTH) a phased conversion of the [REDACTED] into the new school.

[REDACTED]

Figure 7.2: [REDACTED]

### 7.3.2 [REDACTED]

33 [REDACTED], London, E1

20. [REDACTED] is a new private sector development that integrates the existing Grade II listed [REDACTED] with additional accommodation in the form of a new-build courtyard and external terraces, see figure 7.3.

- 21. The overall space available for the school will be some 3600 m<sup>2</sup> and this already has D1 planning consent in addition to A1 and D1 consent.
- 22. The large spaces within the [REDACTED] are suitable for classroom use and the heavy construction with modern fenestration will reduce noise from [REDACTED]. The elements of new build will provide the opportunity to configure the internal spaces according to the needs of the Free School.
- 23. The developers are offering a turn-key solution ready for fit out and occupancy by July 2012. The freehold is currently being advertised on the open market. Full particulars can be obtained from [REDACTED]
- 24. An opportunity exists for the Trust to let half of the building during the initial years, before the school grows to full capacity. This could raise in the order of [REDACTED] PA.



Figure 7.3: Artistic impression of the final configuration of the [REDACTED] (the site does not include the tower block behind the main building).

	[REDACTED]	[REDACTED]
Does the site meet space requirements?	Yes	Yes

Level of conversion required?	Minor	None
Is there disabled access?	Ground floor and annex only	Full access
Are there any unusual features that may have health and safety implications?	None expected	None expected
Is there sufficient natural light, ventilation and air quality?	Yes	Yes
Will the surrounding environment hinder the students' ability to study (e.g. due to noise)?	No	No

Table 7.1: Comparison of features of candidate sites

### 7.3.3 Travel Plan

Public transport accessibility level (PTAL) reports for both sites are available, please contact [REDACTED]. The [REDACTED] has a PTAL rating of 4 and the [REDACTED] a PTAL of 6a. Each site is close to major road arteries served by public transport and within easy and safe walking and cycling distance from all parts of Wapping and Shadwell. Both sites have pelican crossings close by and there is an underpass beneath The Highway that links the [REDACTED] to Wapping and the facilities of the [REDACTED]. Local buses serve each site and tube stations are no more than 10 minutes walk away. The Trust will discourage students and staff from travelling to school by car and with the relatively high PTAL ratings there should be no requirement to do so. The slightly lower PTAL rating of the [REDACTED] is offset by the more central location within the catchment area. Furthermore [REDACTED] beside the [REDACTED] provides an uncongested setting-down point immediately outside the school gates for those occasions when students, staff and others have to arrive by car.

### 7.3.4 Preferred site

Both sites have great potential and offer excellent value for money for this area of London. Each site meets the needs of the outline brief and has the variety of spaces and character of building required to facilitate the delivery of a personalised curriculum. WSSET would be delighted to be able to open Wapping High School at either site. However, the preferred option is the [REDACTED] for the following reasons:

- It has more external facilities (e.g. gardens and parking).
- It is situated within the target admissions zone.
- It has easy access to a large park.
- It is owned by Tower Hamlets, therefore, funds spent to acquire the site would not flow out of the public purse.

There are also a number of disadvantages with choosing the [REDACTED] over the [REDACTED] that must be considered:

- There is currently no wheelchair access to higher floors.
- The building is currently in use. An occupancy transition plan will be required.

#### **7.4 Sports Provision**

As is common with many school sites in London both of the above sites are confined with limited access to on-site sports provision. However, a wide range of outdoor community based sports facilities is available within Wapping and Shadwell. These include 6 tennis courts, an international-sized hockey pitch, a full-size football pitch and three 5-a-side football pitches. All of these facilities have the capacity to be available for use by a new Secondary School. Swimming facilities are available at St George's Pools, Wapping and a range of further sports facilities are available at the Mile End Sports Centre. Lessons in outdoor pursuits including rock climbing, canoeing and sailing are provided to schools by the Shadwell Outdoor Pursuits Centre, Wapping. Track and Field facilities are available locally at Mile End. Following the Olympics a wide range of additional sports facilities will be available for use by schools in Tower Hamlets. Staff will be given the opportunity to access all of the sports provision. An allowance has been made in the Financial Plan to permit full access to these sports facilities once a week per class.

