

Newham School 21

a great school for the 21st century

FREE SCHOOL APPLICATION

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Attached

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Sent separately to due diligence department

Appendix A - Asbestos report, Conditions report, suitability report for [REDACTED], Stratford, Newham.

Appendix B – [REDACTED] CV

Section 1: Applicant details

Details of Company Limited by Guarantee
Name: School 21
Company address: [REDACTED], [REDACTED]
Company registration number: 7648389
Main contact
Name: [REDACTED]
Address: [REDACTED], [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors 3 and (b) any other members of the Governing Body appointed to date and list them below.
Name: [REDACTED] Position: Director and member
Name: [REDACTED] Position: Director and member
Name: [REDACTED] Position: Director and member

Related organisations

Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? [REDACTED] is a director of [REDACTED], an education and media consultancy.

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:

KP Fox will not be contracted by School 21.

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

DECLARATIONS SIGNED BY DIRECTOR(S)

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: [REDACTED]

Print Name: [REDACTED]

Date: 1 June 2011

Section 2: Outline of the school

Proposed school name:	Newham School 21								
Age range:	4-18								
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018	
	Reception	75	75	75	75	75	75	75	75
	Year 1		75	75	75	75	75	75	75
	Year 2			75	75	75	75	75	75
	Year 3				75	75	75	75	75
	Year 4					75	75	75	75
	Year 5						75	75	75
	Year 6								75
	Year 7	75	75	75	75	75	75	75	75
	Year 8		75	75	75	75	75	75	75
	Year 9			75	75	75	75	75	75
	Year 10				75	75	75	75	75
	Year 11					75	75	75	75
	Year 12			150	150	150	150	150	150
Year 13				150	150	150	150	150	
<p>If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.</p>	N								
<p>Will your school have a religious character (i.e. be a faith school)?</p> <p>If Y, please specify which faith. Please see</p>	N								

notes below (at the end of this table).	
Is this an application for a single-sex school? If so, please tick the relevant box.	NO. If Y, please tick one of the following boxes <input type="checkbox"/> Boys <input type="checkbox"/> Girls
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Newham

2.1 How the school will expand over time

The school will seek to admit 75 children in reception and Year 7 and build up with further cohorts of 75 each year. We intend to open the Sixth Form after 3 years with approximately 150 students.

2.2 Character of school

The school will be non-selective, mixed and non-denominational in character.

2.3 Local Authority

London Borough of Newham

We have had very productive conversations with the council. They are still in discussions with the government on the final BSF settlement so are not making public statements. But they are supporting us in a whole range of ways including providing contacts for primary schools, children's centres and nurseries to get parental support, giving us the information that proves there is a definite need for places in the area, and showing us round potential sites. The Mayor of Newham, head of children's services, and lead member for children's services are all supportive of our application.

2.4 Neighbouring authorities

Hackney, Tower Hamlets, Barking and Dagenham

2.5 Constitution of the school

Newham School 21 will meet the Education (Independent School Standards) (England) Regulations 2010 and will be bound by a Free School 'Funding Agreement' with the Department for Education (DfE).

Section 3: The educational vision of the school

3.1 RATIONALE: WHY THIS SCHOOL IS BEING SET UP

This is a teacher-led school, backed by parental demand, in an area of huge deprivation. We are proposing an applicant-run school.

21st century education

The founders are united in a belief that the great schools of the 21st century will be different from the great schools of the 20th century. With a world changing at bewildering speed, schools will need to be more flexible organisations, providing students with a range of tools that will allow them to succeed. We believe that the current model of education has not evolved to match radical progress in other areas of life over the last 75 years.

There are many problems with the current system, some of which our new school will attempt, in a local context, to address:

- An artificial transition at 11 with students often making too little progress in years 5, 6, 7 and 8
- Too little focus on the character of students: their resilience, motivation, self-discipline, creativity
- An assessment system that measures one narrow set of skills -the ability to take written exams – and not the range of student talents and abilities
- A pedagogy that takes too little account of neuroscience and so teaches in ways we know leads to less learning
- Too few state school children from inner cities, particularly those on free school meals, going to top universities.

That is why a catch up model that believes in the ‘basics and good behaviour’ is a good start but not sufficient to provide students with the tools for success. Something more ambitious is required.

We believe that starting a new school provides an exciting opportunity to create a new curriculum and pedagogy. We will harness best practice from around the world, combining essential subject disciplines with the explicit development of skills, habits and character. A new school also allows us to establish a strong, united ethos amongst teachers, students and parents from the outset.

Our broader experiences also influence our desire to develop a new school. We share a passion for English with backgrounds in writing, public speaking, Classics and the performing arts. The core specialism will be the English Language, with our aim that each child graduating is an *avid reader, fluent writer and confident speaker*. Our extensive professional network will enable students to benefit from mentoring,

work experience and partnerships with leading figures in industry, education and politics. Our second specialism will be in leadership because we believe that through building leadership skills, we can develop our students into role models with self-confidence.

Our school will be called Newham School 21.

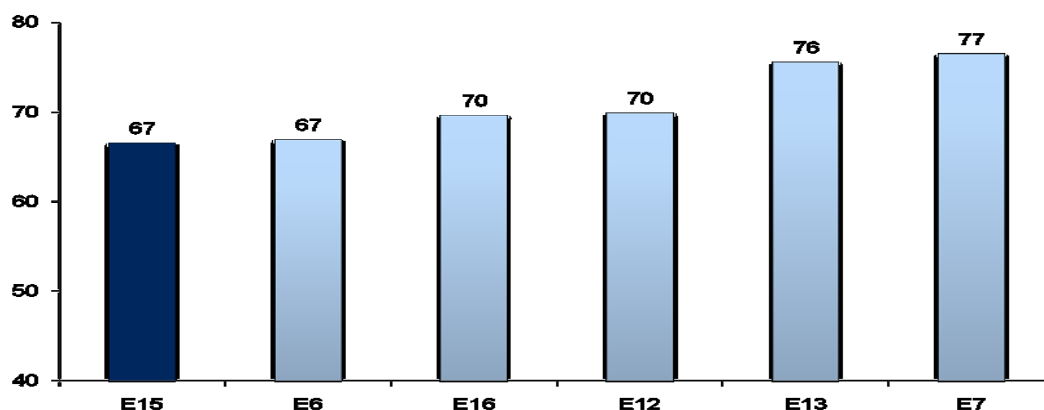
The Newham context is right for a new Free School

Parental demand. Parents in the area have expressed strong support for a mixed, non-faith, inclusive local school; a school that has the highest aspirations. There is no school in the area offering the innovative approaches we propose (see below) and parents readily expressed their desire for a new school with our vision and ethos. We gathered signatures of support through face-to-face meetings in nurseries, children’s centres and primary schools, and in so doing generated a real sense of shared ownership for the endeavour. In a short time frame we have been able to demonstrate significant and growing demand for Newham School 21.

Deprivation. We expect pupils and families to come to us with a huge array of social and academic challenges. Newham is in the top 3 most deprived boroughs in the country and has one of the highest rates of child poverty in London¹. Nearly 40% of secondary pupils and 30% of primary pupils take up Free School Meals (although more are eligible).² Our school will make a big difference to an area of significant deprivation; we are confident that our educational approach will be fit for purpose.

Results. Newham gets some good results and has some good schools. But primary provision in the E15 post code area (where are provisional sites are placed) are some of the lowest performing in the borough.

Newham KS2 attainment by postal code
Achievement of Level 4+ in Maths and English¹ (%)



¹ Average score of schools within each postal code
Source: education.gov.uk 2009

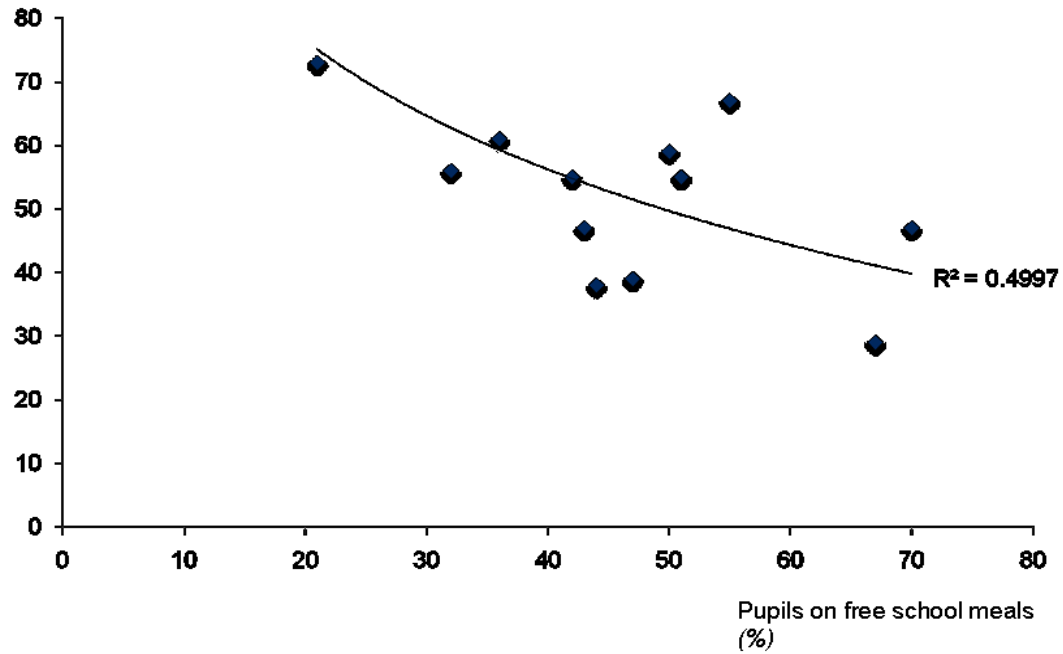
¹ <http://www.childpovertytoolkit.org.uk/London-Borough-of-Newham>

² <http://www.4children.org.uk/uploads/information/BalaBawa,PatrickStewart.pdf>

At secondary level, despite some excellent results, there remains a strong link between background and achievement (which we hope to reverse).

Newham KS4 attainment by school, 2010

Pupils attaining A* - C in English and Maths (%)

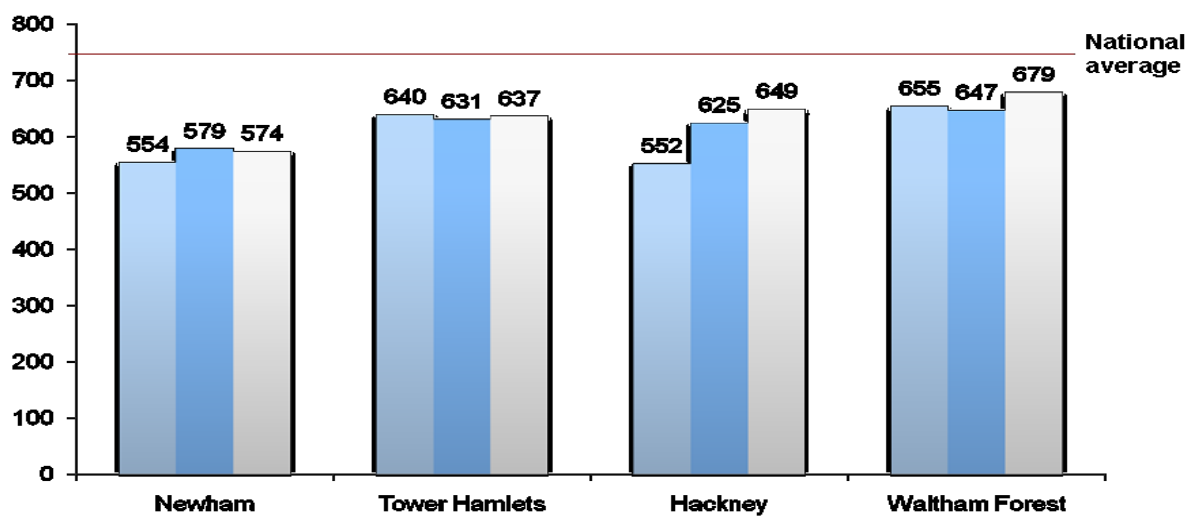


Source: education.gov.uk

At Sixth Form, Newham results are well below national averages and neighbouring boroughs (which have similar levels of deprivation).

KS5 attainment by local authority, 2007-10

Average point score per student



Source: education.gov.uk

Newham students are not well prepared for Russell Group universities. Last year fewer than 10% of applicants from the two highest performing Sixth Forms, St. Angela's and St. Bonaventures, went to these universities. The figure was less than 2% from Newham College. We estimate that in 2010 only around 30 students went to the top universities after receiving a Newham key stage 5 education.

Need for places. There is pressure on places in Newham at both the primary and secondary level³. According to the latest ONS birth rate figures there are 25% more children being born every year than there were in 2002. This is being compounded by expected in-migration to the borough as a result of regeneration schemes and the Olympics. In all there may be as many as 60,000 new homes built⁴.

Newham's pupil place projections indicate that for the September 2012 intake the council will need to provide 32 more forms of entry than they did for the 2007/8 intake. Taking into account local school expansion plans, this still means the borough needs an absolute minimum of 10 forms of entry starting from reception by 2012.

The huge increase in the primary pupil population is already feeding through to secondary schools (and will continue to do so). Although the Chobham Academy, which opens in September 2013, can provide 6 forms of secondary places, there remains a places deficit.

In the west of the borough (where are proposed sites are located) there will need to be provision for at least nine forms of secondary entry by 2016. Reductions in capital spending mean that the proposed expansion of Stratford School is on hold. In the Royal Docks area, just south of our proposed sites, there is need for 3 more forms of entry at secondary⁵ with the proposed expansion of the Royal Docks School, the poorest performing in the borough, also on hold.

Diversity. Newham is one of the most diverse boroughs in the country with large numbers of children new to English. Because of housing problems, many families are placed in temporary accommodation and then move. Schools face the big challenge of frequently losing and gaining children in the middle of the year.⁶

Site. There are a number of possible sites, with one site in Stratford most viable. The council, supportive of our proposal, have been helping us through the process of searching for a site.

³ <http://www.newham.gov.uk/nr/rdonlyres/ca54310e-a6f1-437a-9425-2a81485bdb24/0/cypsschoolplaceprojectionsandpupilmobility.pdf>

⁴ *Ibid*

⁵ http://www.lda.gov.uk/Documents/Royal_Docks_Parameters_for_Development_%28March_2011%29_10963.pdf

⁶ *Ibid*

3.2 VISION: THE ETHOS AND PHILOSOPHY OF THE SCHOOL

Our aim is to create a school that delivers excellence in all that it does and offers inner city students an education that truly sets them up for top universities, top careers and success in life. Our school will provide rich learning experiences that allow every student to master skills, develop passions and reach heights they did not imagine possible. We believe in:

- **High expectations and the support to achieve them.** We believe that all children, however challenging their circumstances and whatever their background, can achieve. But high expectations are not enough. Every student needs to be given the support and guidance to achieve them.
- **Above all else a place of learning.** Great teaching and great learning are at the heart of all that the school does. What goes on in the classroom matters most and any barriers that get in the way of learning will be removed. Teachers will be freed up to teach and they will be expected to be learning all the time.
- **Character matters as much as knowledge.** A successful student has self-discipline, excellent behaviour, self-belief, resilience, kindness, creativity and the ability to think. These must be taught explicitly.
- **We will do whatever it takes to help students succeed. We expect 100% effort from students and staff.** There will be no excuses from staff or students. We will go the extra mile in everything we do to achieve outstanding outcomes.
- **Give students trust, respect and responsibility.** The days of students being treated at best as passive recipients of knowledge, at worst as cattle to be herded, are gone. If we give students the power, responsibility and chance to control their lives, we believe they will rise to it. This is fundamental to our ethos.

3.3 THE BENEFITS OF A 4-18 SCHOOL

A small 4-18 school has several advantages:

- Personalised support and guidance for every student including weekly planning meetings
- No child getting lost or coasting
- A sense of community
- An end to the upheaval at 11
- The chance to establish good behaviour, routines and the basics at a young age
- The chance to get specialist teaching e.g. in English, maths and science and embed high standards early on
- High quality art, drama and music throughout the school

- The chance to build good partnerships with parents throughout a child's time at the school

3.4 THE DISTINCTIVE NATURE OF THE SCHOOL

We believe that our model is distinctive in a number of ways:

- **An all through school.** Drives academic achievement, with the basics mastered early, specialist teaching from 8 years old, and no upheaval at 11.
- **Small schools. We will break down the school into distinct smaller schools with strong leadership and a clear focus.** 4-7, 8-13, 14-16, 16-19.
- **A personal learning plan for each student** so students can be guided and challenged.
- **Outstanding teachers** who are coaches, mentors, leaders, subject specialists and who can teach in a range of settings and group sizes.
- **English Language specialism** An intense focus on English Language skills so that all children become avid readers, fluent writers and confident speakers.
- **Leadership, as a second specialism.** We believe that through the teaching of leadership skills and giving students exacting leaderships challenges we can build responsibility, excellent behaviour, confidence and resilience.
- **New assessment and testing regime.** We will draw on the best from around the world and work with universities and employers to devise an assessment regime that reflects a range of knowledge, skills and dispositions that will be a true reflection of what a student needs to succeed. One of those qualifications will be a Leadership Award modelled on the Duke of Edinburgh Award.
- **Enquiry-based learning.** We will develop real world scenarios and enquiry projects that combine knowledge and skills in ways that deepen learning.
- **Character education taught explicitly.** We will spend time each week developing the characteristics that will help make our students a success.
- **Mastery developed in key skills.** Students will spend time each day practising skills until they have mastered them.
- **Different lengths of lessons and different settings for lessons.** The type of lesson depends on the type of learning emphasised. We will replace the 'one size fits all' method of teaching: 1 teacher, 30 in a class, short lessons.
- **Students shape own learning and pursue their own passions.** Students will commit to learning a range of skills and passions each term, some of which they will do in their own time after and outside school.
- **Drama used to develop oracy, confidence and social skills.** We believe drama is an important vehicle for teaching speaking skills, social skills and confidence as well as tackling emotional and social issues.

- **Thinking skills at the heart of every lesson.** We will embed thinking skills in lessons and schemes of work (see learning cycle below) to develop key reflection, critical thinking and analysis.

3.5A 21ST CENTURY CURRICULUM

To succeed in the 21st century, and to succeed against the odds, we believe that the curriculum needs to provide all students with the opportunities to acquire expertise in the basics and subject disciplines as well as developing their character, skills, critical thinking and leadership.

There are several key components to our curriculum offer.

English Language Specialism

We will be the first school to have English Language as its specialism. This is needed more than ever when statistics just out show that in London 1 in 4 children leave primary unable to read and write properly, 1 in 5 leave secondary school without being able to read and write with confidence, and 40% of 11 year olds join secondary school with a reading age between 6 and 9. Our task is not just to get the basics right but ensure that all students leave our school with reading, writing and speaking skills at a very high level. Our curriculum will provide extra time on every aspect of this mission: from developing a reading culture, to introducing ring-fenced grammar lessons, to putting on inspiring writing workshops.

Mastery (practice makes perfect). This means an ability to work hard and practice in order to get better. 'Deliberate practice' is effectively the path to mastery. It is a process of sustained, targeted work performed by a student to master an area of subject knowledge, a methodology or a skill. The work done in the practice is targeted directly at a student's weaker areas and requires the student to dedicate themselves to what may be a significant amount of time executing this practice in a high quality, focused manner. We believe that it is important to instil an understanding in the student that they can achieve significant improvement in any area using this method. We will build in time during the school day for regular 'deliberate practice' sessions where students try to pursue personal goals that they need to master: grammar, a skill, an instrument, a language.

Enquiry-based learning. Students will have the chance to complete rich tasks each year that begin with a challenging enquiry question and mesh subject knowledge, with key skills, team work and initiative . This will lead to a culminating task – such as a presentation, physical output, research paper or panel discussion. These tasks demand deep subject knowledge and often include 2 or 3 subjects within a single task. They take place over an extended period of time, from a few hours to an entire term.

Best practice delivery of 'rich tasks' can be seen across the globe. This method has multiple benefits for the learner:

- Tasks are relevant and link the work to a bigger picture
- Children take decisions and are accountable for them
- Children often learn about working in a team
- Tasks are active – based on doing and creating rather than sitting and listening
- There is a product at the end that they can be proud of

Examples of rich tasks include:

Maths/history rich task: Students will demonstrate an understanding of different mathematical approaches used to frame and answer questions about astro-physics asked by cultures from three different historical ages. For each culture, they will immerse themselves in one such question as well as the ways in which the culture used or developed mathematics to frame and answer the question. They will then present one of three tutorials, chosen at random, to communicate the essential ideas and techniques of the mathematics of that time.

Business/languages rich task: Based on knowledge of the way in which international trade occurs and is reported as well as knowledge of the needs and wants of another culture, students will identify and provide a detailed analysis of an export opportunity. They will take advantage of their skills in a language other than English to present a talk and supporting literature to promote this export opportunity to different buyers and backers.

Character and leadership teaching. This involves developing the attributes that lead to success and fulfilment: personal integrity, 100% effort, kindness to others, self-discipline, resilience and confidence. We will also have an extensive leadership programme to deliver a sense of confidence and purpose in all students.

Subject disciplines. Rather than teaching a ragbag of unconnected subjects and knowledge, as is too often the case, we will focus on the key academic disciplines, developing the ability of students to understand these ways of thinking or methodologies: history, maths, science, will be the foundation for this.

Passions. Finding a student's passion and then helping them develop it can often unlock learning in other areas. It also motivates students to enjoy and achieve at school.

Rich experiences. Too many inner city children have few opportunities to explore the extraordinary city that they live in. Fewer still experience a variety of cultural

experiences. One of the tasks of the Friday curriculum days at the school will be to develop deep learning experiences.

3.6 A 21ST CENTURY PEDAGOGY

A curriculum that offers this rounded education requires a rethink of the pedagogy, the setting for lessons and the delivery of outcomes.

The table below gives an example of how these different types of learning require:

- A different role for the teacher
- Different lengths to lessons
- Different settings for learning

There has been a debate in recent years about the role of the teacher. One camp, seen as traditionalists, believes in the teacher standing at the front – sage on the stage – passing down knowledge. The other camp, believes in a new role for teacher, as facilitator – guide on the side. The truth is that teachers need to be both these things but take on other roles as well. Something more sophisticated is needed. Teachers need to be able to adapt to a number of roles in a number of different settings: one to one mentor, small group motivator, whole class coach, subject specialist, project facilitator, editorial assistant.

The table below provides some more detail of how this might work in practice:

Type of learning	Example	Characteristics	Pedagogy/ role of teacher	Length of lesson	Setting
Mastery	Phonics Grammar MFL basics Musical instrument	“Deliberate practice”	Coaching, personalised feedback, precise instruction	30 minute bursts regularly	Small groups Whole class groups
Subject disciplines	e.g. Science History	Subject teaching is about teaching not just knowledge but a way of thinking: e.g. science methodology	Teacher as subject specialist	45 minute lecture and/or 2 hour practical project	Lecture theatre Science lab Project rooms
Enquiry-based learning	e.g. Maths and history project looking at different ways past ages have thought about maths	Rich tasks, with culminating tasks	Teacher as facilitator	2.5/3 hours Weekly or twice weekly	Project rooms Visits out of school Lecture theatre
Student passions	e.g Orienteering Computer programming Animation Photography	A skill or passion agreed with mentor to be completed that term, mostly in the student's own time	Teacher as mentor Student as independent learner – in and outside school	No taught component	One to one support during and after school
Rich Experiences	e.g. Planning, creating, hosting an event for the community	Independent and team work led by student	Teacher facilitates, students shape the event or project	All day Friday, plus other sessions during the week	Project rooms and outside school
Character and leadership training	e.g. Leadership Award	Individual and team pursuits	Teacher facilitates	All day Friday, plus other sessions during the week	Project rooms

Personalisation

So that students can make the most of this different pedagogy and take control of their own learning they need a personalised education based on regular one to one tutorials and a personal plan that provides daily, weekly and termly guidance for each student.

All students will get a personalised learning plan based on:

- Yearly goals
- Termly and weekly targets
- One to one tutorials and progress checks each week
- E-portfolios/e-logs of best work, targets, goals
- Choices/pathways at all ages
- Range of settings for teaching: lectures, workshops, teams, individual learning, traditional lessons

Outstanding teaching

The School 21 team have begun to develop a handbook detailing best practice for delivering outstanding lessons (following consultation with outstanding teachers). This will be developed further for the new school.

Some of the key components for ensuring student progress include:

- An immediate start to the lesson with an exciting activity
- Challenging learning objectives and outcomes that push every student forward
- A focus by all teachers on language and literacy
- A focus on quality classroom dialogue as a key way of improving learning
- Teachers all trained to use outstanding questioning techniques that draw out higher level thinking
- Plenaries regularly during the lesson to test understanding
- Activities that allow students to explore and enquire in groups and independently of the teacher.

We have developed the five part learning cycle (demonstrated in the diagram below) to ensure that students are thinking throughout the lesson.

Activate. The lesson begins with something arresting that engages the student.

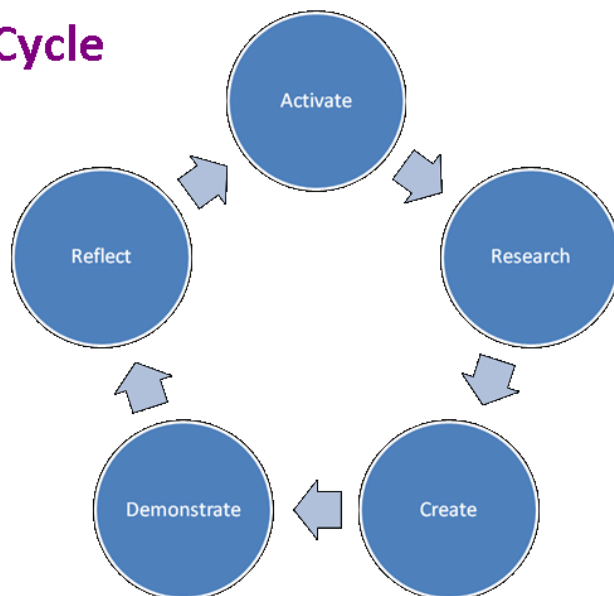
Research. New information is provided either by the teacher or discovered by the student.

Create. Students then have to do something with the knowledge, proving that they understand it and can now apply that knowledge. This is the vital higher order thinking process.

Demonstrate. This is an exciting part of the lesson when students show what they have done – present to the class, lead a debate, demonstrate through a video or podcast.

Reflection. This is the crucial consolidation of learning where students critique each other's work, get feedback from the teacher, plan what they will do next.

Learning Cycle



Putting thinking at the heart of every lesson

3.7 21st CENTURY LEARNING SPACES

We believe that 21st century schools should be built with the pedagogy and curriculum firmly in mind. Newham School 21 will be built with different learning spaces, carefully calibrated to reflect the curriculum offer.

These will include:

- **Small lecture theatres**
- **Outdoor learning spaces** (predominantly for 4-7 school but other spaces e.g. environmental gardens/ponds for all children)
- **Project rooms** that can hold 50 students (2 classes)

- **Editorial rooms** where students can work independently (often with teachers working in the same room but available to support)
- **Classrooms for 25 students**
- **Project courtyards**

3.8 21ST CENTURY ASSESSMENT AND TESTING

The current assessment regime is neither robust enough in testing the basics nor clever enough to truly assess a student's potential. Most benchmark exams like GCSEs test one narrow type of intelligence – the ability to sit down and regurgitate facts for 2 hours. Little testing before the age of 16 recognises either a child's facility with the basics nor the range of attributes and skills they possess.

We will work hard to provide an assessment regime for our students that:

- Challenges them to excel
- Motivates them to do better
- Provides formative assessment so they know how to improve
- Tracks students every six weeks so no child coasts or falls behind.
- Rewards effort and hard work
- Measures progress in subject knowledge but also in skills, leadership and character

Our assessments will include:

- Regular English tests that assess progress in reading, writing, and speaking
- The best of the IB including middle years IB
- GCSEs and A levels
- Character and skills tests e.g. Leadership Award

3.9 OUR VISION FOR THE SIXTH FORM

Newham is badly in need of an excellent sixth form. A large proportion of students receive their key stage 5 education outside of the borough as there is not enough quality provision. For this reason we propose to open our Sixth Form within three years of the Newham School 21 opening, rather than as the school scales up. We will target students who are travelling out of borough.

Our intention is to provide an outstanding and inclusive sixth form with 150 places in both Year 12 and Year 13. We will offer mainly academic qualifications but also some high quality vocational options. Our aim will be that 100% of students go on to

higher education or training. We will also set an ambitious target that more than 60% of students will get As or Bs in their A levels.

Sixth form should be the most rewarding and fulfilling time at school. Our sixth form will be the chance for our students to pursue the approach of Newham School 21 at a higher level.

1. EXCELLENCE IN SUBJECT DISCIPLINES

We will provide challenging and stimulating A level teaching with a focus on STEM subjects, English and Humanities and high quality vocational subjects such as Business. By the end of Year 13, students will be able to draw on deep reservoirs of knowledge and skills that they can mobilise for cross discipline comparison and that will form the basis of excellence in higher learning

2. UNIVERSITY AND CAREER MENTORS

We will ensure that students get an external mentor; someone who can help guide their choices, organise visits, prepare them for interviews, and open their minds to the possibilities post university. We will draw from our wide networks to offer mentors from business, politics, academia and public service

3. INTERNSHIPS

All students will have holiday internships in professional or business settings and will be expected to produce a report/assemblies on their experience to inspire others in the school. We will build up lasting partnerships in politics, industry, business and other professions so that all our students can get a sense of the world of work. Internships will be aspirational and linked to high status careers.

4. SKILFUL LEADERSHIP – ROLE MODELS FOR THE SCHOOL

All students in the sixth form will be:

- Either a mentor or reading buddy for a student lower down the school
- Gain experience by working in the student cafe
- Support students in the library
- Work with groups of students in lessons
- Plan and host events for the community
- Undertake community projects over the year –e.g. renovating a community centre or working with older people to improve their IT skills

5. ENGLISH LANGUAGE

We will expect all students to carry on studying English into the sixth form. Most will take an A level in English. Others will choose from debating, writing, book clubs.

6. THESIS (EXTENDED PROJECT)

All students will be expected to undertake a piece of original research which they will write up in a thesis and present to an audience of internal and external assessors. This will help develop research and independent learning skills in preparation for University. It will also showcase their public speaking and presentational skills.

7. YOUNG TEACHERS PROGRAMME

All students will be expected to pursue a passion. This will take place mostly after school and in their own time. We will set up a Young Teachers Programme where students teach other students (in sixth form and lower down the school), staff and parents their skill or passion. A menu of after school opportunities will be offered and may include: animation, photography, web design, musical instrument, chess, martial arts

Admission to our Sixth Form will be based on prior attainment, with students requiring at least a B in their chosen subjects (or a similar subject where they have not studied the discipline before). We will look into using an additional aptitude test to ensure students with potential, who may have struggled at GCSE, also have the opportunity to attend. As the school grows we may change our admission arrangements to reflect high achievement levels at key stage 4.

3.10 VISION FOR STUDENTS

To become **SKILFUL LEADERS** in the 21st century our students will be:

- **MOTIVATED LEARNERS** - 100% effort to master vital knowledge, skills and subject methodologies, resilient and flexible in the face of challenges
- **GREAT COMMUNICATORS** - avid readers, fluent writers, confident speakers
- **CREATIVE THINKERS** - analytical, critical, questioning
- **CITIZENS WITH INTEGRITY**– true to their word, high standards of behaviour, courtesy
- **CHARACTER:** resilience, self-discipline, reflection

3.11 THE VISION FOR A 21ST CENTURY TEACHER

All staff will need to share our vision of high standards, personalised enquiry based learning and the 4-18 ethos. We will expect all teachers to be generalists as well as specialists: able to coach and lead as well as be excellent teachers. We will ask a lot of teachers in terms of the range of skills they can offer and their dedication to the students.

Subject specialist who understands the way of thinking, that their subject discipline

represents.

Enquiry based learning facilitator who guides students through projects that combine knowledge, skill and rigorous tasks.

Personal tutor, coach and mentor who is trained to motivate, inspire, guide, direct a group of students.

Leader who is constantly developing his/her leadership skills and is able to take on whole school responsibilities.

Deliberate practice instructor who has the patience and the precision to spend lessons focusing on the mastery skills that each child needs in a given area.

Character teacher who is comfortable teaching students how to develop their skills.

We believe that this new role for teachers will be very attractive to many from Teach First, the GTP programme and others.

3.12 THE VISION FOR WORKING WITH OTHERS: PARTNERSHIPS

Parents: We want to form deep relationships with parents throughout their time at school. That means asking parents to support their children's learning, auditing the skills and passions of parents so they can help in school where appropriate, communicating clearly with them.

Community: We want our school to be working with and supporting community projects and in particular the regeneration of the Stratford area.

Curriculum partners: We will form partnerships with outside organisations to enrich the curriculum e.g the English Language specialism will benefit from on-going relationships with theatre companies, story tellers, playwrights, authors.

Mentors: We want each child at year 7, starting with those on free school meals, to start the year with an outside mentor to guide them and give them opportunities.

Business links: We will form on-going partnerships with businesses who can help fund developments at the school, enrich the curriculum and provide work experience. At least one of these will enhance our STEM and science curriculum.

Universities: Our Sixth Form will open up in partnership with a group of universities. We will also have a member of staff who will invest time in relationships with a range of partner universities that students from an early age can visit.

3.13 OUR VISION FOR DRIVING UP STANDARDS IN OTHER LOCAL SCHOOLS

We want to learn from local schools as well as support them in raising standards. We want to build relationships with primaries and secondaries, work closely with heads,

take a full part in Newham's school "clusters" in the area, and develop strategies across several schools. In particular we will share:

- **Leadership Awards.** We will offer our new leadership training and awards to local schools – both primary and secondary and undertake joint projects with them.
- **English specialism.** Our workshops with authors, poets, dramatists will be opened up to other local schools. We will plan to hold annual Spelling Bees, Debating competitions and essay writing competitions which again will be open to the cluster of schools that we are in partnership with.
- **English Language primary partnership.** We will work with primaries to ensure that all children have developed skills in the basics. We will offer Summer schools and other interventions for those who need to catch up.
- **Staff training.** We will open up our after school staff training sessions to neighbouring schools.

3.14 OUR VISION FOR USING THE PUPIL PREMIUM

An explicit goal of the school will be to get the highest proportion of children on free school meals into top universities from an inner city school.

We intend to use the pupil premium funding strategically and not just put it in the general pot.

Our aim is to:

- Improve aspiration
- Improve opportunities
- Enhance learning

We will trial 4 initiatives designed to help support those on free school meals.

- **A one to one guarantee:** We will offer extra one to one guidance to improve organisation, to ensure all children on free school meals are meeting their targets.
- **A top university fund:** to pay for visits, summer schools, and university experiences.
- **An external mentor: each child on free school meals will get an external mentor who will:**
 - Set high expectations
 - Give guidance on the standards expected in top jobs
 - Provide careers guidance

- Inspire about university options
 - Support in their studies
 - Give networking opportunities
 - Help organise work placements.
- **A cultural entitlement:** we will ensure that every child on free school meals has a rich menu of opportunities throughout their time at school which will include:
 - Theatre trips
 - Orchestra trips
 - Museums

3.15 OUTCOMES: HOW THE SCHOOL SHOULD BE JUDGED.

We want the school to be judged by:

- The numbers going to **top universities** and **successful careers**, particularly students eligible for Free School Meals
- The numbers **reading, writing and speaking** to very high standards
- The numbers achieving our **Leadership Award**
- The numbers of parents wanting to send their children to the school
- **Exam results** at 11, 16 and 18
- The contribution of our students to the local community
- The number of students developing passions and 21st century skills
- The quality of **products students produce in their enquiry based** learning time as judged by outside experts.
- The number of **outstanding teachers and lessons.**
- The enjoyment of children at school

To support this we will set some tough targets for each stage of learning including:

- All children above the average foundation stage level 6 on their profile
- All children to be working within phase 5/6 of the CLLD phonics programme at 7
- All pupils above their chronological reading age at 11
- 100% of pupils to reach Level 4 in reading, writing and numeracy and 70% at Level 5 at 11
- 85% of pupils to achieve 5 A*-C at GCSE (including English and maths) for first Year 7 cohort. More for those who joined at reception.
- 100% pass rate at Key Stage 5 and 60% As and B
- Every student eligible for free school meals (who joined us at 11 or reception) with an offer from a Russell Group University.
- All students going to university of their choice.
- Every student at Silver Leadership award, 75% Gold by 16

- 70% of lessons judged as outstanding
- 100% of lessons judged good or outstanding.
- All pupils with a passion that they can present to the rest of the school community
- All pupils presented a enquiry based project, judged outstanding by outside experts
- All pupils demonstrated key skills (including group work, resilience etc.)

Section 4: The Education Plan

4.1 ADMISSIONS POLICY

4.1.1 A local school for local children

Newham School 21 will be a school for the communities of Newham. Our proposed sites are in the Stratford area and we intend to use proximity based admissions criteria where there is oversubscription. The majority of children will come from the E15 area.

We expect a small proportion of children to come from elsewhere in Newham. In particular from the east of the borough where there is growing place pressure. Newham is one of London's smallest boroughs and has good transport links. This means older children will be able to access the school from other parts of the authority.

For 2012, our admission number will be 150, with 75 in Reception and 75 in Year 7. This reflects our desire to have three form cohorts at both entry points and smaller than average class sizes. The admission number is commensurate with local demand and need.

We will admit pupils to our Sixth Form in September 2014. Due to the shortage of high quality Key Stage 5 provision in the area (and our intention to form exciting partnerships with top universities) we expect the admission number to be considerably higher than the rest of the school, at 150 per year.

We will consult locally on Sixth Form admissions arrangements in advance of their operation but, in common with local and national practice, we expect achievement at GCSE to form a central part.

4.1.2 Working in partnership

We have already spoken to Newham's admissions team to discuss our plans and expect to have a very close working relationship with them over the coming years. We are keen to ensure that our admissions arrangements fit within the ecology of existing schools and we intend to take part in local structures around behaviour and hard to place pupils (including considering in-year requests from the local authority).

As Newham School 21 will be its own admissions authority, we will of course uphold all the provisions of the 2008 Admissions Code and Admissions Appeal Code (and any subsequent revisions). To ensure we are following best practice we will discuss our plans with Newham's Admissions Forum and the Children and Young People's Scrutiny Commission (who have taken a particular interest in local admissions arrangements over recent years) at the earliest possible time after approval. We will also consult on any future changes on admissions arrangements after the school has opened.

We accept (and are aware) of our responsibilities to the Department for Education (including those through the Schools Adjudicator) in relation to admissions. We acknowledge that the Secretary of State may, from time to time:

- Direct the school to admit a named student to the school on application from a local authority (LA).
- Direct the school to admit a named student to the school if the school has failed to act in accordance with its published policy or in accordance with the Admissions Code or the Admission Appeals Code.

We do not expect to be able to take part in pan-London admissions arrangements (as managed through the LA) for our first Year 7 cohort, owing to the need to sign the 'Funding Agreement' first and the short time frames for this. However, due to the later deadline for primary school applications (mid-January), we will take part in 'co-ordination' for our first Reception cohort (assuming the 'Funding Agreement' has been signed by then). In the second year of School 21's operation we will take part in London wide co-ordinated admissions.

4.1.3 An inclusive school for all children

We are determined to raise standards, expectations and aspirations for all children, regardless of background or ability. We will not apply a faith criterion in our admissions policy (nor will our school have a religious ethos). We will not select up to 10% based on aptitude in the school's specialism (as permitted with academy and free school status).

We want to serve the families of Newham where there is an identified need for a new school and where children face significant social and economic challenges. We will therefore use a simple 'as the crow flies' distance to the school criteria in the case of over-subscription. This reflects practice in almost all of Newham's non-faith schools.

We will work with Newham's geographical information team to ensure the distance criteria is applied fairly, but at this stage we expect the distance to reflect walking rather than driving patterns (certainly for Year 7⁷ - see detail below.)

We do not propose using a catchment or designated admissions area. Only one school in the borough uses this mechanism and its rationale is linked to being situated near the border with Waltham Forest and not wanting to disproportionately serve out of borough children.