#### **7.5 Additional Sites**

[REDACTED] on the Highway has offered WSSET the use of both their [REDACTED] and [REDACTED] for an appropriate fee. Until recently the [REDACTED] was used as a Nursery School with a capacity for approximately 100 people. The Church is regularly used for secular events such as public meetings and community theatre and can hold approximately 150 people. Both of these spaces offer the Free School access to temporary accommodation as required.

## **8 Section eight: Initial Costs and Financial Viability**

### **8.1 Financial overview**

[REDACTED]

Redacted  
[REDACTED]

Table 8.1: Breakdown of costs for Professional Services

~~Redacted~~

[Redacted]

[REDACTED]

[REDACTED]

#### 8.4 References

[REDACTED]

[REDACTED]

## Appendix A - Registration of Interest Forms

**WAPPING HIGH SCHOOL**

A new secondary school for Wapping, Shadwell and Limehouse

**DO YOU WANT A NEW SECONDARY SCHOOL FOR YOUR CHILD?**

**DO YOU WANT MORE CHOICE?**

The Wapping and Shadwell Secondary Education Trust is planning to open a new co-educational, school for children aged 11-18, in September 2012.

**Register now to help make it a reality.**

- The school will deliver strong academic results for university entrance, with specialisms in Enterprise & Innovation and New Media.
- The school will also teach civics and ethics, creating socially engaged young adults with a strong sense of personal responsibility.
- The school will have an open admissions policy in-line with our inclusive and personalised ethos. The sixth form will be open to children from other schools.

To confirm funding for the school, the Department for Education needs us to collect a list of families who would consider applying for a place.

**Don't miss out!**  
**Register your interest overleaf.**




Front of Registration of Interest form

NOTE: The form states that the Trust is planning to open a co-educational school for children aged 11-18. It remains our intention to open a sixth-form once the Secondary phase is up and running. The form states that the specialisms will be Enterprise & Innovation and New Media. Consultation with parents identified that they were more concerned about depth of teaching than range of subjects. As a consequence the Trust has decided to limit the specialism to Enterprise & Innovation. The website and all verbal communication now states this.





REGISTER YOUR INTEREST IN WAPPING HIGH SCHOOL

Register at [www.wappinghigh.org](http://www.wappinghigh.org)  
 OR fill in the form and return to the address below.

Parent;Carer Name: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_ Postcode: \_\_\_\_\_

Home Tel: \_\_\_\_\_ Email: \_\_\_\_\_

Prefered contact method:  Email  Post

I declare that all the information provided is accurate and true and that by completing this form I am declaring an interest in Wapping High School.

Signed: \_\_\_\_\_ Name: \_\_\_\_\_

*Completion of this form does not commit you to applying to the school once it opens, nor does it guarantee you a place.*

Child 1: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Child 2: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Child 3: \_\_\_\_\_ Date of birth: \_\_\_\_\_

If you have more than three children please complete an additional form.

Contact us Tel: [redacted] Wapping, [redacted]

*All information is kept strictly confidential and will not be passed on for use to third parties.*

sponsored by  
**"Knight  
 ••Frank**

© Wappmg And Shadwell Secondary Education Trust 2010

graphic des1gn by fabn.

Rear of Registration of Interest form

## **Appendix B - List of Primary Schools**

Hermitage Primary School, LBTH  
St Peter's CoE Primary School, LBTH  
Blue Gate Fields, Primary School, LBTH  
St Paul's CoE Primary School, LBTH  
Shapla Primary School, LBTH  
English Martyrs RC Primary School, LBTH  
Sir John Cass CoE Primary School, City of London  
Bigland Green Primary School, LBTH  
Charterhouse Square School, City of London  
St Paul's Cathedral School, City of London  
Christ Church CoE Primary School, LBTH  
St Mary and Michael RC Primary School, LBTH

**Appendix C - Letter from I Cattermole, Interim Director of Children's Services**

Children, Schools and Families Directorate

London

Tel

Fax

Mayor Lutfur Rahman

4<sup>th</sup> May 2011

Our Ref:

Dear Mayor Rahman

Thank you for your enquiry and attached letter of support for the proposals to open a new secondary school in Wapping.