We do not feel we need a catchment area because our proposed sites are further away from borough borders than others and we are confident of demand and need in E15. Equally, as directed by the Admissions Code we want to keep our admissions criteria simple. In our experience catchment areas can be complex, sometimes attracting accusations of gaming and social selection.

We considered 'fair banding' as an option to ensure we had a comprehensive intake. However, in discussions with local residents, teachers and the council we concluded that a simpler way to serve the needs of the community would be to institute a geographical contingent set of admissions arrangements.

We will prioritise pupils who already have a sibling at the school. This reflects our desire both to have a strong community aspect to school and to support parents with their transport and childcare arrangements.

We have not put in place a social/medical criterion as we feel this may be too subjective. Our understanding is that Newham does not take into account social/medical conditions when considering applications. If we did use this criterion it would make it considerably harder to manage locally.

4.1.4 Admissions' criteria

In the event of more children applying to attend Newham School 21 than the published admission number (in any year) we will apply the following oversubscription criteria. These do not apply to Children with a Statement of Special Educational Need (where the school has agreed to be named) as they will be admitted first regardless.

1. Children who are in the care of a local authority.
2. Children who will have a sibling attending the school at the time of admission.
3. Children whose home address is nearest to the school gates

⁷ Newham is one of the smallest borough's in London with excellent transport links. This makes walking to school an option for a large number of prospective pupils

4.1.5 How will the distance criteria be calculated?

The distance criteria will be measured as: home to school walking distance, starting with the nearest address. The route will be from the home to the main entrance of the school and use roads and approved footpaths. It will not use: unlit areas; parks; unofficial crossing points of the A13 and Newham Docks; footpaths not approved by the LA.

Should two or more children live exactly the same distance from the school then both children will be offered a place at the school. If necessary, qualifying measures will be taken (which we will develop in consultation with the LA).

If two or more applications are received from a multi-storey block of flats, then if necessary an applicant living on a lower floor will be given priority over one living on a higher floor. If a child's natural parents do not live together and the child spends a few days in both of the households on week days, then the address that will be used for measurement purposes will be the one from which the child goes to school from most often during the week.

4.1.6 'Tie break'

In the event that two or more children live at the same distance from the school (measured as stated above) and there are fewer places available, random allocation ('lottery') will be used to allocate the place. We will work with our neighbouring school, Stratford, to ensure the process is transparent and fair. They have been operating random allocation for a larger cohort for a number of years now.

4.1.7 Key definitions

Sibling (brother or sister): For admission purposes, this is half, full or adoptive brothers and sisters or a child in the care of the LA living in the same household.

Home address: The definition of home address is the permanent home address of the child and his/her parent(s)/carer(s). Temporary addresses used solely for admission to a school will not be accepted.

Applications are processed on the basis of the child's single permanent home address where he/she lives with his/her parent(s) or carer(s). Where the home address has changed from the address provided or changes during the application process, evidence regarding the new address and disposal of the previous address through a contract of sale or change of tenancy agreement may be required. A tenancy agreement must be for one year or more. Parents/carers will be asked to declare that the address used will be the child's home address beyond 1 September 2012. Any change of address after submitting the application must be notified to the school and the LA.

During the consultation we will liaise with the LA and others to see whether we need additional checks. For example, the Admissions Team may think it appropriate to carry out investigations to verify home addresses through the council tax or benefit departments.

Multiple births (twins, triplets etc.): Our admissions' policy is that places are offered according to the oversubscription criteria. In the event that this would result in splitting a multiple birth family then all multiple birth siblings will be offered a place even if that means exceeding the admission number of the school (although not if it means failing to meet statutory class size numbers).

Waiting lists: Failed applications will be placed on a waiting list. Where places become vacant, they will be allocated in accordance with the school's oversubscription criteria.

In-year admissions: These are now coordinated by the home LA, to whom parents/carers must apply. Parents/carers cannot apply direct to the school or to the LA maintaining the school if it is not their home LA. The same admissions policy and criteria apply to in-year admissions as for those starting school for the first time and admission will depend on availability of places.

Appeals: Parents have the right of appeal to an independent Appeals Panel if they are dissatisfied with an admission decision. We will ensure that an Independent Appeals Panel is trained to act in accordance with all relevant provisions of the School Admissions Code and the School Admission Appeals Code published by the Department for Education as it applies to Foundation and Voluntary Aided schools.

We will work with the LA to procure this service using best value principles. It should be noted that, in the event of an unsuccessful appeal against non-admission to the school, the school will not consider any further application in the same school year (1 September – 31 August), unless there has been a material change in circumstances, for example a change of address.

4.1.8 Our statutory responsibilities

We understand and accept all our statutory responsibilities in respect of admissions. Specifically the requirement that Free Schools, through their 'Funding Agreement', must adopt practices and arrangements that are consistent or in accordance with the Schools Admissions Code, the School Admission Appeals Code and the admissions law as it applies to maintained schools. We are also aware that there may be subsequent revisions which we will be bound by.

4.2 CURRICULUM, PEDAGOGY AND ORGANISATION OF LEARNING

4.2.1 Curriculum principles

There are ten key principles underpinning the school's curriculum model. They are:

1. **Mastery** – deliberate practice allows children to master important skills
2. **Thinking**: children must be taught the tools for deep, analytical, critical and creative thinking. They must never become passive learners
3. **Enquiry based learning**: students given challenging problems or rich tasks that combine knowledge and skills and make connections between subjects and concepts. These projects will have a culminating task or performance that tests their English Language, presentation and academic skills
4. **Student passions**: one of the jobs of a school is to discover and then nurture the talents and passions of every child.
5. **Children controlling their own learning**. Children live in a fast moving world and are used to making choices and taking control. School must harness this autonomy and build in time from a young age for students to direct their own time.
6. **Depth before breadth**: If the basics are not mastered then future learning becomes impossible
7. **Gateway methodologies**: a focus on those subject disciplines that if understood open the way to lots of other learning in that area. History for example is useful in unlocking thinking in all humanities
8. **Assessment of a range of skills** not just written exams
9. **Use of ICT to enhance learning, progress and student autonomy**
10. **Learning in and out of school being valued, joined up, and supported.**

4.2.2 Small schools

Our intention is for Newham School 21 to be divided into 4 small schools (4-7,8-13,14-16,16-18). Each of the schools will have some elements that are integrated.

We will expect:

- Older students to mentor children in younger phases
- Older students to act as reading buddies for younger students
- Some performances and shows to include children from different phases
- Teachers to cross over the phases

The nature and structure of the small schools will shape our curriculum offer at each stage (see below).

	4-7 Age of Exploration	8-12 Age of Possibility	13-16 Age of Potential	16-19 Age of Achievement
Purpose of Phase	<p>To secure the basics To put exploration at the heart of their learning</p> <p>To ensure every child feels safe and enjoys school</p> <p>To get children in good habits of behaviour and learning</p>	<p>To open the minds of students to the possibilities of learning</p> <p>To develop the character and learning power of students.</p>	<p>To ensure students develop the ambition, confidence and work ethic to succeed</p> <p>To ensure success in the E-Bacc subjects</p> <p>To achieve qualifications beyond the academic</p>	<p>To secure places at top universities</p> <p>To ensure high achievement in exams</p> <p>To be equipped with the tools to succeed</p>
Key features of curriculum	<p>Focus on reading, writing, speaking, and numeracy</p> <p>Developing thinking and questioning skills</p>	<p>Challenging, rich, projects that stretch students</p> <p>A range of exciting learning experiences</p>	<p>Cover the E-Bacc subjects</p> <p>Provide opportunities to develop learning skills and attributes</p> <p>Develop leadership potential</p>	<p>A focus on the core academic curriculum</p> <p>Opportunities to further passions and additional qualifications</p>
English Specialism	<p>Learning the basics: synthetic phonics</p>	<p>Develop a love of reading, writing and speaking and success in each</p>	<p>All students expected to be above a B in English Language GCSE with 50% getting A/A*</p>	<p>All student to continue studying aspects of English Language</p>
Academic core: subject disciplines	<p>Foundation laid in maths, science, humanities and languages.</p>	<p>Development of interest and skills in maths, science, languages and humanities</p>	<p>Succeed in E-Bacc</p> <p>Develop deeper understanding of subject disciplines/ways of thinking</p>	<p>Big strength in maths and science - partnerships with universities.</p>
Character and Leadership	<p>Children trained in key qualities: kindness, sticking at it, being true to their word, working well in a team</p>	<p>Leadership projects developed</p>	<p>Students given more autonomy over projects</p> <p>Students leading aspects of school life</p>	<p>All students given leadership training</p> <p>All students expected to do an extended project/thesis</p>
Expectations	<p>All students reading and writing</p>	<p>All students beyond level 5 in English and maths</p> <p>All students producing excellent projects and achieving the first stages of the Leadership Award</p>	<p>All students B or above in maths and English.</p> <p>All students bronze or above in Leadership Award</p>	<p>All students going to the university, college or career of their choice</p> <p>A high percentage of FSM students into top universities.</p>

4.2.3 How the school will arrange its days, terms and year

School terms

Our plan is to have a 39 week year (similar to current schools) but with 5 more days of training than most schools. Staff will teach for 185 longer days and there will be ten days for training. We will expect staff to support our student induction in the summer. New staff will also be expected to attend residential and induction programmes before starting.

School day

We will have a longer working day than most schools. This reflects our desire to ensure all children can access a range of learning experiences. It also gives us the flexibility to provide extra support where needed. Specifically:

- The formal school day will start earlier than other schools at 8.15 (8:35 for 4-7 year olds)
- The school day will end at 3:30 for 4-7 year olds, and 4:15 for 8-16 year olds but there will be enrichment, catch-up and stretch activities until at least 5.00 each day
- For 16-19 year olds the timetable will be flexible depending on the subjects opted for, however we will expect students to be in school, learning and contributing for most of the school day
- Every Wednesday staff will have a training and planning meeting from 3:15 until 5pm. The focus of the meeting will primarily be on pupil learning. 8-16 year olds will finish early on the day of the meetings. On Friday, the 8-13 school will finish at 3pm after a full project day.

Induction programme

We will expect new staff to be available for a week before term begins in September. This will be crucial to ensuring we have everything in place before children arrive and that we are clear about our goals for the terms and year ahead. The induction period will be particularly important in the early years when we will need to embed our policies and practices.

We will expect students to be available for induction days in the summer holiday before they join the school. Effective pupil induction, at the beginning of the year and throughout, will be key to the success of our new school. We are aware that there is

significant pupil mobility in Newham and we are determined that any in year changes in roll numbers do not impact on our ethos and culture⁸.

4.2.4 Curriculum and sample timetables

Detailed below are the key features of the curriculum offer at each stage of the school.

4-7 curriculum

Getting this phase of learning right will be crucial if we are to give pupils the platform for further success. Our Reception curriculum will incorporate the key areas of the Foundation Stage curriculum and our Key Stage 1 curriculum will focus on the basics, exploration and thinking skills.

- A focus on the basics including through the use of synthetic phonics and catch-up support for those who need it. Without the key skills of literacy and numeracy our children will not be able to excel.
- STEM (science, technology, engineering, maths) projects to reflect the importance of these subjects and our approach to cross subject enquiry. Language learning from an early age.
- Our Reception Foundation Stage curriculum will have a strong emphasis on language, numeracy, and attitudes to learning.
- Extra time for those with a special educational need (SEN) or those who are English as an additional language learners (EAL). Support will include provision for a dyslexic specialist who will be able to pick up early signs of learning difficulties
- A curriculum based on exploration and pupil enquiry including time spent developing learning habits like problem solving and projects that get pupils thinking about the world around them.
- Opportunities for pupils to spend time socialising with each other and learning (through teacher modelling) the habits of politeness and kindness. All children taught the qualities of leadership and how to be ambassadors for their class and the school. SEAL (social and emotional aspects of learning), PSHE (personal, social, health education) and Philosophy for Children input during circle time and in discrete lessons.
- A range of fitness sessions first thing in the morning including martial arts, yoga and exercise routines. This will help motor development. There will also be thinking and strategic games including chess for all from the age of 5.
- Strong music, art and drama: drama used to develop oracy skills and all children learning a musical instrument. Opportunities for singing in assemblies and the school choir.

⁸ <http://www.newham.gov.uk/nr/rdonlyres/ca54310e-a6f1-437a-9425-2a81485bdb24/0/cypsschoolplaceprojectionsandpupilmobility.pdf>

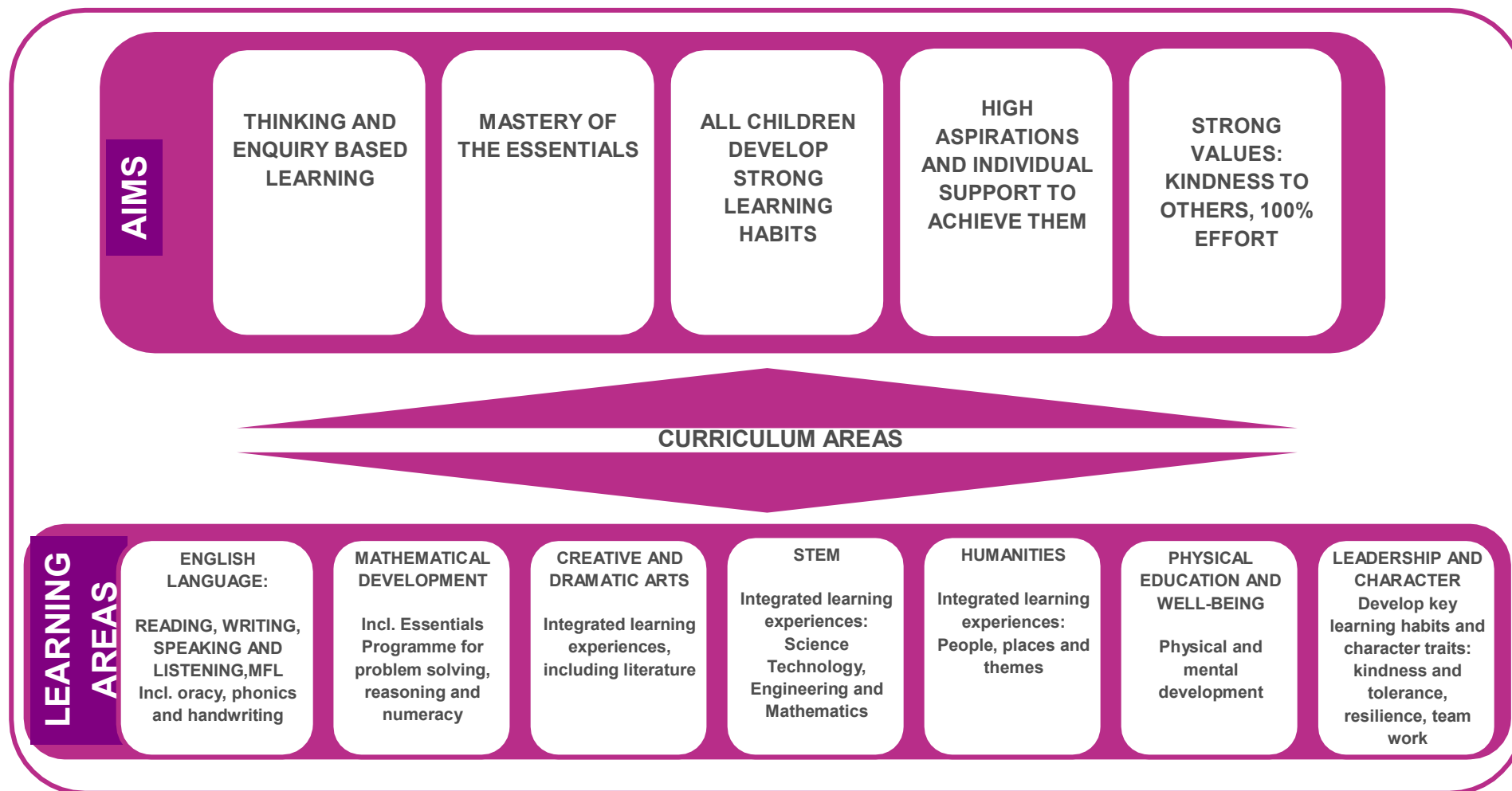
The table below details our proposed curriculum loadings over a week for the 4-7 phase. A sample timetable is included underneath. We have not included after school activities in the loadings.

Draft weekly loadings for 4-7 curriculum

Subjects	Minutes per week
English language (including phonics, reading, writing, speaking, story telling)	410 minutes (approx 25%)
Modern Foreign Languages (MFL)	75 minutes
Maths	225 minutes
STEM projects	105 minutes
Humanities	105 plus 55 minutes history stories
Creativity projects (including drama, dance, music and art)	240 minutes
Music	190 minutes plus assemblies
Fitness and PE	130 minutes plus 75 morning fitness
Drama	90 minutes
Circle time (including SEAL, PSHE, RE, and philosophy for children)	120 minutes
Assembly	45 minutes
Thinking conversations	75 minutes

Set out below is a curriculum framework for the 4-7 phase, as well as a sample weekly timetable for Year 1.

FRAMEWORK FOR LEARNING AND TEACHING 4-7 years



FRAMEWORK FOR LEARNING AND TEACHING 4-7 years

DELIVERY

CURRICULUM

- Developed and reviewed in consultation with parents, children and staff
- Discrete, daily Essentials Teaching Programmes for oracy, phonics, numeracy
- Makes authentic connections across all areas of learning
- Delivers hands-on, minds-on, integrated experiences
- Flexible timings to enable in-depth, and sustained learning opportunities
- Accessed by children and parents in line with children's PLPs
- Delivery is supported by accredited, evidence based programs and approaches e.g. EYFS Guidance, phonics schemes, Philosophy for Children

OUTSTANDING TEACHING

- Teaching informed by ongoing formative and summative assessments of all skills, knowledge and understanding
- Planning is underpinned by PLPs
- Leadership and management of learning is expert, creative and inspiring
- Learning and progression is systematically tracked and reviewed
- Planning and delivery meets the needs of all individual children's learning styles and needs
- Use of new technologies by children and teachers used to enhance learning across all areas
- Specialist teachers, writers and artists in residence model high quality provision

TARGETED AND EARLY INTERVENTION

- Teaching by specialists (dyslexia, behaviour, community languages, identified SEN)
- Early identification of need for children and their families
- Use of evidence based intervention programmes to support children to make accelerated progress at home and school e.g. Reading Recovery, Talking Partners
- Progress is systematically reviewed

PURPOSEFUL LEARNING ENVIRONMENTS

- Reinforces learning across all areas to enable children to make authentic connections
Space, resources and furnishings enable indoor/outdoor experiences for all areas of learning
- Visits and trips are integral to curriculum planning and delivery
- Room arrangements reflecting areas of learning are well equipped to promote independence and autonomy
- Health and Safety practices including supervision of children is paramount
- Spaces for wellbeing are accessible to children e.g. snacks and water, toilets, quiet areas
- Display relates to learning and teaching.

EXAMPLE WEEKLY PROGRAMME YEAR 1 (5-6 YEARS)

	Monday	Tuesday	Wednesday	Thursday	Friday
7.45-8.35	FRESH START & BREAKFAST CLUB (for children and families) 'Fitness Wake Up and Shake Up' (e.g.Yoga, Martial Arts,) Book Groups (facilitated by parents, governors and children from 8–13 phase)				
8.35-8.45	Meeting, Greeting, Self-registration and PLP group reviews (parents encouraged)				
8.45-9.00	Learning and Thinking conversations: stimulating questions about the world around				
9.00-9.30	ESSENTIALS PROGRAMME	Phonics and handwriting			
9.30-10.15	ENGLISH LANGUAGE SPECIALISM: Grammar Reading, drama/speaking, writing workshops (1-2-1 Tuition)				
10.15 -10.30	BREAK (sliding, running, jumping, pedalling, climbing, balancing, giant board games, sand and water)				
10.30-10.45	Fruit followed by ASSEMBLY/CIRCLE TIME on alternate days				
10.45-11.30	ESSENTIALS PROGRAMME	Numeracy, problem solving, reasoning			
11.30-12.15	Philosophy for Children (including RE, PSHE, Leadership) Singing	Sport and Dance Singing	Outdoor games Singing	Music – whole class instrumental e.g. violin	Philosophy for Children Singing
12.15-1.00	LUNCH & PLAY (sliding, running, jumping, pedalling, climbing, balancing, giant board games, sand and water) Lunchtime clubs including chess, thinking games, music)				
1.00-1.05	Self-registration				
1.05 -2.30	SPORT: Olympic legacy e.g: swimming, cycling	STEM AND HUMANITIES PROJECTS		CREATIVE AND DRAMTIC ARTS PROJECTS (including Art, DT, Drama)	
2.30-2.45	BREAK (sliding, running, jumping, pedalling, climbing, balancing, giant board games, sand and water)				
2.45-2.55	PERSONAL ROUTINES - tidying up				
2.55-3.20	MFL(languages)	Historical stories	MFL	Historical Stories	MFL
3.20.3.30	Storytelling, daily reflection				
3.30-5.00	AFTER SCHOOL CLUBS: sports, newspaper, art, cookery, drama and trips				

8-13 curriculum

With the basics largely in place and with no formal external exams, this is the phase of the school where we want children to have a range of exciting challenges and projects. This reflects our experience of identified dips in enthusiasm for learning at these ages in several schools we have worked in. Our curriculum offer will include the following features:

- There will be a focus on taking English Language to the next level with reading, writing and speaking workshops, deliberate practice of grammar skills and speaking/spelling competitions.
- All students will take and have challenging targets set for the end of KS2
- All children will try to fulfil personal leadership challenges in pursuit of leadership awards
- All children will follow a termly milestone within a chosen passion, guided by a one to one tutor/mentor and structured through a personal learning plan
- All students will be taught study skills
- A week in France/Spain having all lessons in French/Spanish (this will help pupils prepare for the E-Bacc)
- Advanced STEM projects
- All children taught a musical instrument

Our first cohort will join the school in Year 7, midway through this phase. Their curriculum (as for all those joining from other schools as opposed to Newham School 21 graduates) will have a far greater emphasis on remediation. This will help us ensure we meet our performance targets at the end of Key Stage 4. We will focus on:

- Mastering the basics, including literacy catch up
- Induction into the routines, values and ethos of the school
- Emphasis on thinking and learning habits and character and leadership training

As the school grows and our culture is embedded, we may be able to move to a more balanced scheme of inputs across the age ranges.

The table below details our proposed curriculum loadings over a week for 11 year olds in the first few years after opening. A sample timetable is included below. We have not included after school activities in the loadings.

Draft weekly loadings for 8-13 curriculum

Subjects	Minutes per week
English Language (including, reading, writing, speaking, grammar practice performance)	405 minutes (approx. 26%)
Modern Foreign Languages (MFL)	120 minutes
Maths	210 minutes
STEM projects and science	180 minutes
History (including projects)	60 minutes
Sport and fitness	75 minutes
Student passions	90 minutes
Orchestra, choir, drama, instrument practice, drama (on rotation)	210 minutes
1-2-1 tutorial and stretch and challenge	120 minutes
Break	60 minutes
Lunch	120 minutes
Assembly and tutorials (including statutory obligation for an act of religious worship)	90 minutes

11 YEAR OLD EXEMPLAR TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
8.15- 8.45	1 to 1 tutorial (15 min)	Assembly	Moral values, religion, ethics	Assembly	Independent study/weekly review Project based learning with projects over the year that include 1.Character and skills 2.Improving the community (including geography) 3. Thinking skills and problem solving 4. Art, DT and creativity 5. Leadership skills 6. Business skills 7. Culminating task Day ends at 3pm on Friday
8.45 -9.15	English (Incl grammar practice)	Maths problem solving project	English/writing (Incl grammar practice)	Maths	
9.15 -10.15				History	
10.15- 10.30	Break				
10.30 -12.00	Maths	English/ reading	Science	English/oracy	
12.00-12.30	MFL	MFL	MFL	MFL	
12.30-1.00	Lunch				
1.00-1.30	Instrument Practice	Instrument Practice	Leadership and Personal challenge	Instrument Practice	
1.30 – 3.00	Student Passion	English/drama Workshop Rotated with Humanities project	Stretch and Support	STEM Project	
3.00-4.15 4.15-5.00	Sport and fitness	Orchestra Choir Drama PE Debating	STAFF TRAINING 3.15-5.00	Orchestra/ Choir/ Drama	

As demonstrated above we will make provision in the timetable for Fridays to be the focus for our project work at the 8-13 stage. This reflects successful models employed in schools we have observed during the design of School 21. Samples of the types of projects we will deliver are set-out below:

Friday Project Options	
Art and Creativity	Good/Big society
<ol style="list-style-type: none"> 1. Sculpture day 2. History play in a day (or 2 or 3) – “Our Island Story” 3. Photography portrait project – to produce a stunning shot of every student and member of staff in the school community to be displayed. 4. Masterchef: Cooking for and hosting a community event 5. Building a green car 6. School music CD – perform, record, design, edit a CD 7. School TV programme – news journalism 	<ol style="list-style-type: none"> 1. Creating an eco-habitat on site 2. Refurbishing a local building 3. Creating a small business/service to serve the community 4. Raising money for charity 5. Inter-generational projects including oral history projects with older people in the community
Enquiry based learning: including Leadership and problem solving scenarios	Rich Experiences
<ol style="list-style-type: none"> 1. Leadership challenge 2. Maths Code breaking challenge 3. Forensic science project 4. STEM projects in partnership with Imperial College 	<ol style="list-style-type: none"> 1. Orchestra day – compose, practice and perform a piece of music 2. Down on the farm –kill it, cook it, eat it – how we get food, should we eat meat? 3. France for the weekend. A 3 day trip where English is banned. 4. Week residential. Lessons take place in another part of the country, in rural residential setting. 5. Sports Day 6. United Nations for the Day

14-16 curriculum

This phase will see students excelling in relation to national benchmarks and getting ready for further and higher learning. Key features will include:

- Students embarking on GCSE or equivalent courses when they are secure in the basics. For some this will be at the end of Year 8 and for others year 9.
- Students will continue to have one to one tutorials to guide their choices
- Every student will be expected to take a portfolio of subjects that will include:
 - An E Bacc
 - A thesis on a subject of their choice
 - A Leadership Award
 - A project in the community

There will be a focus on English Language, opportunities to succeed in national examinations, and an emphasis of leadership and thinking skills.

16-19 curriculum

By this stage we will expect all our students to be independent and motivated learners, mostly ready for top universities. Our offer will include:

- Access to A-level academic subjects with a continued focus on English. Entry criteria for courses based on GCSE points score
- Specialist teaching in history, science and maths (amongst others)
- Vocational partnerships with employers through work experience; however we do not propose to offer many vocational qualifications
- Interview preparation through reading groups and external mentoring
- Students as leaders for the rest of the school through whole school responsibilities
- Students as leaders in the community with volunteering projects (one scheme to involve our Sixth Formers supporting older residents with their IT)

As with the 14-16 curriculum we have not yet shaped a timetable or loadings but will do so well in advance of our first cohort of Year 12 students.

Transitions between phases

Unlike some all through schools that have rigid separations between phases we will have several members of staff working across all phases and so the transitions, though meaningful for the children, will be smooth.

- The strategic performance leader, who will track student and staff performance, will work across the whole of the 4-18 school and so we will avoid treading water at the start of each phase.
- Pastoral information and personal learning plans will be on the common managed learning environment and all members of staff will have access to them. This will again ensure continuity between phases.
- For the first years of the school the SENCO will work throughout the school and again ensure continuity of provision for special needs children.
- Each phase will end with a graduation ceremony where children can celebrate their achievements.
- In exceptional cases where students have not made the required progress they will be asked to repeat a year.

4.2.5 Assessment and Testing

To ensure children are progressing in the full range of curriculum subjects, we will introduce:

- An annual literacy test in reading, writing and speaking from 4-18
- An annual character and skills assessment that measures progress in key areas
- A leadership award – Bronze, Silver and Gold in partnership with qualification bodies and other organisation.

We will expect all students to:

- Achieve the E Bacc
- Take either GCSE or equivalent (e.g. IB)
- Make excellent progress in English and maths throughout their schooling.

(For more detail on school targets see pupil development section below)

4.2.6 Teaching and Learning

Our curriculum will only be meaningful if it is brought to life through outstanding classroom teaching. The essentials of our teaching and learning philosophy include:

- The 5 part lesson (see section 3) is crucial for maximizing progress.
- Effective questioning extends thinking.
- Pupil dialogue supports learning
- Stimulating enquiries and big questions enhance motivation and learning
- New technologies require new approaches.
- Every teacher is a teacher of English Language.
- Assessment for learning techniques result in more progress for students
- Effort matters more than ability
- All pupils need to be taught explicitly how to learn
- Reading is the key to a young person's future.
- Classrooms should be exciting vibrant places in which to learn

We will embed these principles through the plan, action, reflection cycle. Our expectation is that staff will be learning from each other in supportive peer groups (see pupil development below), designing and refining lessons together.

Our teaching and learning philosophy will also be embodied in our teaching and learning policy which we will finalise during the planning year. This policy will be a living breathing document which is constantly used and refined by staff.

Expectations and support for our staff

Newham School 21 will have high expectations of staff and will provide high quality support. We will train all staff in:

- Assessment for Learning (AfL) techniques and in particular questioning and thinking skills
- Use of data to track student progress
- Enquiry based learning
- Coaching and mentoring
- Leadership
- Behaviour for learning techniques

We anticipate that most training will be delivered in house by our own practitioners (who will be recruited for their expertise in some of the areas provided above). We will also seek to use our training budget strategically to ensure we are targeting key areas of school improvement.

In light of the support provided, we expect all members of staff to:

- Coach a team of 12 students
- Take on responsibility for leading an aspect of the school's work
- Take enrichment activities and catch up and stretch classes.

The all-through nature of Newham School 21, combined with our innovative approach to pedagogy has implications for our staffing structure. In particular:

- We will want certain roles to be whole school so that the 4-18 learning journey is properly mapped out for children and their progress can be more rapid.
- We will expect the heads of English, maths and science to conceptualise the curriculum from 4-18 with the support of teaching staff and outside experts.
- We will use drama, arts, music and PE specialists to teach throughout the school. (In the early years these teachers may be employed on a consultancy basis – see Section 8 for more detail)
- We will appoint a senior leader to head up inclusion across the school.
- We will appoint a data manager to track student progress throughout the school.

21st century technology to enhance learning

The use of technology in schools is too often at one extreme: either over used in a gimmicky or dull way (death by power-point!) or shunned on the grounds that it detracts from good old fashioned teaching.

At Newham School 21 the test for new technology will be whether it enhances learning. We propose that technology support our approach through the following process:

For staff

- All student data available on-line on a dashboard so that senior managers can easily access attendance, behaviour, effort, achievement, best work, at a glance for each student.
- Tracking data available to all staff on-line
- A Virtual Learning Environment used for all staff messages, staff handbook, staff information and staff learning resources.

- All students to have access to their learning (lesson plans, schemes of work, data, progress,) at home and at school

For students

Every student will have an E-portfolio. This will allow students to record and follow their learning journey through school from 4-18. It will also help students to take control of their learning; taking pride in showing their best work and how it has developed; and support teachers, coaches, mentors to have easy access to key data about every child.

The e-portfolio will:

- Display student goals, aspirations and targets
- Display their vital data in easy to use ways: attendance, behaviour, effort, achievement, progress
- Displays best work: art work, essays etc.
- Display student outside activities and qualifications he/she is working towards.
- Displays achievements, certificates, in and outside school.

We will procure our online system during the planning year, using best value principles.

4.2.7 The Specialisms of the school: English Language and Leadership

We believe that Specialisms can be made to work anew by making them central to the vision and ethos of the school. We will have two connected specialisms: English Language and Leadership. Both are critical to the appeal, success and ambition of the school.

We believe that superb communication skills are the foundation for success in the 21st century. We also believe that students, particularly in challenging inner city schools, should be given the confidence, belief and range of skills to become leaders in whatever they choose to do.

English Language specialism

We make one commitment above all others for our school. Every child will leave our school with outstanding communication skills. They will become avid readers, fluent writers and confident speakers. None of these skills are embedded sufficiently well in the vast majority of schools. Reading is not a habit. Writing often lacks fluency, analysis, or a wide enough range of vocabulary and sentence structure. Too many children leave school inarticulate, unable to make their case, shy of talking in public.

To build a culture where reading and playing with words is enjoyed.

We will make:

- A library central to the life of the school
- Workshops with inspiring outside people: authors, poets, playwrights, actors, part of the bread and butter of school life
- The school environment will celebrate the joy of reading, writing, and speaking.
- We will explicitly teach oracy from 4-18
- We will introduce ring-fenced grammar lessons so that children master the basics
- We will explicitly teach reading fluency so that speed of reading is not a bar to enjoyment.
- We will actively increase the vocabulary that students use
- We will ensure there are periods of extended writing, pupil dialogue and debate, and reading in most lessons.
- We will use new technology to enhance reading, writing and speaking skills and not detract from them.

Newham School 21 will be the first school to have the English Language as a specialism. That means getting the basics right early on but it means far more than that –nurturing avid readers, fluent and creative writers and confident speakers. Set out below is how we envisage the English Language specialism working in each phase, the details of which are explained underneath.

Ages 4-7 Exploring words Mastering the basics	Ages 8-13 A love of Language	14-19 High quality communication skills
<ul style="list-style-type: none"> • Synthetic phonics for all • Aim that every child can read before they graduate at 7 • Book bags • Author visits • Guided reading • Phonics 	<ul style="list-style-type: none"> • English starts each day • Developing skills in reading, writing and oracy • All lessons have opportunities for extended writing, reading, or speaking • Accelerated reader programme • Reading recovery • Reading tests every term • Reading lessons • On-line book clubs 	<ul style="list-style-type: none"> • All students doing English in some form in the Sixth Form • Book clubs in all subjects • Poetry reading • Subject specific author workshops e.g., A scientist
<ul style="list-style-type: none"> • Handwriting • Writing weeks • Written tasks 	<ul style="list-style-type: none"> • Writing workshops • Spelling competitions • Poetry workshops/competitions • All students blogging • Writing week with visiting speakers 	<ul style="list-style-type: none"> • Each year group compiling a book of student writing
<ul style="list-style-type: none"> • Drama shows • Singing for all • Learning conversations 	<ul style="list-style-type: none"> • Podcasts by all students • All students taking an assembly • Rich tasks involving presentations • Leadership qualification including motivational speaking 	<ul style="list-style-type: none"> • Presentations to community • Speaking competitions

Reading

- We will use an Accelerated Reader programme to encourage reading at year 7
- We will put time in the curriculum for guided reading
- We will have book clubs, reading lists and reading time in every subject
- We will focus on key reading attributes
 - Decoding
 - Fluency
 - Comprehension
 - Reading with Expression

Writing

We will teach explicitly

- Grammar
- Spelling and vocabulary
- Different genres and structures of writing
- Writing language and style for different subject disciplines – e.g. a history essay, scientific report

Speaking

We will teach students explicitly through drama, English and other lessons how to

- Answer in full sentences in class
- Conduct high quality peer dialogue with a talking partner
- Debate with others – listening, responding to points, rebutting
- Chair discussions
- Speak in public in front of an audience
- Act as ambassadors for the school and the classroom when there are visitors

The role of drama

As highlighted in the timetables above, drama will have a special role in the school because we believe it provides:

- A great way of learning physical and verbal control and range
- A way of exploring and unlocking emotions and issues that is harder to do in a normal classroom setting
- Opportunities to develop oracy in a powerful way
- Opportunities to develop confidence and self-belief in students
- A chance to bring the school together

Leadership

Our second specialism will be leadership. We want to develop our students as leaders because:

- A lot of inner city students growing up in poverty lack confidence
- We believe that leaders of the future must come from state schools not just private schools
- We believe that rigorous leadership training will produce students who will succeed in the 21st century

We will develop a new Leadership Award (in consultation with qualification agencies, organisations with experience e.g. McKinsey, Army, sports leadership) with bronze, silver and gold, awards (in a similar manner to the Duke of Edinburgh Award). We have already approached a number of organisations and there is a willingness to proceed. Central to the success of the award will be the quality of delivery. We will therefore explicitly teach leadership skills in:

- Separate lessons
- Tutor time
- Assemblies
- Enquiry based learning projects

To achieve leadership qualities we will expect students at different stages of their school career to demonstrate in concrete ways:

- Integrity
- Resilience
- Creativity
- Kindness
- Endurance

Example content for leadership learning episodes is included below:

Understand and Identify

- Identify types of leadership
- Explore key elements e.g. shared sense of purpose, courage and conviction, energy and optimism

Simulate

- Role play leadership scenarios
- Receive 360° feedback from participants and observers
- Film to raise self awareness

Role Model

- Discuss and analyse present day role models
- Explore opportunities to become a role model beyond the classroom

Experience

- Create real leadership opportunities for students ('drop in deep end') through our partnerships and networks
- Provide coaching

Measure and Reward

- Explicitly recognise different types of leadership
- Evaluate using an critical peer and self review model

4.2.8 The school's approach to inclusion

According to 2010 figures Newham has higher than average numbers of children with special needs and so we expect that a significant number of our pupils will come to us with special education needs (SEN).

We understand SEN support to refer to the additional requirements of children with learning difficulties or physical/sensory disabilities. While much of this additional support will take place in the classroom, we expect that some, by necessity, will have to be delivered in individual and group work. We also recognise that the levels of support we can provide to children with physical disabilities is contingent on appropriate and enabling building design.

Our approach to pupils with SEN will be defined by the following principles:

- All children, whatever their learning difficulties or disabilities, can and will succeed
- Challenge and support for children with SEN will be no less rigorous than challenge and support for other children without a particular need
- Information on the needs of children with SEN will be clear, transparent and available to all members of staff who work with them
- Staff will receive training on how best to stretch pupils with special needs
- Children with SEN will be supported wherever possible to achieve full access to the whole-school curriculum *with their peers*
- Our focus of support for children with learning difficulties will be the core skills of reading, writing, speaking and numeracy, which we aim to embed early on

These principles are coherent with our vision for School 21 (see Section 3) and will be woven into our ethos so staff, parents and pupils understand and promote our approach.

In practice, our SEN policy will have four aspects:

- A framework that complies with all codes of practice and has clear lines of accountability
- A graduated and personalised approach to intervention
- Effective support for children with a statement of special educational need
- Productive partnerships and multi-agency working

Our policy framework

School 21 is clear about its statutory responsibilities and will:

- Have regard to the Special Educational Needs Code of Practice (2001) and any guidance issued by the Secretary of State relating to sections 316 and 316A of the Education Act 1996
- Uphold our responsibilities in relation to the Disability Discrimination Act 1995, including the responsibility to comply with Disability Equality Duty (DED)
- Comply with any subsequent revisions

The Governing Body will have overall responsibility for ensuring the school's compliance with its duties. One of the Governors will be a 'Link SEN Governor' and they will work directly with a member of the Senior Leadership Team (SLT) with whole school responsibility for SEN. We will aim to recruit someone with wide ranging SEN experience for this post. Together they will ensure that:

- A register of children with special needs is held centrally, disseminated appropriately (especially to class teachers) and updated regularly. In the first instance the register will use the standard designations of 'School Action', 'School Action Plus' and 'Statement of Special Educational Need'. Looking forward our framework will reflect any changes that result from the recent SEN Green Paper and subsequent legislation
- Teachers are provided with guidance and support in effective practices for teaching children with special education needs
- The appropriateness and quality of SEN provision is regularly reviewed as part of the school's self-review process (see pupil development section for more detail). A termly report will be collated for Governor review
- Funding allocated to the school for the purposes of supporting children with SEN (either through delegated funds or the exception grants) is used appropriately and efficiently
- There is consultation with the LA and other schools around SEN issues
- The school abides by the 'Fair Access Protocol' (see admissions for more detail) which, in the case of Newham, ensures that in-year applications for pupils designated as 'School Action' are prioritised
- The school prospectus includes details of our SEN policy and practices, including the arrangements for the admission of disabled students; and the facilities provided to assist access to the school by disabled students (see below for more detail)

It is our intention that during the first two years of the school's operation the designated Special Educational Needs Co-ordinator (SENCO) will be the member of the SLT with SEN responsibility (as described above). This means they will have additional operational responsibilities to the ones outlined. These will include:

- Overall co-ordination of the provision for students with special educational (including one-to-one and group work – see below)

- Organisation and management of the work of the school's Learning Support Assistants and SEN support teachers (the latter funded primarily through the statementing process and the former through delegated funds)
- Ensuring annual reviews for statemented students are completed and multi-agency support is mobilised
- Collating information for any school initiated referrals
- Liaison with staff to ensure monitoring, progress and attainment for pupils with SEN
- Liaison with parents, the community and other professionals in relation to SEN issues
- Acting as the lead practitioner for staff to consult and observe; they will have an open door for teachers wishing to see their lessons.
- Managing the transfer of pupils with SEN to the school

As the school grows we will employ a full time SENCO to deliver some of these tasks. He/she will be line managed by the same SLT member.