As Director of Children, Schools and families I am concerned that residents in all parts of the Tower Hamlets area should feel they have the same opportunity to secure their child a place at a nearby secondary school. My senior officers and I have already been in touch with colleagues at the Wapping and Shadwell Trust and will continue to offer advice, assistance and any other forms of support we can. The Council's aim is to ensure that the Trust is given full opportunity to establish its proposals. We expect that it will be an inclusive and high quality secondary education provision, with an admissions policy that will provide fair opportunity for access to all families in the Wapping and Shadwell areas.

Yours sincerely

**(Children, Schools & Families)**

**Appendix D - List of Registrations of Interest**

Ref no	Full post code	Child 1	Child 2	Child 3	Child 4	Child 5
7	E1W	11				
10	E1W	11				
24	IG3	11				
65	E3	11				
104	E14	11				
160	E1W	11				
203	E3	11				
222	E14	11				
244	E1W	11				
303	E3	11				
304	e3	11				
306	E1	11				
310	E9	11				
329	E1	11				
357	E1	11				
377	E1	11				
378	E1	11				
379	E3	11				
393	E1	11				
394	E1	11				
412	E1	11				
428	E1	11				
350	E1W	11	11			
421	E1	11	11			
168	E1W	11	10			
197	E1	11	10			
223	E3	11	10			
312	E1W	11	10			
337	E13	11	10	3		
361	E1	11	10			
380	E1	11	10			
384	E1W	11	10			
387	E1	11	10			
27	E1W	11	9			
39	E1W	11	9	5		
174	E1W	11	9	7		
214	E1	11	9	6		
262	e3	11	9			
299	E1	11	9			
323	e14	11	9	6	1	
367	E1	11	9	4		

Ref no	Full post code	Child 1	Child 2	Child 3	Child 4	Child 5
382	E1	11	9			
390	E1	11	9	5		
19	E2	11	8			
33	E1	11	8			
199	E1	11	8	6		
272	E1	11	8			
453	E14	11	8			
1	E1W	11	7	5		
6	E1W	11	7	7		
107	e1	11	7			
134	E14	11	7			
319	E1W	11	7			
365	E1	11	7			
385	E3	11	7			
389	E1	11	7	4		
411	E1	11	7			
84	E1	11	6			
143	E1W	11	6			
150	E1W	11	6			
253	E3	11	6			
271	E1	11	6			
334	E1	11	6			
343	E1	11	6			
373	E1	11	6			
388	E1	11	6			
147	E1W	11	5			
172	E1	11	5			
215	E1W	11	5			
391	E1	11	5			
392	E14	11	5			
418	E14	11	5	3		
77	E1W	11	3			
142	E1W	11	3	2		
17	E1	10				
23	E14	10				
25	E16	10				
37	E14	10				
46	E1W	10				
80	E1W	10				
135	E1W	10				
146	E1W	10				
156	E1W	10				
161	E1W	10				
166	E3	10				
180	E1	10				

Ref no	Full post code	Child 1	Child 2	Child 3	Child 4	Child 5
187	E14	10				
192	E1W	10				
207	E1	10				
209	E1	10				
220	E14	10				
224	E14	10				
316	E1	10				
326	E14	10				
341	E1	10				
354	E1	10				
371	E1	10				
419	E1W	10				
448	E3	10				
52	E3	10	9	8	6	
336	E1	10	9			
348	E3	10	9			
53	E1W	10	8			
57	E1W	10	8			
181	E14	10	8	8		
198	E1	10	8	6		
270	E5	10	8			
368	E1	10	8			
376	E1	10	8			
47	E1W	10	7	4		
55	E1	10	7			
137	E1W	10	7			
154	E1	10	7			
159	E1W	10	7			
163	E1W	10	7	3		
170	E1W	10	7			
243	E1	10	7	4		
366	E1	10	7	0		
403	E1	10	7			
94	E1W	10	6			
288	E1W	10	6			
324	E2	10	6			
95	E1W	10	5			
153	E1W	10	5			
221	E14	10	5	3		
35	E1W	10	4			
36	E1	10	4			
369	E1	10	3			
245	E14	10	2			
8	E1W	9				
45	E1W	9				