A graduated and personalised approach to intervention

Many of the strategies we will employ to raise achievement across the whole school will benefit children with special education needs. In particular our ambitious proposals for a personal development plan for every pupil, managed and reviewed weekly through one-to-one teacher/pupil time means individual attention will be given to each learner.

The personal development plan (described in more detail in the 'pupil development' section) demands data informed personal targets, linked to pupil attainment and development priorities. In the case of pupils with special educational needs at 'School Action' and 'School Action Plus', the process will be moderated and actively supported by the SENCO. In the case of statemented pupils the SENCO will be the lead professional delivering the one-to-one time (in addition to the statementing review process carried out with other professionals.)

In addition, School 21's vision, which emphasises broader outcomes linked to skills and personal development, combined with our teaching methods (e.g. greater use of group and paired work) will help learners who struggle in traditional classroom environments.

However, we will put in place additional interventions both inside and outside the classroom to ensure we deliver excellent outcomes for pupils with SEN. In particular we will focus on pupils achieving basic levels of competency in reading, writing, speaking and numeracy *early on*. The matrix below suggests the different interventions we might employ at different levels. They include our intention to use IT wherever possible. These activities will be supplemented with any other activities specified on statements:

Level	Strategies	Target group
Class level	<ul style="list-style-type: none"> • Differentiated teaching, employing the ethic of 'same topic, different activity'. This might include scaffolding for pupils in certain tasks (e.g. writing frames or intensive modelling). • Assessment for learning strategies, with pupils receiving individual feedback in relation to graded success criteria • Pupils with SEN named on individual lesson plans and clear strategies outlined • Use of ICT in classrooms to facilitate access to learning. For example, we may procure a reading scheme that pupils can follow or, budget permitting, provide pupils with wi-fi enabled laptops. This may particularly benefit hearing impaired children 	'School Action', 'School Action Plus', pupils with a statement
Group work	<ul style="list-style-type: none"> • As highlighted in the 'pupil development' section below, we will put in place catch-up and stretch classes, particularly at Key Stage 1 to ensure the basics are embedded early on. • There will be literacy catch-up before and after school (and during lunch times). Where appropriate we will also withdraw pupils from their non-core subject lessons • Teachers or learning support assistants/SEN support teachers with appropriate skill levels will lead these sessions. Sessions may include extension of class work or additional activities. These learning episodes should be joint planned between support and class teachers • Again we may look to procure IT programmes, particularly literacy and numeracy focused ones, to support individual learning 	School Action', 'School Action Plus', pupils with a statement
Individual work	<ul style="list-style-type: none"> • Where pupils struggle with group or class work we may withdraw them for certain periods to take part in individual support. The focus will be on literacy and numeracy and work may involve dialogic reading, phonics catch-up or letter and sound work • Learning support assistants or special needs teachers will lead these sessions and will be carefully monitored as part of the school review process 	'School Action Plus', pupils with a statement

To deliver these interventions we will make provision in the school budget for:

- Learning support and special educational needs teachers (the latter specifically for students with a statement)
- Additional support for students who find school difficult for emotional or social reasons.
- Individualised timetables to accommodate specific needs
- Specialist equipment (e.g. auditory and visual supports)
- Consultant specialists to provide training and support where necessary
- Assessments to ascertain whether specific students are entitled to Access Arrangements for public examinations.

The SEN budget will be agreed through the finance committee each year in consultation with the SEN link governor and SENCO.

Finally, we will work with our architects and building design consultants to ensure that our teaching spaces provide flexibility for group and individual work. We will also make sure our buildings are accessible and open to children with physical disabilities by providing ramps and electric doors where possible and appropriate.

Effective support for children with a statement of special educational need

The SENCO (either SLT member, or after Year 2 a designated post) will ensure that our support processes for pupils with a statement of SEN are both compliant and aspirational. Specifically, they will be responsible for:

- Gathering information from teachers, parents, the child and outside agencies prior to formulating an action plan for a pupil with a statement
- Discussing needs with the child and the parents and, upon agreement putting in place an Individual Education Plan (which will replace the pupils personal education plan but will be materially similar)
- Checking the progress of the child and the appropriateness of the Individual Education Plan (IEP), which will be reviewed every 8 weeks in light of reports and related comments from staff.
- Conducting the annual review meeting, attended by the child, the parents, the school's representatives and relevant outside agencies. At the meeting the child's progress will be discussed and decisions taken as to:
 - Maintaining the statement and maintaining a continuation of the process in the school setting
 - Any amendments to the statement
 - The cessation of the statement and reversion to School Action Plus.

We will ensure that students with a statement of SEN are admitted on an equal basis with others in accordance with our admissions policy (see previous sections). More specifically, where the LA proposes to name the school in a statement, we will

consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; or where all attempts have been made to secure compatibility but it not succeeding. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, we will have regard to the relevant guidance issued by the Secretary of State to maintained schools.

In the event of any disagreement between the school and the LA over the proposed naming of the school in a statement, we may ask the Secretary of State to determine whether the school should be named. The Secretary of State's determination shall, subject only to any right of appeal which any parent or guardian of the child may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final.

Proactive partnerships and multi-agency working

The school will work closely with other agencies to provide holistic support for children with SEN. Where appropriate provision has been made for these in the budget. The services we expect to call on could include:

- Educational Psychologist
- Child and Adult Mental Health services
- Access and Inclusion team
- Sensory and physical impairment
- Behaviour support
- Home-school tuition
- Social services
- School health service
- Any career guidance support available.

At this stage we expect to procure some of these from the LA on a needs basis. We also plan to access NHS services without recourse to the budget.

English as an Additional Language (EAL)

Given the areas we propose to serve, we expect to have a significant number of pupils to have English as an Additional Language (EAL). Our strong focus on the English Language through our school specialism will help support these pupils as will our individualised approach to teaching and learning.

We will ensure there is additional help for EAL learners. We will ensure that one of our learning support staff is an EAL specialist who will liaise with our literacy specialists. Working with the SENCO and English department we will ensure there is a co-ordinated response to the needs of each student with EAL needs.

Their role will be to liaise with the LA to ensure best practice is shared (and translation services are accessed where appropriate), to collate an initial register,

broker training where necessary and work with parents and the community. Again it will be incumbent on teaching staff to identify EAL pupils on lesson plans and put in place intervention strategies where necessary. Strategies may include:

- Additional learning resources
- Practical learning activities
- Teaching Assistant support directed to pupils

As the school grows we will look into employing EAL specialists and an EAL co-ordinator.

Challenging the most able student (Gifted and Talented students)

Inclusion at Newham School 21 is also about stretching the brightest and recognising exceptional ability in all its forms. Our approach to challenging gifted and talented pupils is underpinned by the following principles:

- We will value and nurture talent in all its forms;
 - Academic
 - Organisational
 - Character
 - Leadership
 - Giving
- A personal learning plan and regular one to one tutorials makes sure students get the guidance and stretch that they need and deserve
- Teacher training at the school will include strategies for:
 - Higher order thinking
 - Questioning
 - Increasing depth of learning
 - Independent working
 - Accelerated learning

In ensuring this provision we will:

- Give a member of staff the role of overseeing the progress of students identified as able to progress faster in specific areas.
- Recognise that sometimes disruptive behaviour is because able students are not being stretched enough
- Support teaching and non-teaching staff, through appropriate training and development, to meet the needs of able and talented students
- Organise the curriculum and pedagogical approaches to ensure that the potential of these students is fulfilled by providing enrichment opportunities which will expand their horizons (see timetables above)
- Encourage consistency of approach in educating gifted and talented students
- Provide pastoral support and guidance for gifted and talented students with a recognition of both individuality and equality of opportunity

- Seek the closest possible partnership with parents in the process of education and personal development of these children
- Through our extensive networks we will put in place master classes, additional lectures or events

Each department will be responsible for the day to day planning, implementation and monitoring of provision for gifted and talented students.

Monitoring

Individual departments will be responsible for ensuring that departmental policies in this area are both implemented and monitored. The lead person will be responsible for monitoring the implementation of these departmental policies and of developing a coherent whole school approach to these students.

Evaluation

Individual departments will be responsible for evaluating the effectiveness of the provision for gifted and talented students within their subject area.

The lead person for Gifted and Talented will be responsible for evaluating the effectiveness of our approaches. Success will be measured against the following criteria:

- % A/A* in GCSE and A-Level Examinations
- Average GCSE/GCE point score
- Average GCSE/GCE point score of students in the Gifted and Talented Cohort
- Quality of the creative work that is produced
- Levels of motivation and aspiration in these students

4.3 ORGANISATION OF PUPILS

4.3.1 Pastoral grouping

Newham School 21 will be a safe and supportive environment for all pupils. From 4 upwards we will put in place tutorial classes of 25 children with 2 members of staff (teachers and learning support or non teaching staff in later years) for each group. Tutorial teachers and support teachers will stay with groups as they progress up the school. This will give a sense of continuity and will provide parents/carers with a single point of contact (in the first instance).

As highlighted in the timetables above, tutorial time (for ages 8 upwards) will take place every morning and will include: one-to-one support; and year based assembly periods. From 8 onwards we will have weekly assemblies where we will:

- Reinforce the ethos and culture of the school

- Demonstrate and model deliberate practice, particularly about whole school behaviour issues
- Deliver praise and rewards

Tutorial classes will be divided into 2 coaching groups to allow for bespoke teacher and peer support. All our staff will take on coaching at least 12 students and each pupil will get a one to one tutorial from their coach at least once a week.

From 4-7 pastoral support will be provided by class teachers in individual groups. Morning class time will include: circle time, stretch and flex and class reading. There will also be daily assembly periods for all groups in individual years.

Critical to our pastoral system will be our safeguarding arrangements. We will of course put in place provision to safeguard and promote the welfare of children who are the pupils of the school (as set out in parts 3 and 4 of schedule 1 of the Education – Independent School Standards – England Regulations 2010.)

Our provision will include:

- A named child protection teacher. In the first instance this will be the Executive Principle or another member of the Senior Leadership Team who will oversee CRB checks and high quality record keeping in line with statutory guidance
- A link child protection governor
- A child protection and safeguarding policy which mirrors best practice locally
- Training for all staff on their safeguarding responsibilities

4.3.2 Academic groupings

We will adapt our student groupings to meet our needs and the school ethos, specifically:

- Students will work in a mixture of settings from small groups, individual tuition, lectures, and traditional classroom settings
- Students will be in sets or mixed ability groupings depending on what is most appropriate. We will discuss and finalise precise arrangements during the planning phase
- We will do a lot of vertical teaching as the school expands particularly in music, PE, drama, art and enquiry based learning. In our experience this will help provide support for all learners.

4.4 PUPIL DEVELOPMENT AND ACHIEVEMENT

4.4.1 How School 21 should be judged

Achievement and progress in academic disciplines will be the foundation of success at Newham School 21. By 6 we expect all our pupils to have mastered the basics of reading, writing, speaking and listening, and numeracy. At the key transition points of 11, 14, 16 and 18 our pupils will meet and surpass national expectations in core subjects and their chosen courses.

However, we are more ambitious than this. We will demand that pupils excel in the skills, habits and attributes that will prepare them for the modern world. As highlighted in Section 3, we will therefore use a broad set of indicators to judge our success:

- The numbers going to **top universities** and **successful careers**, particularly students eligible for Free School Meals
- The numbers **reading, writing and speaking** to very high standards
- The numbers achieving our **Leadership Award**
- The numbers of parents wanting to send their children to the school
- **Exam results** at 11, 16 and 18
- The contribution of our students to the local community
- The quality of **products students produce in their enquiry based** learning time as judged by outside experts.
- The number of students developing passions and skills
- The number of **outstanding teachers and lessons**.
- The enjoyment of children at school

The following model has been used by the founders of Newham School 21 to raise standards. It is a way of ensuring there are swift, time limited interventions to tackle underperformance that have real impact.

The 4 Is model.

Information – make sure the information is accurate

Identify – the groups

Intervention – a menu of possible interventions to raise standards

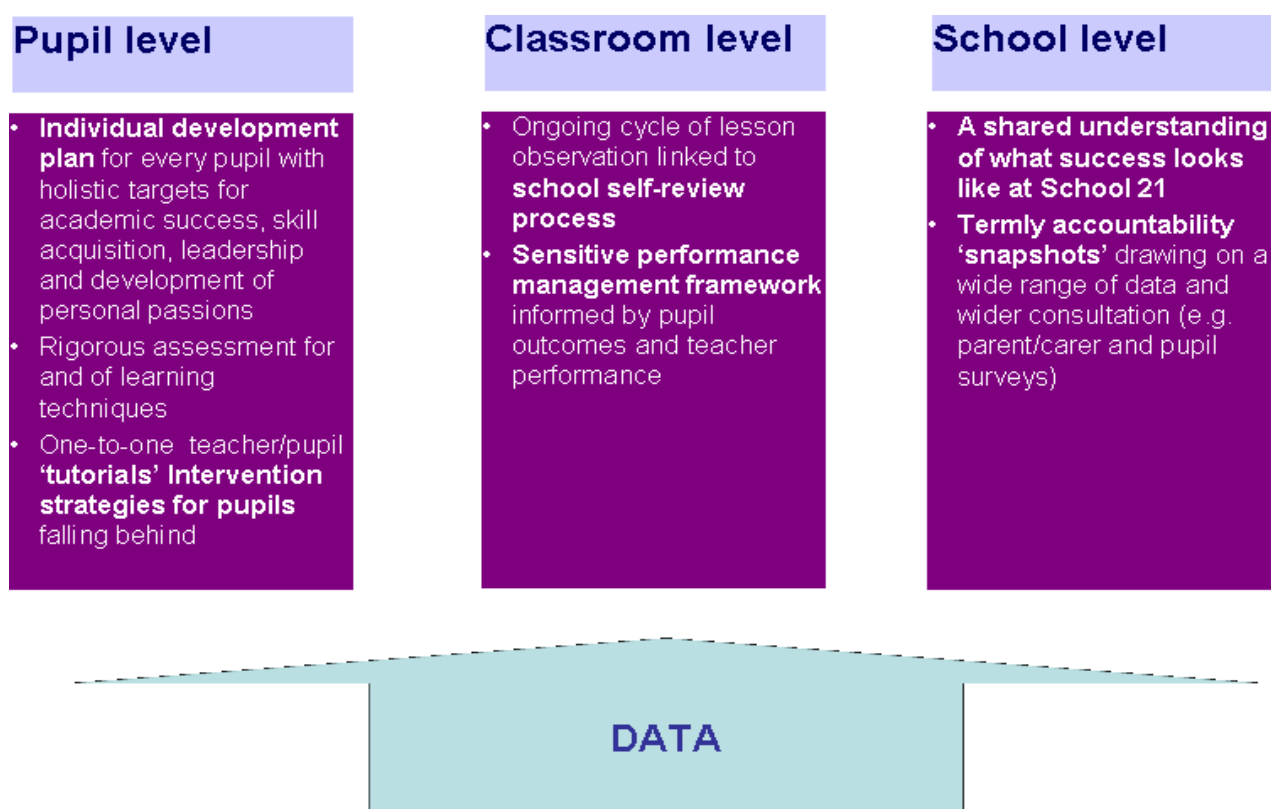
Impact – a review of impact and a refinement of interventions.

The Headteacher and the senior leadership team will lead on strategic performance. However, to ensure we have a real sharp eye on accountability one member of the leadership team will be tasked with monitoring performance in key areas.

4.4.2 A comprehensive approach to accountability

We will monitor performance at all levels of the school. Our assessment and accountability system will be integrated so that individual pupil data, covering both academic and skill orientated goals can directly inform performance management and performance reporting.

Set out below is our assessment and accountability matrix. Each pillar is explained in more detail underneath.



Pupil level

Assessment and accountability at the pupil level will involve three specific aspects:

Personal Learning Plans (PLP)

We will develop an Personal Learning Plan collaboratively with every pupil. The plans will set out 'hard' outcome targets as well as more developmental goals. Pupil targets will be informed by previous and ongoing assessment data and will be reviewed formerly on a termly basis (see sub-sections below).

PLP targets will include the full range of indicators that signpost success at Newham School 21. This means that in addition to traditional academic goals, there will be targets around our leadership development programme, and goals linked to enquiry based learning and our focus on skills, attributes and passions. Wherever possible pupils will have at least one target based on the school specialism (the English Language).

All targets, whether they are academic or skill based, or whether they are outcome focused or developmental will be SMART (specific, measurable, achievable, realistic and time-framed.)

The nature and scope of PLPs will vary according to the age group. At the foundation stage PLPs will be informed by data gathered from feeder nursery and pre-school settings. Goals will be linked to relevant national assessment frameworks (currently the Early Years Foundation Stage -EYFS) and there will be a strong focus on securing the pre-reading and early reading competencies as well as developing core social and sensory skills. An example set of PLPs targets for a reception pupil at Newham School 21 might include:

Developmental:

“To show increasing skill in cooperative play – as measured by Teacher observation”

“To identify common print conventions – as measured in class books and through class (dialogic) reading”

Outcome:

[x] will achieve scale point 5 ‘uses language to imagine and recreate roles and experiences’ under the language, communication and thinking domain of the EYFS framework by March 2013

As pupils get older targets will link more sharply to academic goals and will increasingly be informed by prior attainment as well as ongoing summative and formative assessments.

PLP templates for older year groups will be more explicit about English Language, project learning, and passion and skill goals. A sample PLP template and related targets for a Year 8 student is set out below:

Term 1

English Language <ul style="list-style-type: none">• To finish three books this term and write a review of your favourite one• To practice key public speaking skills (e.g. dramatic pause, rhetorical praeteritio) in advance of the debating competition	Passions <ul style="list-style-type: none">• To continue to attend chess club after school and beat your record of achieving check mate within 10 minutes• To share your passion for chess with your tutor group
Academic Goals <ul style="list-style-type: none">• To achieve Level 6b in maths by the end of the term• To achieve Level 6c in English by the end of the term	Skills/Leadership/Projects <ul style="list-style-type: none">• To reach a bronze award in leadership, including an out of school volunteering activity• To lead a group work discussion in humanities• To produce an outstanding product from an enquiry based learning project in STEM subjects

PLPs at Key Stage 4 and 5 will include targets around future progression into further study or the world of work. In particular the 'passion' aspect of the PLP will become the focal point for students to develop their own thinking about what to do next.

A rigorous approach to assessment for and of learning

PLP targets will only be meaningful if they are built on a clear understanding of how each child is progressing and what they are capable of achieving. We will deploy tried and trusted assessment techniques to drive ongoing progress in the classroom and appropriate target setting.

We will also use summative assessment data as the basis of whole school accountability (see sub-sections below for more detail).

Assessment of learning

All effective organisations use data to diagnose current performance and put in place interventions to improve weaknesses. We will use pupil level summative assessment data for both of these purposes.

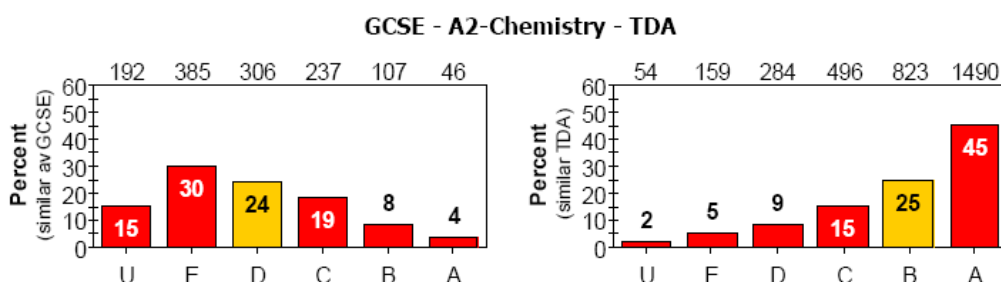
In our experience pupils are often capable of higher attainment than their previous scores suggest. Therefore to ensure that Newham School 21 has a high expectations culture, we will put in place aspirational targets for all pupils in key academic subjects (e.g. English, maths and later on science). Aspirational targets will be linked to pupil performance on an aptitude based summative test that all

pupils will take at the beginning of every year. We will procure this system in advance of the school opening.

The assessment system should have a large cohort breadth so scores of Newham School 21 pupils can be compared with others around the country (preferably from high achieving state and private schools). It should also be able to accurately extract pupil’s potential independent of prior achievement.

Similar systems have been developed by CEM (the Centre for Evaluation and Monitoring) at Durham University. They have in place testing instruments for all age groups and we will look to work with them to co-construct an approach that will work for our context. We will also look at benchmarking our students against international performance at key intervals.

An example of the sorts of data they can produce is set out below. The graphs show the likelihood of this individual A-Level student achieving different grades in their Chemistry A-Level course. The first graph shows that according to this student’s GCSE attainment they only have a 7% chance of achieving a B. However, the second graph, based on the student’s performance in the CEM aptitude test (and compared against other students from the cohort who scored the same or similar) shows she has a 25% chance of achieving a B. This suggests a higher ‘aspirational target’ would be appropriate.



This sort of individualised target setting can help to raise aspirations (amongst both teachers and pupils). In particular it empowers children to believe that whatever they achieved in the past, they can do better in the future.

To monitor progress against targets, we will put in place half-termly summative assessments in core subjects (and wider at Key Stage 4 and 5). These assessments will be timetabled at the beginning of the year and will be conducted across the school. Tests will be linked to our system of whole school review and accountability systems (see sub-sections below for more detail) and will allow senior managers to assess the overall performance of the school and put in place interventions where necessary.

Specifically, in line with best practice from a number of Charter School operators, we will report on pupil progress and achievement in English and maths to the Governing

Body each half-term. The headteacher will interrogate summative data more regularly.

There will also be an English Language test each year to ensure our specialism is fully embedded as well as an assessment of character and skills (which we will devise during the planning year).

Assessment for learning

Assessment must be developmental and progressive as well as defined and judgemental. In fact there is a general consensus in the academic literature, initially promoted by Black and William⁹, that formative assessment has a greater impact on pupil progression than summative assessment.

Assessment for learning seeks to support pupils in meeting their goals through ongoing and specific feedback. Key techniques that we will regularly deploy include:

- Challenging learning objectives
- Skilful questioning techniques
- Peer and self-assessment during lessons, supported by graded and non graded success criteria
- Comment only marking with specific targets set
- Real time oral feedback between teacher and pupil
- One-to-one time for feedback sessions after or before class

We will expect all our staff to use and refine AfL practices on an ongoing basis.

PLPs will provide a focal point for formative assessment. They will include developmental targets based on individual pupils' strengths and areas for development.

One-to-one tutorials for every pupil

Every pupil will have the opportunity to discuss their progress with an adult every week (see sample timetable in sections above). We believe this personal attention is crucial to delivering an outstanding, high expectations and high achieving school.

The focal point for these tutorials will be the PLP, which will be formerly reviewed each term. The termly review process will include pupils themselves reflecting on their goals, with their teacher, and discussing whether they need to be amended or refined. The PLP will stretch throughout the school leading to a seamless transition between year groups and smoother connections across key stages.

Individual tutorials will provide an opportunity to share any pastoral or developmental issues. One-to-one sessions will be conducted by each pupils' tutorial teacher, who

⁹ Black, P. and William, D. (1998) *Inside the black box, Raising standards through classroom assessment, passim*

will remain with their cohort throughout the school. The tutorial teacher will be the main point of contact for parents wanting to communicate with the school. Tutor teachers e-mails will be released to parents.

Our expectation that all staff should be mentors and coaches as well as teachers and educators will be reflected in our job descriptions and will support the effective delivery of these one-to-one sessions

Swift intervention for pupils falling behind or those that need stretching

We will use assessment data to inform our intervention strategies. Intervention must be swift and meaningful otherwise we will not achieve any impact.

We will expect all pupils to achieve their goals. Where pupils are not on target, as evidenced during ongoing classroom and half-termly summative assessments, we will propose, in the first instance, class teachers to put in place focused interventions to achieve turn around. This will be particularly important in the early years where we are determined to embed the basics of reading and writing – the foundation stones of future learning.

Where underachievement persists for longer than a half-term in the core disciplines (and beyond at Key Stage 4 and 5), we will expect subject leaders to put in place a focused plan of action. This may include additional time spent after or before school on certain subjects or multi-agency support. Subject leaders will be challenged on their action plans at their performance management meetings and as part of our half-termly cycles of assessment (see below for more detail). The headteacher will report on individual pupils not achieving targets at every full Governing Body meeting.

An example of the intervention strategies we may put in place is set out below

Category	Suggested interventions
Students just below baseline targets	<ul style="list-style-type: none"> • Identification on lesson plans and differentiated practice planned • One-to-one meetings with subject and class teachers to monitor progress • Engagement with parent/carer
Students significantly below baseline targets and showing limited evidence of progression	<ul style="list-style-type: none"> • Interventions drawn up with parents/carers and targets set • Identification on lesson plans and differentiated instruction planned • Catch-up support before and after school • Additional assessment for special educational need
Students at or above baseline/aspiration targets but showing limited evidence of	<ul style="list-style-type: none"> • Identification on lesson plans and differentiated instruction planned • Stretch support before and after school

progression	
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Our definition of underachievement will be independent of national benchmarks and will be truly personal. A pupil capable of achieving a level 7a but currently on a 6c is underachieving just as much as a pupil capable of level 4a currently achieving a 3c.

We will also seek to put in place interventions where pupils are not achieving in non-academic disciplines. This process will be managed through the PLP tutorial sessions. In particular, pupils who are not developing a passion may be assigned an external mentor from our 'supporters group' who may be in a position to inspire. Our supporters group will include educationalists and non-educationalists who we have consulted during the process of designing School 21.

Classroom level

Assessment and accountability at the classroom level have two key features:

A cycle of lesson observations linked to the school self review process

The most effective schools around the world are self-diagnosing, self-improving units, with a clear view about what constitutes high quality. We will put in place a rigorous system of school self-review led by senior managers and fully embedded in the culture of the School 21.

A central aspect of the self-review process will be a cycle of lesson observations carried out by middle and senior leaders but applicable to all teaching staff. *Whereas summative assessments will measure pupil outcomes, lesson observations will measure the quality of our inputs (i.e. teaching).* This is critical. The overwhelming weight of evidence suggests that outstanding teaching necessarily leads to outstanding pupil outcomes.

Lessons will receive a summative judgement linked to a shared understanding of what constitutes outstanding teaching. Lesson observation criteria will be defined by the School 21 teaching and learning policy and will be characterised as 'Ofsted Plus'.

'Ofsted Plus' means we will deploy standard Ofsted criteria around achievement, progress and attitude to learning to judge lessons; and we will use the scoring system 'inadequate' to 'outstanding'. But the School 21 lesson observation pro forma will also include criteria linked to our school vision. Key pedagogical practices that will be covered in our observation criteria and should be evident in teaching sessions over a course of study include:

- Deliberate practice in key disciplines identified and rehearsed in certain sessions
- The use of structured group work with pupils aware of their roles
- Deployment of assessment for learning practices in every lesson

- Project work integrated into all schemes of work
- Evidence of the development of key skills and attributes (e.g. resilience, character and confidence)
- A focus on the English Language

Before the school opens we will develop our lesson observation framework and will trial it in the first term. Our goal will be to have one framework across all the school but we may need to amend expectations at each age group.

After each lesson observation teachers will have a feedback session with the observer. In these sessions teachers will be provided with developmental feedback which may be re-visited in future observations. The outcomes of the lesson observations will be stored on teacher files and used to inform performance management arrangements.

Where teaching is judged inadequate, line managers and senior staff will put in place a rapid intervention strategy. This will involve intensive mentoring and support and weekly lesson observations to check progress. Where inadequate teaching extends beyond a half-term we will seek to institute capability proceedings.

Where teaching is satisfactory we will partner staff with colleagues teaching good or outstanding lessons. As a trio they will joint plan, review and reflect on their lessons.

Learning trios will be a key aspect of our teaching and learning strategy. Our goal is that all lessons will be at least good, with more than 70% outstanding. Other interventions to achieve this target will include:

- Sharing of best practice at formerly structured teaching and learning staff training sessions (as above)
- Drawing on expert advisors where they have a proven record of success in similar contexts to ours
- Sharing of best practice with colleagues at other schools in the area
- Sharing of best practice with colleagues at schools around the country (and the world) whose insights we have drawn on when developing our vision (we have maintained contact with some of the schools we visited as part of this process e.g. High Tech High in California).

A robust performance management framework

Teacher quality is the most important determinant for success that schools can control. We will seek to support and challenge our teachers to ensure highly effective practice, and therefore high achievement.

Like pupils, each teacher will have a Personal Learning Plan (PLP) with developmental and outcome goals. Outcome goals will be linked both to teachers performance in lesson observations and pupil performance in half-termly

assessments. There will also be targets around the school specialism so that the English Language becomes embedded in the fabric of Newham School 21.

Teacher PLPs will include goals around their own passions. We want our teachers to bring their own experiences and enthusiasms to the role, and we would like them to be involved in after school activities that genuinely excite them. In our experience the relationships between pupils and teachers are cemented when there is an openness about what they like to do in their own time. A sample teacher PLP is set out below:

<p>Pupil Attainment goals</p> <ul style="list-style-type: none"> • For 8 Year 5 pupils currently below baseline targets to be on target by the end of the term • For [x] in Year 9 to exceed their aspirational target 	<p>Practice goals</p> <ul style="list-style-type: none"> • To work with a trio group to improve colleagues teaching so that all the members of the group achieve outstanding in their next lesson observations • To develop practice in supporting Year 4s in group work
<p>The English Language</p> <ul style="list-style-type: none"> • To develop links with debating societies at two top universities so that they can deliver a master class at Newham School 21 next term 	<p>Passions</p> <ul style="list-style-type: none"> • To use your expertise as a violinist to support the school orchestra

As highlighted above targets may be linked to individual pupils and may reflect our expectation that all teachers will be responsible for improving the practice of their colleagues.

PLPs will be reviewed half-termly, during performance management meetings between teachers and their line managers. Staff will also have a termly meeting with the headteacher or small school heads to check progress.

Where teachers have achieved their goals over the course of a year, and summative data suggests all pupils are on track to reach targets (excluding children with very complex needs), they will be referred to the Governing Body. The Governing Body will decide how teachers will be rewarded, but in principle we imagine there will be some financial gain.

As highlighted above, where teachers are not performing, there will be rapid intervention to ameliorate performance. We will treat the probation period for all new members of staff seriously assessing whether they are meeting the high standards set by the school.

School level

An effective accountability system rests on a shared understanding of what we want to achieve. We have discussed above our targets for improving outcomes and inputs (i.e. pupil attainment and achievement, and teaching). To support this we will put in place school level targets that we will set at the beginning of the year and review each term.

Set out below is a set of indicative (rather than comprehensive) targets for Newham School 21 that we will amend in light of our expected cohort (although not extensively¹⁰.) In common with teacher and pupil PLPs there are targets around attainment, the English Language, passions, project based learning and wider skills. We will also have goals around pupil and parent/carer attitudes to learning and the school.

<p>Pupil achievement</p> <ul style="list-style-type: none"> • 100% of pupils to reach Level 4 in reading, writing and numeracy and 70% at Level 5 at 11 • 95% of pupils to reach Level 5 in reading, writing and numeracy and 30% at Level 6 (of our first cohorts¹¹) by 14. • 85% of pupils to achieve 5 A*-C at GCSE (including English and maths) • 100% pass rate at Key Stage 5 and 60% As and B • Every student eligible for free school meals (who has joined us at 11 or reception) with an offer from a Russell Group university 	<p>The English Language</p> <ul style="list-style-type: none"> • All children above the average foundation stage level 6 on their profile. • All children to be working within phase 5/6 of the CLLD by 7 phonics programme • All pupils above their chronological reading age by 11 • All pupils by 14: <ul style="list-style-type: none"> ○ Avid readers ○ Fluent writers ○ Confident public speakers (as judged through English Language tests) <p>Passions</p> <ul style="list-style-type: none"> • All pupils with a passion that they can present to the rest of the school community <p>Teaching</p> <ul style="list-style-type: none"> • 80% of lessons judged as outstanding 	<p>Parent/carer and pupil feedback</p> <ul style="list-style-type: none"> • 95% pupil satisfaction with the school • 95% parent/carer satisfaction with the school • Oversubscription each year <p>Skills /leadership/ projects</p> <ul style="list-style-type: none"> • All pupils achieving age related standards on their leadership development course (all Silver, 75% Gold by 16) • All pupils demonstrated key skills (including group work, resilience etc.) • All pupils presented a enquiry based project, judged outstanding by outside experts • All pupils engaged in the community
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¹⁰ In our experience only a very limited number of children with complex needs will be unable to meet age related expectations

¹¹ As the school grows and Year 7s are fed by the primary phase we will expect 100% at Level 5 and 50% at Level 6 by 14

These school level targets will be shared with all staff and parents/carers on an ongoing basis and monitored regularly (see below).

Strategic monitoring and termly accountability 'snap shots'

In light of our challenging school targets and the need to run an efficient and effective institution, we will undertake regular and detailed monitoring of performance. The key areas for monitoring which will be reviewed by the leadership team at meetings will include:

- KS4 targets
 - a. % 5 or more A*
 - b. % 5 'A* - C with English and maths
 - c. % 5 'A* - C English BACC
 - d. % 5 'A* - G' overall

(As we move to Key Stage 5 provision we will put in place measures to review GCE performance and progress and link to entrance criteria for top universities)

- KS1/2/3 targets
 - a. % Level 5/6/7/8
 - b. % Level 4
 - c. % on target to reach and exceed national expectations¹²
- The progress of those students entitled to 'Free School Meals'
- The progress of 'Looked after students'
- The progress of EAL students
- The progress of SEN or disabled students
- % of students with a chronological reading each year from 4
- English Language tests (in reading, writing and speaking) termly for every year group between 4-18
- Leadership Award progress report of all students
- Effort grades of all students
- Internal exclusions
- Fixed term exclusions
- Permanent exclusions
- Teaching staff attendance
- Other staff attendance
- Quality of teaching (including embedding of skills and projects)
 - a. % lessons outstanding
 - b. % lessons good
 - c. % lessons satisfactory
 - d. % lessons inadequate
- Attendance and punctuality in each year group
- The level of persistent absence
- Student - teacher ratio
- Student - adult ratio

¹² Our understanding is that there may be a new testing regime at 6 by the time the school opens. We will reflect this within our structure

- Monthly spending profile
- Budget overrun forecast
- Racist and discriminatory incidents

In addition, each term School 21 will formerly check and report on its own progress. Using an Ofsted grading system (and criteria) we will give ourselves a grade between 1 and 4 for the following areas (as well as an overall grade):

Area	Evidence
Attainment and progress	<i>Half-termly summative assessments</i>
Quality of learning	<ul style="list-style-type: none"> • <i>Work sampling</i> • <i>Review of schemes of work</i> • <i>Learning walks</i>
Quality of teaching	<ul style="list-style-type: none"> • <i>Ongoing cycle of lesson observations and school review (see above) – linked to School 21 aligned pedagogical approaches</i> • <i>Feedback from performance management meetings and subject area reports</i>
Pupil attendance	<i>Data gathered from attendance system (which we will procure before opening)</i>
Pupil attitude to learning and enjoyment	<ul style="list-style-type: none"> • <i>Pupil surveys conducted each term</i> • <i>Analysis of behaviour referrals</i>
Parents/carers attitudes	<i>Parent/carer surveys conducted each term</i>
Budget planning and management	<i>Bursarial report to full Governing Body each term</i>
The English Language	<i>Ongoing cycle of lesson observations and performance management reviews</i>
Passions	<i>Monitoring of after and before schools clubs and progress against teacher and pupil IDPs</i>
Skills/leadership	<ul style="list-style-type: none"> • <i>Project based/enquiry and skill learning in lessons</i> • <i>Progress on leadership programme</i>

The results of this review will be moderated by an external school improvement partner to ensure our judgements are accurate. Outcomes will be reported to the Governing Body and the School 21 Trust and the headteacher will have to draw up an improvement plan to address any weaknesses. Progress against the improvement plan will be monitored and reported on regularly.

Accountability ‘snapshots’ will be the central part of our school self-review process. However, depending on performance we may want to conduct ‘deep dive’ reviews on individual subject areas or school priorities on an ongoing basis.

Each term there will be review evenings where parents/carers will meet with teachers of their children to discuss progress. At these meetings we will share attainment data from our half-termly assessments as well as qualitative feedback. It is our intention that as children get older they should attend these meetings with their parents and present their own “dashboard” of evidence along with their best work.

4.5 BEHAVIOUR AND ATTENDANCE

We are convinced that the combination of exciting learning; clear sanctions and rewards; and individual support for children will lead to Newham School 21 having exemplary standards of behaviour and attendance.

The founders bring together experience of teaching at very tough inner city schools, learning from Charter schools set up in disadvantaged parts of American cities, and the successful Youth at Risk approach¹³. All these contexts have shaped our approach for Newham.

4.5.1 Principles of Behaviour for Learning

Our Behaviour for Learning policy and practices will be underpinned by the following principles:

Get teaching and learning right in the classroom. Poor behaviour is often the result of pupils being unable to access lessons or being bored by them. Our innovative and engaging approach to pedagogy and the curriculum (highlighted in Section 3) will mitigate against this. Specifically, our intention to put in place different types of teaching and learning (deliberate practice, projects, enquiry based learning, a focus on student passions etc.) will give children the variety they need to thrive. Our willingness to adapt the curriculum to meet individual needs is also critical.

Focus on literacy. A lot of poor behaviour is a way of masking illiteracy. Our English Language specialism highlights the priority we will give to the basics; and our robust approach to children at risk of not achieving expected standards in reading and writing (through catch up, individual and group work, personal targets, phonics etc.) means almost all children will have these foundational skills in place early on.

Be crystal clear about what the rules are and the consequences for breaking them. Newham School 21 will have a clear code of conduct that will be displayed around the school and will use simple language. The code of conduct will form the

¹³ <http://www.youthatrisk.org.uk/>

central part of the School 21 contract, which we will ask parents and pupils to sign on entry (for Reception cohorts this will likely only apply to parents; we may also produce age appropriate versions).

The terms we will use in the code of conduct will be repeated and re-enforced by staff when challenging poor behaviour around the school and in lessons. Our experience is that constant reminders about expectations help children to improve. The terminology we will use in the code of conduct will reflect the school's ethos (e.g. leadership, resilience, learning, thinking) and when teachers challenge poor behaviour they might use questions like '*How does your behaviour show you are a leader?*' or '*How have you extended your thinking today?*'

Learning is sacrosanct. We will make it clear through the code of conduct and our sanctions, that any behaviour that spoils learning for anyone else will have serious consequences. An approach that focuses too much on compliance over behaviour not directly related to learning, risks students (particularly older ones) de-linking the rules to the vision and defining purpose of the school.

The centrality of learning means that we see it as more of a punishment for children to have an internal exclusion in a quiet supervised room away from their friends (where they will be expected to learn), than be externally excluded where they can do what they like.

Be positive. Praise 5 times more than telling off. Much of the research into teacher behaviour (and social psychology) suggests the negative is emphasised more than the positive. This despite knowing, intuitively at least, that we all work best when we are encouraged. All our staff will be optimistic and positive, emphasising the good more than the bad.

Zero tolerance of small misdemeanours. When reviewing Ofsted reports from primaries and secondaries in the Newham area, low-level behaviour was identified as a concern in a number of cases. To ensure that children are clear about our high expectations and our boundaries, we will deal with small infractions swiftly and robustly. This will, in effect, act as a deescalating strategy challenging poor behaviour before it gets out of control.