Ref no	Full post code	Child 1	Child 2	Child 3	Child 4	Child 5
56	E1W	9				
62	E1W	9				
72	E1W	9				
85	E1W	9				
100	E1W	9				
127	e1w	9				
162	E1W	9				
200	E1	9				
210	E14	9				
267	E1W	9				
320	e1	9				
325	E14	9				
331	E1	9				
333	E1	9				
352	E1	9				
374	E1	9				
402	E1	9				
124	E14	9	9			
194	E14	9	9			
63	E1W	9	8			
121	E14	9	8			
360	E1W	9	8	3		
50	E1	9	7			
250	E1W	9	7			
273	E14	9	7			
297	E3	9	7	4		
386	E1	9	7	5	4	
66	E1W	9	6			
69	E1W	9	6			
76	E1W	9	6			
152	E1W	9	6	1		
195	E1W	9	6			
302	E14	9	6	3		
408	E1	9	6			
431	E1	9	6	1		
83	E1W	9	5			
105	e14	9	5			
252	E1	9	5			
398	E1	9	5	2		
425	E1	9	5	3		
176	E1	9	4			
182	SE1	9	4			
212	E8	9	4			
227	E13	9	4			
70	E1	9	3			

Ref no	Full post code	Child 1	Child 2	Child 3	Child 4	Child 5
317	e1	9	3			
344	E1	9	3			
362	E1	9	2			
413	E1w	9	2			
21	E14	8				
73	E1W	8				
125	e1	8				
175	E1	8				
190	E1	8				
205	E1	8				
229	E1W	8				
274	E14	8				
342	E1	8				
359	E1	8				
381	E14	8				
436	E1	8				
444	E1W	8				
145	E1	8	8	3		
114	E14	8	7	5	3	
184	E1	8	7			
211	E14	8	7	5		
277	E1	8	7	5		
396	E3	8	7	4		
4	E1W	8	6	3		
11	E1W	8	6			
22	E1	8	6			
120	E14	8	6	3	2	
123	E1W	8	6	4		
149	E1W	8	6	3		
167	E1	8	6			
295	e3	8	6	3		
300	E1	8	6	3		
321	e14	8	6			
339	E1	8	6	2		
346	E1	8	6			
349	E1W	8	6	1		
364	E1	8	6	3		
64	E1W	8	5			
67	E1W	8	5			
186	E1	8	5			
193	E1W	8	5			
226	E1w	8	5			
313	E1	8	5			
426	E14	8	5			
183	E1 7EB	8	4			



Ref no	Full post code	Child 1	Child 2	Child 3	Child 4	Child 5
290	E1W	8	4			
292	E3	8	4	2	2	
322	E14	8	4			
400	E1	8	4			
424	E1	8	4			
399	E1	8	3			
406	E1	8	3			
255	E1W	8	2			
5	E1	7				
51	E1	7				
59	E1W	7				
60	E1W	7				
88	E1W	7				
93	E1	7				
118	E1W	7				
164	E1W	7				
173	E1W	7				
188	EC3N	7				
208	E1W	7				
213	E1w	7				
231	E1	7				
330	E1	7				
355	E1	7				
397	E1	7				
54	E1	7	7			
90	E1W	7	7	4		
202	E1	7	7			
435	E1	7	7			
78	e1w	7	6			
395	E1	7	6	4		
3	E1W	7	5			
185	EC2Y	7	5			
196	E1W	7	5			
217	E1W	7	5			
347	E1	7	5			
117	E1W	7	4			
218	E1	7	4			
260	E1W	7	4	2		
404	E14	7	4	2		
410	E1	7	4			
13	E1	7	3			
219	E1	7	3			
110	e1	7	2			
256	E14	7	2			
257	E14 6LH	7	2			

Ref no	Full post code	Child 1	Child 2	Child 3	Child 4	Child 5
20	E1W	6				
38	E1W	6				
42	E1W	6				
44	E1	6				
98	E1W	6				
106	E1w	6				
112	E1	6				
122	SE16	6				
140	e1	6				
155	E1W	6				
266	E1	6				
291	E1	6				
294	E1	6				
296	E1	6				
328	E1	6				
338	E1	6				
340	E1	6				
351	E1	6				
370	E1	6				
401	E1	6				
430	E1	6				
441	E1w	6				
178	E1W	6	6			
40	E1	6	5	2		
96	E14	6	5	3		
254	e14	6	5			
287	E1W	6	5			
332	E1	6	5			
2	E1	6	4			
206	E1	6	4			
230	E1	6	4			
278	e1w	6	4			
301	E3	6	4	2		
407	E1	6	4			
447	E1	6	4			
111	E1W	6	3			
179	E1W	6	3			
189	E1	6	3			
225	E1	6	3			
246	SE1	6	3			
265	e3	6	3			
268	E3	6	3	1		
279	E14	6	3			
298	E3	6	3			
305	E2	6	3			