Areas where we would ensure that students stuck to their commitment include:

- Uniform
- Punctuality
- Shouting
- Swearing
- Fighting
- Rudeness to staff
- Poor conduct in dining hall

- Poor conduct in corridors
- Poor conduct during assemblies

In our experience good behaviour in relation to these area leads to a calm and purposeful learning environment. That’s why we will be tough from the outset in ensuring small transgressions are dealt with.

Some children need to learn how to be kind. Our teachers will model this behaviour with each other and with all members of the school community. Children should be treated with respect at all times and the reasons for sanctions will always be explained and linked back to the code of conduct. Children will be encouraged to show courtesy and support for their fellow pupils and teachers at all times. Our small, all through school will help engender a culture of respect as teacher and pupils will form lasting and meaningful relationships.

Restorative sanctions help build a strong school community. Peer pressure to enforce high standards of behaviour can often be stronger than teacher action alone. Children who transgress the code of conduct should, where appropriate, be made to apologise to the whole community in assembly or tutorial time. Their behaviour should be commented on, explained and the pupil seen to be making amends.

Intrinsic motivation is more effective than extrinsic motivation. This means we will train students to take control over their own actions, own choices and own behaviour. Our students will be ‘*true to their word*’ and once they have committed themselves to our code of conduct we will hold them to their commitments.

We believe that students should be trained to want to behave for themselves not because it is the rules or to please others. The aim should be that students reach level 6 on the hierarchy below (which we will share with all pupils and staff):

<i>What motivates good conduct?</i>	
Level 1	Punishments
Level 2	Rewards
Level 3	Pleasing others
Level 4	It’s the rule
Level 5	It’s good for my community
Level 6	I follow my ethical code because I choose to – it is what I believe

Treat children as leaders and role models. Our second specialism of leadership is crucial to our behaviour for learning policy. We expect all our pupils to be role models for others and our bespoke leadership training course, conducted weekly,

will support this goal. As the school grows and we recruit students for our Sixth Form, we will be able to use their energy and maturity to nurture leadership throughout the school.

All staff are responsible for ensuring good behaviour and attendance. Too often incidents of poor behaviour are referred to pastoral team leaders or senior managers. This often leads to a culture where individual class teachers do not take ownership of the behaviour of pupils in their class. This in turn hinders learning. We will expect all our staff to take pride in the behaviour of all their pupils and we will re-enforce this expectation in the teacher handbook and during staff training.

4.5.2 Routines and conduct around the school

Pupil induction at Newham School 21 will be rigorous. A recent report for Newham's Children and Young People's Scrutiny Commission suggests there is significant pupil mobility in the west of the borough¹⁴; this means initiating children into our ethos will be particularly important.

Our induction programme will include routines around:

- How to move down corridors
- How to enter the classroom
- How to act in the canteen - how to queue up, how to clear away, how to talk to others
- How to speak to teachers
- What is acceptable in the playground
- How to greet a visitor
- How to behave outside the school
- How to behave on a school trip
- How to behave in assembly
- How to wear uniform

We will embed these routines through constant re-enforcement, sanction for non-compliance and reward for compliance. Where appropriate we will model acceptable behaviours in assembly with teachers (or pupil leaders).

4.5.3 Classroom learning routines

In order to enforce our principle of learning being sacrosanct we will carefully structure classroom routines. A visitor to Newham School 21 should be able to feel a purposeful sense of thinking and engaging in every classroom.

¹⁴ <http://www.newham.gov.uk/nr/rdonlyres/ca54310e-a6f1-437a-9425-2a81485bdb24/0/cypsschoolplaceprojectionsandpupilmobility.pdf>

We will put in place the following routines, which will be written and displayed in every classroom (in addition to the overall school code of conduct). The routines will also be detailed in the school's learning and teaching policy and teacher handbook.

Routines will include:

- Children should be greeted at the door
- Children should always have a "Do Now" to get on with immediately at the start of a lesson
- Children should have all their equipment with them each day and this should be checked at the start of the day and each lesson
- Children should be taught how to present their work so it makes a good impression. This might include underlining dates and titles and using a blue or black pen
- Children should lay out their equipment and planners at the start of each lesson (or at the start of each day lower down the school)
- Children should be trained in how to go about doing homework – checking what is required, reading instructions, planning work, checking it afterwards.
- Children should be taught how to read books for meaning
- Children should be taught how to answer in full sentences and how to have a meaningful conversation.

(The last two bullet points are linked to our English Language specialism and demonstrate how we will make sure the impact of the specialism will be real and sustained throughout the life of the school.)

4.5.4 Rewards

Our code of conduct, routines of behaviour and attendance and punctuality expectations will be re-enforced by a series of rewards. These might include:

- Celebration assemblies
- Graduation ceremonies at end of each small school stage
- Certificates
- Celebration walls with photos of successful students
- School trips
- Competitions within classes, and between forms and year groups, leading to points and prizes

These actions should be complemented by age appropriate praise in the classroom and on the corridors. In most cases verbal praise should be linked to learning achievements and the ethos of the school. For example, exceptional leadership and thinking skills should be recognised and elevated.

4.5.5 Consequences

We will follow a very simple classroom consequences system (which we will refine for the 4-7 phase) which we have observed being used successfully in a number of other schools.

- C1 Warning
- C2 Name on board
- C3 Removed to another class
- C4 Detention
- C5 Internal exclusion
- C6 External exclusion (fixed term)

If pupils are recorded at C3 or C4, follow up action should be taken at the departmental level (middle and upper school) or the deputy head level (primary school). Follow-up action could include one-to-one challenge, engagement with parent/carers or report cards (preferably linked to the class teacher concerned). All actions will be recorded and stored on pupil files.

Decisions to elevate pupils to C5 will be taken jointly between small school heads, departmental leaders and class teachers. In all cases class teachers will need to collate evidence of the actions they have taken so far and details of the poor behaviour. Parents/carers will be informed at all stages.

Students who are persistently given sanctions at C3 or above may need additional support. These children will be discussed at individual school senior management meetings (rather than whole school senior management meetings) and appropriate support will be brokered. This may involve SENCO follow up, brokering of additional interventions from outside organisations or support from Youth At Risk, a charity we are proposing to partner with (see below for more details.)

For poor behaviour around the school (as well as outside the school, on school trips and, at coming in and going home times) we will employ a similar set of graduated sanctions (excluding C2 and C3).

Children will move straight to sanctions C5 or C6 in response to serious incidents. These might include: physical and verbal abuse to pupils and staff, sustained bullying, high-level or persistent disruption to learning. Sanctions at these levels will be used sparingly and in accordance with relevant DfE guidance (and subsequent revisions).

Fixed term and permanent exclusions

Decisions to move a child to a C6 sanction will normally rest with the head of school and will be discussed at whole school senior management meetings. When deciding on a C6 sanction the existing record of the child and the exact circumstances of the incident will be taken into account. Prior to any decision being made another senior member will conduct an investigation to ensure all the facts are clear.

If a pupil is to be excluded for the first time, the length of the fixed-term exclusion will normally be half a school day. Longer periods may be used for a more serious offence or for a reoccurrence of misbehaviour following an earlier fixed term exclusion.

Fixed-term exclusions may be carried out internally where we feel the pupil's home circumstances will not support learning. In these instances students at C6 will be separate from students at C5 to mark a graduated approach.

A letter will be sent to parents/carers on the day of the fixed term exclusion setting out the reasons for the sanction, the date of return and their right of appeal to the governing body.

If the exclusion is for six days or more the headteacher will:

- Plan for educational provision from day one of the exclusion
- Notify parents of their responsibility to ensure that their child is not found in a public place during school hours.
- Inform the local authority (LA) of the details of the exclusion and the provision made for the individual.

When the child returns they will have a re-integration meeting with their parents/carers and a senior manager. At the meeting our expectations will be re-enforced and the student will be set targets for improvement (to be reviewed within two weeks.) Where appropriate we will also put in place multi-agency support to prevent any re-occurrence of the behaviour.

Permanently excluding a pupil should be avoided if at all possible since it is usually a sign of failure. Nevertheless we will put in place policies and procedures to ensure that should we escalate sanctions to this level we can meet all the necessary statutory requirements.

If the school wishes to progress to a permanent exclusion the procedure will in part mirror the process for fixed term exclusions (i.e. letter to parents/carers, right of appeal etc.)

However instead of a re-integration meeting there will be a formal disciplinary hearing at the Governing Body (preferably within 7 days of the exclusion). At the meeting the parents/carers (and/or the pupil themselves) will put forward their case;

the headteacher will also put forward the school's case. The Governing Body will then make its final decision.

4.5.6 Attendance and punctuality

Our expectation is that children should be in school and on time every day and in every lesson. This is critical if pupils are to make good progress in their learning and constitutes a crucial part of the culture of the school. Initially we will set all year groups a minimum attendance target of 95% with zero persistent absences.

Newham has a strong record in this area, with above national rates of attendance at secondary level¹⁵. However, levels are just below average at the primary phase. This suggests we need effective systems and processes in place.

To ensure high levels of attendance and punctuality we will appoint a lead person to oversee our approach. Their role will be to monitor lateness and poor attendance and work with colleagues to put in place interventions.

We will have a clear structure for monitoring lateness and absence. This might include:

- All attendance and punctuality data being recorded at the start of the day and on entry to lessons on our Management Information System (MIS). Data will be monitored and shared with staff so interventions can be planned
- Absence texts and home visits to parents/carers
- Re-entry plans for persistent absentees. This might involve individual mentoring from internal or external people.
- Partnerships with external agencies to ensure above average attendance and punctuality rates.
- Analysis of patterns – by year group, ethnicity, absences on same day each week

In line with best practice used in other schools we will employ a graduated approach to intervening in cases of poor attendance. We will use a simple colour-coded system for monitoring.

GREEN = pupils with attendance between 100% and 96%

YELLOW= pupils with attendance between 92% and 95%

PURPLE = pupils with attendance between 92% and 88%

BLUE = students with attendance between 80-88%

RED = pupils with attendance below 80%

¹⁵ http://www.education.gov.uk/cgi-bin/performanceables/group_10.pl?Mode=Z&Type=LA&Begin=s&No=316&Base=d&Phase=1&F=1&L=50&Year=10&Key=4&Order=asc

Each week the lead teacher for attendance, working with the data manager, will disseminate colour-coded lists of pupils for follow-up action. Some of the strategies we will use for pupils at each level of the system are included in the table below. In line with our general approach to behaviour we will seek to emphasise the positive as much as the negative:

Attendance status	%	Action	Who?
Green	96% plus	<ul style="list-style-type: none"> 100% for an entire term rewarded with mention in assembly and certificates Trips 	Form tutor and pastoral leaders (e.g. head of school or deputy head of school)
Yellow	92% -96%	<ul style="list-style-type: none"> Initial follow-up by tutor (detention then contact home) If persistent at this level referral to pastoral lead for further action (parent/carer meeting, report etc.) 	Form tutor and pastoral leaders
Purple	88%-92%	<ul style="list-style-type: none"> On report to attendance lead Meeting with parents and targets set 	Attendance lead (supported by senior staff)
Blue	80%-88%	<ul style="list-style-type: none"> Analysis of patterns, cohorts, Multi-agency working Staged intervention with families 	Attendance lead (supported by senior staff)
Red	Below 80%	<ul style="list-style-type: none"> Multi-agency working Staged intervention with families 	Attendance lead (supported by senior staff)

The attendance lead will oversee this graduated approach, which will be enshrined in our attendance and punctuality policy.

4.5.7 Partnership with Youth at Risk

We have begun initial conversations with Youth at Risk about a future strategic partnership. They are a charity with a 17 year track record of successfully supporting young people who face significant social and academic challenges. We will work with them to provide bespoke programmes for children at risk of not fulfilling their potential.

Newham is an area of significant deprivation where still too many lives are blighted by factors outside of children's (and the school's) control. In this context our joint work will focus on

- Building resilience in young people
- Developing integrity – being true to your word
- Engendering trust and confidence in themselves and others
- Working to release children from negative experiences and outlooks

More information about their approach is available here:

<http://www.youthatrisk.org.uk/>

4.6 COMMUNITY ENGAGEMENT

4.6.1 Parents

One of the great advantages of an all through school is that we will get to know parents when their children are young and form a partnership that potentially lasts their entire school career.

We will build trusting and lasting relationships with parents through:

- A formal meeting with all parents/ at the start of each year to discuss, expectations, ways in which they can support their child, and opportunities to be part of the life of the school. Parents will also be invited to attend the school during the induction week so they feel they are active participants in school life. They will be given a tour of the school and have an introductory meeting with the headteacher who will elaborate on the school's aims and philosophy.
- All teaching, learning, homework and child data (e.g. achievement, behaviour, homework) on line for parents/carers.
- A parent's contract where we set out our expectations of them and what they can expect from the school
- A parent teacher association, with strong support from school senior management
- We will conduct an audit of parent passions, talents and jobs so that parents can teach after school, come in for one off workshops, get involved in classroom support in the primary school or after school clubs. We will also audit their satisfaction with the school as part of our accountability arrangements (see above)
- Events will be created by students for the different cultures at the school as well as adult literacy classes
- Parents will be invited to attend an assembly prepared by students throughout the year. At the end of school year, parents will be invited to an awards ceremony to celebrate students' achievements throughout the year. At the end of each phase there will also be a graduation ceremony which parents will be invited to.
- There will be termly academic review evenings where parents will receive detailed feedback about their child's progress. But they will be different. Children will start the consultation with a presentation of their best work, their own data and their reflections on what they are doing well and what they need to do better.

- Parent engagement will be actively encouraged through after-school homework clubs and open access to the library. We are aware the many students from inner city backgrounds may not have the space for private study, access to internet or workstations in their home environment.
- Regular reports will be given to parents detailing their child's performance not just in key subjects but in terms of leadership and character traits. There will also be space in this report to detail how parents can help their child progress further.

4.6.2 Newham Local Authority

We have worked in partnership from the outset with Newham Council including with the acting head of children's services, the lead member for children's services, and the head of capital strategy and school organisation. We have discussed our admissions policy with the council (and have opted for something very much in line with Newham practice). We have also been guided by their policies and practices in relation to SEN.

4.6.3 Other schools in the area

We will be part of the local family of Newham schools, working together in the best interests of all children. Specifically:

- We plan to be part of Newham's school clusters which involve geographically contingent primary and secondaries working together
- We already have a strong relationship with the main feeder school Carpenters Primary school and one of the local secondaries.
- We will be attending meetings of the Secondary Heads forum and will be introduced to them at a meeting In June.

4.6.4 Communicating with the local community

- Students will raise funds for various charities in conjunction with local businesses through their enterprise projects
- School facilities such as catering, sport and recreation will be available to the local community where possible
- Members of the local community will be invited throughout the school year to become involved and participate in school activities
- Professional mentors will be drawn from expertise in the local community

4.6.5 Colleges and universities

We have already begun discussions to get formal and informal links with a range of local and top universities. In order to meet our ambitious targets for our students to reach higher education, we will be working during the planning year to ensure we have support from and solid partnerships with Russell Group universities.

Section 5: The Marketing Plan

5.1 EVIDENCE OF PARENTAL DEMAND

All of our parental demand work was conducted in Stratford and Forest Gate in Newham, near to the [REDACTED] site. We used a wide range of approaches but the vast majority of signatures we got (75% of the relevant ones) were through face to face interaction with parents.

Identifying demand for secondary: We engaged with three local primary schools (Carpenters, Maryland and Dersingham) to identify children currently in Year 4 and 5 whose parents would identify Newham School 21 as a choice to start Year 7 in 2012 and/or 2013. Our engagement with parents took several forms including a formal presentation at a parents evening, letters going home to parents with slips to be returned and canvassing parents at the school gate. We built strong relationships with these schools who would be among our main feeders for the Rokeby site. Transparency and clear communication with the school leadership in each case was crucial, particularly as an all-through school we will be competing with them for pupils at reception. Pupils and parents at these schools come from a range of backgrounds and were representative of the diversity in Newham.

Identifying demand for primary: We spent many hours in nurseries and children's centres in Stratford and Forest Gate talking to parents, answering questions about our plans for the school, including Deanery Road and Abbey Lane Childrens' Centres and Chestnut Avenue, Earlham Grove and Wood Grange nurseries. Here we were identifying parents with children of two and three years old who would identify Newham School 21 as a choice for reception in 2012 and/or 2013. Again children and parents were representative of the communities of Newham.

Approaches for all ages: We also engaged with local parents that read about us in the press, became supporters and helped us to spread the message. Our website hosts an online survey where we received about 25% of our signatures. We also spent time at the Stratford Summer Fair just opposite the [REDACTED] site and at Stratford Library at storytelling sessions.

To ensure the parents understood our approach and what they were signing up to we used the wording below

Letter for parents to sign slip and return to school

Dear Parent/Carer,

Your chance to support a New School in Stratford

This is your chance to show your support for a new school in Stratford that might be right for your son or daughter.

We are a group of teachers and school experts with a track record of delivering quality teaching, great exam results, and an exciting curriculum that unlocks potential.

We are setting up a new mixed, non-religious and fully inclusive school in Stratford to serve the local community.

The school has the support of local people and the local council. But for the government to give it the go ahead we need parents to show their support for the new school too. **If you have a child who is in Year 4 or 5 at the moment then we are asking you to show your interest by returning the slip at the bottom. We will then make sure you're the first to hear about our progress.**

What is special about the school?

Our aim is for students to go to top universities and have successful careers. To do that in the 21st century they will need to have the skills, attributes and leadership qualities that we will teach at Newham School 21. Our school will provide:

- ✓ **Small classes** so that your child will get individual attention
- ✓ **Each child with a personal plan** that helps them develop their knowledge, social skills, and talents
- ✓ **Outstanding teaching** so that your child learns new things every day and is excited about going to Newham School 21
- ✓ **A focus on the English Language** so every child will become an avid reader, a fluent writer and a confident speaker
- ✓ **Thinking and questioning at the heart of the curriculum** so that children can explore and develop their own learning
- ✓ **Strong values**, developing in every child the resilience, creativity, politeness, respect, and motivation to succeed

For this school to start in 2012, we ask you to show your interest now.

You can do this:

✚ On our website: www.newhamschool21.org.uk

✚ **Filling in the slip** at the bottom, tearing it off and returning it to the school office.

With your support we can create a new and exciting school that will serve the whole community and ensure that your child develops his or her potential to the full.

The *Newham School 21* Team

Parent/Carer's Name:

Child's name.....

Child's age.....

Year child is in: (e.g. Year 4)

Address (please include postcode):

.....

Mobile Number (optional).....

I wish to support a new school in Stratford and would identify Newham School 21 as a choice for my child if it was available.

Signature:

Wording for online survey

Please register below to support the school and stay up to date with our progress!

Newham School 21 will be a new, non-selective, non-fee paying school. It will have small year groups all the way from 4 to 18 - we will be recruiting for both Primary and Secondary for next year. We are committed to:

- Strong values and social skills: a sense of respect, good behaviour and, kindness to others
- A real focus on the basics: reading, writing, speaking, numeracy
- Helping children to think, to explore, to ask questions, to discover their talents
- Opportunities for fantastic music, drama, sport and creativity

Note: We may share this information with the Department for Education as part of our application for a new school.

Q. If Newham School 21 were to open in September 2012 would you be likely to put it as one of your choices for your child?

[Together with questions about age of child, Year of study, address etc]

Parent signatures as of 30th May 2011 (relevant rows highlighted)

We were required to get 38(37.5) 2 and 3 year olds and 38 Year 4s and Year 5s.