Ref no	Full post code	Child 1	Child 2	Child 3	Child 4	Child 5
405	E1	6	3			
68	E1W	6	2			
113	E14	6	2			
443	E1	6	1			
41	E1	5				
116	E1	5				
148	E1W	5				
157	E14	5				
191	E1	5				
289	E1W	5				
353	E1	5				
356	E1	5				
433	E1	5				
438	E14	5				
450	E1	5				
141	E1W	5	4			
228	E1W	5	4			
71	E1W	5	3			
126	E1W	5	3			
232	E1	5	3			
269	e1w	5	3			
308	SE1	5	3			
309	SE1	5	3			
414	e1w	5	3			
432	E1	5	3			
48	E1W	5	2			
97	E1	5	2			
87	E1W	4				
89	E1W	4				
99	E1	4				
247	E1W	4				
282	E14	4				
284	E1W	4				
307	E1W	4				
327	E1W	4				
92	E1W	4	2			
259	E2	4	2			
249	E14	4	1			
417	E1	4	1			
102	E1W	3				
128	E1W	3				
139	E1W	3				
248	E1W	3				
251	E1W	3				
261	E1W	3				

<b>Ref no</b>	<b>Full post code</b>	<b>Child 1</b>	<b>Child 2</b>	<b>Child 3</b>	<b>Child 4</b>	<b>Child 5</b>
264	E1W	3				
281	E1W	3				
285	E1W	3				
375	E2	3				
286	E1W	3	1			
109	E1W	2				
136	e1	2				
283	E1W	2				
372	E1	2				
49	E1W	1	2			
201	E1	1	2	1		

List of Registrations of Interest

<b>Appendix E - Grouping</b>		<b>2012</b>		<b>2013</b>		<b>2014</b>		<b>2015</b>			<b>2016</b>		
<b>Faculty</b>	<b>Department</b>	<b>HD</b>	<b>ST</b>	<b>HD</b>	<b>ST</b>	<b>HD</b>	<b>ST</b>	<b>HD</b>	<b>ST</b>	<b>AST</b>	<b>HD</b>	<b>ST</b>	<b>AST</b>
Maths, Science and Technology	Maths, BTEC Business	0	1	1	1	1	2	1	2	1	1	2	1
	Science	0	1	0	1	1	2	1	2	0	1	2	0
	Technology, BTEC Enterprise and Entrepreneurship	0	0	0	1	0	1	1	1	0	1	1	0
Languages and Humanities	English, Drama	0	1	1	2	1	3	1	2	1	1	2	1
	MFL	0	1	0	2	1	1	1	1	0	1	2	0
	Humanities	0	1	0	2	1	1	2	1	0	2	1	0
Creative Development	PE, Dance	0	1	0	1	1	1	1	1	0	1	1	0
	Creative Arts: Music, Art	0	0	0	1	1	1	1	1	0	1	1	0
	SEN	0	1	1	1	1	2	1	2	0	1	2	0
<b>Totals</b>		<b>0</b>	<b>7</b>	<b>3</b>	<b>11</b>	<b>8</b>	<b>14</b>	<b>10</b>	<b>13</b>	<b>2</b>	<b>10</b>	<b>14</b>	<b>2</b>

Notes: The Enrichment Department is not shown. The Head of Department for Enrichment is allocated against Humanities. HD = Head of Department, ST = Subject Teacher, AST = Advance Skills Teacherz

**Appendix F****Sample Class Weekly Timetable Y9 KS3**

Start	Length	Finish	Class	Week 1					Week 2					
				Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	
8:30	0:15	8:45	Reg.											
8:45	1:30	10:15	90-1	Humanities	PE	Humanities	PE	English	Humanities	Maths	Humanities	Science	MFL	
10:15	0:15	10:30	Break											
10:30	0:00	10:30												
10:30	1:30	12:00	90-2	Science	English	Maths	Science	MFL	Science	English	MFL	English	Maths	
12:00	1:00	13:00	Lunch											
13:00	1:30	14:30	90-3	Study	Maths	MFL	English	Maths	PE	English	Maths	Music	Music	
14:30	0:15	14:45	Break											
14:45	1:00	15:45	60-1	Music	Drama	Dance	Art	Tech	Tech	Drama	Dance	Art	Tech	
15:45	0:30	16:15	Study	Study	Study	Study	Study	Tech	Study	Study	Study	Study	Tech	
16:15	1:00	17:15	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment		Enrichment	Enrichment	Enrichment	Enrichment		

**Sample Class Weekly Timetable Y11 – KS4**

Start	Length	Finish	Name	Week 1					Week 2					
				Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	
8:30	0:15	8:45	Reg.											
8:45	1:00	9:45	60-1	Maths	English	History	PE	French	Maths	English	History	PE	French	
9:45	1:00	10:45	60-2	Maths	English	Maths	PE	French	Maths	English	Maths	PE	French	
10:45	0:15	11:00	Break											
11:00	1:00	12:00	60-3	Science	Spanish	Spanish	History	Music	Science	Spanish	Spanish	History	Music	
12:00	1:00	13:00	Lunch											
13:00	1:00	14:00	60-4	French	Classics	Science	English	Classics	French	Classics	Science	English	Classics	
14:00	1:00	15:00	60-5	English	Music	Science	Maths	Maths	English	Music	Science	Maths	Maths	
15:00	0:30	15:30	Break											
15:30	1:00	16:30	60-6	Enrich	Study	English	Science	Other	Enrich	Study	English	Science	Other	



**Appendix H**

**Year 2012**

**Tyburn House**  
HoH: Deputy Head  
No. Students in house = 81

Form class	Tutor group			
	T1	T2	T3	
7a				27
7b				27
7c				27
	27	27	27	

*No. Students*

**Year 2013**

<p style="text-align: center;"><b>Tyburn House</b> HoH: Deputy Head No. Students in house = 81</p>	<p style="text-align: center;"><b>Fleet House</b> HoH: Principal No. Students in house = 81</p>
--	---

Form class	Tutor group			Tutor group			
	T1	T2	T3	F1	F2	F3	
7a							27
7b							27
7c							27
8a							27
8b							27
8c							27
	27	27	27	27	27	27	

*No. Students*

**Year 2014**

<p style="text-align: center;"><b>Tyburn House</b> HoH: Deputy Head No. Students in house = 122</p>	<p style="text-align: center;"><b>Fleet House</b> HoH: Assistant Head No. Students in house = 121</p>
---	---

Form class	Tutor group					Tutor group					
	T1	T2	T3	T4	T5	F1	F2	F3	F4	F5	
7a											27
7b											27
7c											27
8a											27
8b											27
8c											27
9a											27
9b											27
9c											27
	24	25	24	25	24	24	25	24	25	24	

*No. Students*

**Organisation of students in during years 2012 - 2014**



**Year 2015**

	<b>Tyburn House</b> HoH: Deputy Head No. Students in house: 108					<b>Fleet House</b> HoH: Assistant Head 1 No. Students in house: 108					<b>Walbrook House</b> HoH: Assistant Head 2 No. Students in house: 108					
Form class	Tutor group					Tutor group					Tutor group					
	T1	T2	T3	T4	T5	F1	F2	F3	F4	F5	W1	W2	W3	W4	W5	
7a																27
7b																27
7c																27
8a																27
8b																27
8c																27
9a																27
9b																27
9c																27
10a																27
10b																27
10c																27
	22	21	22	21	22	22	21	22	21	22	22	21	22	21	22	

*No. Students*

**Year 2016**

	<b>Tyburn House</b> HoH: Deputy Head No. Students in house: 135					<b>Fleet House</b> HoH: Assistant Head 1 No. Students in house: 135					<b>Walbrook House</b> HoH: Assistant Head 2 No. Students in house: 135					
Form class	Tutor group					Tutor group					Tutor group					
	T1	T2	T3	T4	T5	F1	F2	F3	F4	F5	W1	W2	W3	W4	W5	
7a																27
7b																27
7c																27
8a																27
8b																27
8c																27
9a																27
9b																27
9c																27
10a																27
10b																27
10c																27
11a																27
11b																27
11c																27
	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	

*No. Students*

**Organisation of students in year 2015 – 2016**