		Number of parents signed up
Years old	1	8
Years old	2	51
Years old	3	38
Years old	4	4
Years old	5	2
Years old	6	2
Year	1	15
Year	2	5
Year	3	14
Year	4	43
Year	5	55
Year	6	10
Total relevant		187
Grand total		247

The post codes of the relevant signatures are detailed below:

Age, yrs	2	3	Scho	4	5
# signatures	51	38	#	43	55
Post codes			Post		
E15		E15		E15	E15
E7		E15		E7	E15
CO16		E15		E13	E7
E13		E7		E15	E15
e7		E15		E15	E15
e15		E15		E15	E15
E7		E7		E11	E15
E6		E7		E15	E15
E15		E7		E15	E6
E7		E7		E15	E15
E7		E7		E15	E15
E7		E7		E15	E15
E7		E15		E15	E15
E6		E15		E15	E15
E15		E15		E7	E15
E7		E15		E15	E15
e15		E15		E15	E15
E6		E7		E13	E15
E7		E7		E15	E15
E13		E7		E15	E15
e15		E15		E15	E15
E7		E7		E15	E15
E15		E15		E15	E15
E7		E15		E15	E15
E15		E15		E6	E15
E15		e15		E15	E15
E15		E6		E12	E15
E15		E6		E6	E15
E15		E15		IG4	E15
E15		E13		E13	E15
E15		E12		E16	E15
E15		e15		E13	E3
E15		E13		E15	E15
E15		E7		E15	E15
E15		E15		E13	E15
E15		E15		E6	E15
E15		e7		E6	E15
E15		E15		e7	E6
E15		E6		E6	E7
E15				E7	E11
E15				E7	E15
E7					E15
E7					E15
E7					E12
E7					E15
E7					E16
N14					E6
E7					E15
E7					e15
E7					E15
E7					E15
E7					E7
E15					E13

5.2 CONSULTATION AND EQUALITY OF OPPORTUNITY

Newham School 21 will be transparent in all that it does and we are determined to conduct a thorough and meaningful consultation with all interested parties. Once we have signed the 'Funding Agreement' we will put in place and deliver a clear plan for a statutory consultation and will work with the Department for Education (DfE) to ensure we are following best practice.

We have already begun informal consultation with a number of organisations and groups:

- Nurseries and children's centres in the E15 area
- Local primary schools
- Local council officials including members of the admissions and capital investment teams
- Local councillors and the cabinet lead for education in Newham

We have produced materials setting out the school's vision and ethos, much of it summarised on the school's website - [REDACTED]. An extract from one of our leaflets is below:

[REDACTED]

Once the school has received approval from the DfE we propose to conduct a consultation that invites responses primarily from the following groups:

- Local parents
- Local community groups (including ethnic minority groups)
- Local councillors and MPs

- Local schools
- Any other interested parties as suggested by the council or the DfE

At this stage we intend to consult on the following question:

Do you agree that we [the members of School 21] should enter into a Funding Agreement with the Secretary of State for Education to allow Newham School 21 to open in September 2012?

To support the process we will publish the question and related materials on our website. We will also disseminate by post to the local area (budget permitting). Related materials will set out our case for wanting to open the school (much of which is included in this document). Information will cover:

- Our vision and ethos
- Our curriculum offer
- Our admissions arrangements
- The status of Free Schools
- The timelines for the consultation

Respondents will have two opportunities to provide feedback on the question: through the website and at our three planned public meeting. On the website we will ask for an overall response to the question and structured feedback to specific areas. This will facilitate ease of analysis and response. There will also be an opportunity to ask any further questions.

The public meetings will be structured around the consultation question, with opportunities to raise specific issues as well. If possible we will hold the public meeting at the proposed school site; otherwise at a community venue in the surrounding area.

Information about the consultation will be translated into community languages, where appropriate and as advised by the local authority. We will also ask for their suggestions about engaging hard to reach groups.

During the consultation period we will continuously update a document, posted on our website, detailing 'Frequently Asked Questions'. This will allow respondents to see the questions that others are raising and note our responses.

We will publish the results of the consultation on our website. In common with frequent practice for Academies, we will set-out the high level quantitative responses to the consultation question as well as a summary of the qualitative feedback

received. We will attempt to answer any additional questions and link to the questions that we have answered on the website. We will also detail how many responses we received during the consultation period.

The members of School 21, together with governors in place at the time, will decide how to respond to any issues raised. They will judge whether there is a case to refine any aspects of our approach in response to feedback. Where there are serious issues raised that require urgent action, we will respond in conjunction with the local council and the DfE.

We expect the process to last twelve weeks.

5.3 MARKETING STRATEGY

The marketing strategy for Newham School 21 builds on years of experience the founders have in communications and public relations.

5.3.1 Strategy

We will set out the following objectives for our marketing plan:

- To position Newham School 21 as the best non-faith option in Stratford
- To position the small intake as a huge advantage in terms of personal attention for all students
- To promote the English Language specialism as vital to success in all aspects of work and life
- To make public our aspirational goals for the school, including exceptional achievement at Key Stage 5 and the highest standards of leadership in all pupils.

5.3.2 Key messages

We will boil down our education approach to key some key messages which highlight benefits to parents and families. These might include:

- Unique English specialism gives Newham students a head start in reading, writing and speaking
- Small class sizes ensures all students at the new school get individual attention
- 4-18 all through ends year 11 upheaval
- New schools to take advantage of East London regeneration

5.3.4 Tactics

Parental engagement: SMS and email

We have retained the contact details (including mobile phone numbers) of all the parents who have expressed an interest in Newham School 21 either in person or through the website. Most of the families we spoke to suggested that texts were the best way to make contact with them and so we will use an 'off the shelf' web-based system to send SMS updates about the school. This is an inexpensive and direct way to stay in touch with potential parents for our first cohorts and we have allocated resource for this purpose in the budget.

Update messages might include:

- 'Newham School 21 approved by Government. Thanks for your help. Still a long way to go!'
- 'Newham School 21 appoints great new headteacher. See website for more details'
- 'Get your applications in now. Our spaces are already filling up.'

We have some email addresses from parents and expect to gather more as our website attracts greater attention. We will send round regular emails updates, highlighting 'good news' stories' and asking for comments. We will use our email list to publicise the consultation.

As the project progresses we will try and drive more traffic to the website. We will populate the site with articles and photos and will use it as a means of communicating with a wider audience.

Using the Newham School 21 team to build support

As an applicant led group we propose using our core team members (including the headteacher designate when selected) to build strong face-to-face relationships. During our initial consultation we were able to engage a number of local people in person and we aim to do the same during the planning year. This means:

- Attending coffee mornings at local organisations
- Being present at local school presentation evenings
- Meeting residents at public events

Developing advocates

We will work to ensure key members of the community become our advocates. Our experience is that trust is built when local figures are engaged in the process *early on*. We expect our advocates to include:

- **The Council:** The council are supporting the new school. We expect the school to be promoted in council literature (along with other schools) and to be part of their website and general material.
- **Feeder primary schools:** We are working closely with feeder primary schools and have already formed good relationships with many local teachers and parents. A number of parents in the area around Carpenters Primary are desperate for a school in Stratford after a secondary school moved recently to the other end of the borough.
- **Olympics legacy:** There are a number of Olympic sponsors working in the borough and we know athletes are keen to work in partnership with new and existing schools in the area. We have extensive contacts with the Olympic stakeholders and will work in partnership with them to generate publicity for the new school.
- **Community organisations including churches:** We are building a network of partners in the area. Already we have enthusiastic nurseries and children's centres that share our vision and want to play a part in our project. Staff here are actively encouraging their parents to support our school. We have also begun to make links with local faith groups.

Local and National Media

We intend to provide stories, articles and interviews for the national and local media over the coming months drawing attention to key innovations within the school including the English Language specialism, the enquiry based learning, the different settings for learning. We will use this publicity both to generate demand from parents and encourage ambitious teachers to join our school.

Marketing Timeline

May-September: Build contacts, increase parental support

- National and Local media introducing project
- Form relationships with local primaries, children's centres
- Leaflets and petitions distributed
- Website launched
- Speeches at Wellington/Sunday Times education conference
- Ensure school is in council secondary prospectus

September: Launch campaign for secondary place parental choices on back of approval

- Continued National and local media coverage
- Prospectus, posters, developed
- Website developed
- Networks of supporters developed locally
- Media interviews on vision behind the school
- Open days where Head designate describes vision to local parents
- Head Designate announced following approval proposal
- Follow up parental contact list from initial gathering of parental support
- Announce site of school and drawings of what school will look like

October: Final push for secondary places/raising profile of school

- Many small meetings at primary schools and local venues to encourage parents to choose school for Year 7
- Adverts in local press
- Stalls in shopping centres
- Start of recruitment for 4-7 small school head – use as opportunity to promote vision of school to potential staff via Teach First networks and TES, Guardian

November to January – Build support for 4-7 school

- Build networks in nurseries and children's centres
- Hold meetings/coffee mornings
- Provide information phone line, more website information for reception parents.
- Unveil vision and ideas for 4-7 phase
- Unveil local endorsements for primary school
- Unveil music partnerships

January – March – Final push for primary places, market school to potential staff

- Unveiling of new 4-7 head
- Unveiling of chair of governors and other governors
- Final push for reception places – meetings/adverts/endorsements from children's centres
- Staff open days where we explain vision for school and create a buzz around a new way of doing teaching.
- Media around beginning of building and other landmarks

April –June Recruitment for September /Build support- networks and endorsements

- More media stories about building project
- More local endorsements
- New staff announced in key posts
- Meetings led by new 4-7 head

July-September: Build up to opening

- Week by week local press stories on build up to school opening – including more details of curriculum, photos and quotes from children about to attend the school, unveiling of uniform, branding etc, more on school building learning spaces.
- Propsectuses for new parents and next year's parents
- Partnerships unveiled to enrich the curriculum
- Newham School 21 from local primaries attending Olympics – joint projects

Section 6: Organisational capacity and capability

6.1 CAPACITY AND CAPABILITY OF THE COMPANY

To date the project has been led by [REDACTED], [REDACTED] and [REDACTED]. The team has drawn on the expertise of an extensive network for additional input and support. If this proposal is successful [REDACTED] and [REDACTED] will work on the project full time from Autumn 2011. [REDACTED] will work on the project part time from September and full time from January. Their CV's are included in summary form below. The steering group will also include primary experts (e.g. [REDACTED] – see below) and project management experts from September.

Steering Group

The steering group will meet formally weekly and consist of the following to begin with:

[REDACTED]	Full Time (and head designate from January)
[REDACTED]	Full Time (including finance, HR, project management,)
[REDACTED]	Full Time (curriculum, teaching, school start ups)
[REDACTED]	Consultant when needed primary expertise
[REDACTED]	Consultant when needed financial and HR expertise
[REDACTED]	Consultant when needed architect and Newham parent
Primary school advisor	Full Time from Autumn
Project Manager	Full time from Autumn
4-7 school head designate	From January

This group will be flexible to meet the needs of the project and will procure additional resource (budget permitting) where appropriate. This might include legal and HR advice. Nearer the time of opening we will start to include more senior leaders of the school plus governors.

More details on some of the key people:

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

We have also got a lot of input from a number of other people for specific areas. One

person in particular has helped on the 4-7 phase as well as SEN provision.



Taking the skill requirements separately we can outline where we believe we already have capabilities and where we would need to supplement.

Educational

Curriculum and pedagogy: A critical element of the year's preparation will be designing a new curriculum and method of delivery. All of the existing steering group has experience of curriculum design.

- [REDACTED]
- [REDACTED]
- [REDACTED]

All of their work has involved the study of global best practice and the team have travelled internationally to see examples of curriculum design and delivery in practice.

Subject specialists: In addition to their own experience the team will be drawing on their network to gain input from expert practitioners on the development of targeted, vital areas of the curriculum e.g. STEM, performing arts and project based learning. We have already built relationships with High Tech High, one of the global leaders in Project Based Learning and are consulting with [REDACTED], a head of department who has designed many multi-disciplinary projects there.

Early years: This is a priority area for recruitment of a specialist; someone who can commit significant time and may go on to work in the lower school from opening. We recognise the specialist nature of teaching for children of this age and have been consulting with [REDACTED], [REDACTED], a hugely experienced primary school head (of 20 years). He is actively using his network to help us to identify candidates in this area.

Special Education Need: This is another area where we will recruit specialist expertise. We have already consulted a primary school SENCO as part of putting together this proposal

Financial

Designing the school's operating budget: [REDACTED] and [REDACTED] have worked together to date to complete the DfE template and following approval would take the budget to the next level of detail. [REDACTED] has [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

Managing the implementation budget: [REDACTED] will be responsible for this budget drawing on experience outlined above and support from DfE and the New School's Network.

Project Management: Our steering group intends to commission a specialist implementation project manager to lead on the transition from funding agreement to opening. [REDACTED] will be responsible for leading this commissioning, managing the contract quality and ensuring value for money. During [REDACTED] [REDACTED]. [REDACTED] [REDACTED].

Legal and Accounting: In addition to [REDACTED]'s financial expertise we intend to appoint specialist accountant and lawyer support where appropriate. In particular legal support will be vital when drawing up contracts with suppliers. We will work with the government to ensure we procure these services on a best value basis.

Buildings and Site: To date we have worked with Partnership for Schools and two London based independent experts. We have also taken counsel from architects of innovative school buildings outside the UK (including [REDACTED] in [REDACTED] and [REDACTED] in [REDACTED]) – all of whom have given their time free of charge. Our London based experts [REDACTED] and [REDACTED] are architects with a broad set of experience of designing and overseeing large school projects. The steering group would continue to work with them on design requirements to ensure that any building or refurbishment supports the delivery of the educational vision. We would also look forward to continuing our working relationship with PfS during the building works.

ICT: The steering group intends to take advice from (and potentially, for the purposes of procurement, partner with) an educational company. We have already

begun conversations with several organisations for this purpose. The group will also draw on the expertise of contacts that have specialist knowledge in this area, such as [REDACTED], a management consultant [REDACTED] who has offered to advise the group free of charge. [REDACTED] is [REDACTED].

Human Resources: We will look to staff the school with openminded teachers combining experience and enthusiasm. We will use our considerable network to attract experienced teachers and our strong relationship with Teach First (via [REDACTED]'s extensive consultancy work with them and [REDACTED]'s existing relationships with fellow ambassadors) to attract high quality younger teachers.

Recruiting parents: We outline our strategy for recruiting parents in the marketing plan section of this document. We already have deep expertise in this area through Peter's time in communications at No.10 and both [REDACTED] and [REDACTED]'s experience of political campaigning (from door knocking to news stories!)

People on the ground: We have been inundated with expressions of interest from Teach First ambassadors to retired headteachers, all offering their time and support. We are taking 3 Teach First participants as interns over the summer but expect to be marshalling many other highly qualified volunteers in the weeks and months leading to opening.

Advisors

We have drawn on the expertise of a range of people and organisations and will continue to do so in the planning year.

ARK

Future Leaders

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

High Tech High KIPP,

Absolute Return for Kids Leadership Training Programme

[REDACTED]

Former Schools Minister

Ex headteacher, [REDACTED]

Ex primary and formerly principal adviser for schools and

[REDACTED].

[REDACTED]

[REDACTED]

Project based learning School culture and ethos

6.2 HIRING THE HEADTEACHER

██████████ will be our headteacher designate. He is happy to go through whatever vetting, competition or interview process the department decides is the best process.

His CV is included at Annex B.

6.3 GOVERNANCE

Roles and responsibilities

School 21, which is made up of its members, will be the academy trust and will have a strategic role in running the free school. Specifically School 21 will be responsible for appointing the governors (also known as directors or trustees) to the school's Governing Body. The governing body will then manage Newham School 21 on behalf of the trust. The Chair of the Governing Body will be a member of the trust (along with any other members appointed by the existing members.)

The key responsibilities of the Governing Body are to:

- Ensure the provision of quality educational provision
- Challenge and monitor the performance of the school
- Manage finance and property
- Employ staff

The day to day running of the school will be the responsibility of the headteacher.

Our approach to governance

The Governing Body will be robust in challenging the headteacher to deliver on the school's strategic goals. Recent research into Governing Bodies suggests there is often too much emphasis on support and not enough focus on challenge¹⁶; we are determined for this not to be case at Newham School 21. We are acutely aware of the need to be a success from day one and a tough but fair Governing Body is central to this.

Our preference is for a small Governing Body (between 8 and 12) with two sub-committees: education and finance. The full governing body and the 2 committees will meet termly (although the main Governing Body will meet more regularly for the first year to ensure a smooth transition). Termly Governing Body meetings will take place after the school's accountability 'snapshot' (see 'pupil development' section).

¹⁶ http://www.cfbt.com/evidenceforeducation/pdf/6CfBT_HG_web.pdf

Governing Body meetings will have a number of standing agenda items and will focus on the strategic overview rather than the day-to-day management of the school. Meetings will cover:

- Headteacher Report (on a standard and clear template) including overall judgements about the progress of the school, supported by pupil, class and school level data.
- Financial report
- Urgent issues

The sub-committees will look in more detail at financial and educational issues. The finance committee will in the first instance deal with any personnel issues. Serious personnel issues will be escalated to the full Governing Body. Both committees will ensure all the relevant (statutory) policies are regularly reviewed and updated (including child protection, teaching and learning, SEN, complaints etc.) Any refinements will be approved by the Governing Body.

Members of the sub-committees will be drawn from the main body.

Membership of the Governing Body

The membership of the Governing Body will be broad and balanced. In line with common practice in other Academies, teacher representatives will not exceed a third of the membership. Membership will also include two parent governors and up to five School 21 appointees, at least two of which will be from the local community with strong links to the area . We therefore expect the make-up to be:

- The headteacher
- Two community governors
- Three additional School 21 appointees (including the Chair)
- Two parent governors
- One teacher governor

School senior managers, including the school's finance manager, will be invited to attend as non-voting members.

Governor recruitment

School 21 will seek to form a Governing Body as soon as the funding agreement has been signed and we expect to have a full complement (excluding the teacher and parent governors) by January 2012. The project steering group will report on

progress to the Governing Body (once constituted) to ensure timelines do not slip. We will work with the local authority (or other partner) to provide induction training for the governors.

We have not yet made a final decision on our chair of governors however we expect their qualities and experience to include:

- Strong alignment with the vision and ethos of School 21
- Experience on working as a non-executive in an organisation or a business
- Someone who can commit a significant portion of their own time to the role.
- Experience of line management (since one of their main roles will be to performance manage the headteacher)

Other skill sets that we will target for our Governing Body will include:

- Financial management
- Basic knowledge of education
- Strategic planning
- Legal, HR, health and safety (preferable)

We will use our extensive personal, professional and (now) local networks to recruit our governors (including through the database of people who have contacted us through the website). We will also consult with the school governor's one stop shop organisation and if necessary post an advert in the local paper. The members of School 21 will conduct a thorough interview process focusing on key areas of competence.

Recruitment for our community governors will be supported by our localised marketing strategy (highlighted in Section 5 above). Our face to face engagement with people at children's centres, nurseries, schools and community events has already yielded a number of volunteers who we will stay in touch with throughout the process.

Our advocates in the community, including representatives from faith groups and local councillors, have offered to advise us on where and how to recruit governors from hard to reach groups. This will help ensure our governing body is representative of the community it serves.

The recruitment process for co-opted community governors might include:

- A text message to our local contacts to highlight the vacancy. The text might ask for recommendations as well as personal applications
- A advert on our website
- Adverts in local community centres

- An application form, available at the school or online, which outlines the key areas of competency and expected time commitment

Initially both [REDACTED] and [REDACTED] will be governors. [REDACTED] in his role as headteacher designate.

6.4 FINANCIAL OVERSIGHT

We are aware that financial reporting and accounting arrangements for Free Schools are different than those for schools maintained by the local authority. Our understanding is that School 21 will be a limited company with charitable status that will enter into a funding agreement with the Department for Education (DfE). Under this arrangement our financial responsibilities are specified by Companies' House and we must report any changes in Directorship there. This model is in effect the same as the Academies financing regime and the regulations surrounding the funding relationship are defined by:

- The funding agreement itself
- The articles of association of School 21
- The Academies Financial handbook.

To meet our responsibilities we will look to procure expert financial advice during the planning phase when, amongst other key tasks, we will have to register with Companies House and enter into the funding agreement. We will use consultant resource, contracted on a best value basis, for this work until we can employ a full time Financial and Resources Director (FRD) for the school. As described above, we already have a relationship with [REDACTED], an education finance advert.

We will initially use our networks in education and business to recruit our FRD (although of course we will advertise nationally in publications such as the Times Education Supplement and Education Investor). We would be looking for someone who displayed the following skills and experiences (amongst others):

- Expertise in managing rising budgets
- Experience of meeting statutory reporting requirements
- Financial acumen from the private, third and state sector (preferable)
- Ability to deliver strategic budgeting over a five year horizon
- An understanding of the importance of pupil numbers for the financial model
- Experience of marketing

The FRD will report to the finance committee of the Governing Body and the Governing Body itself, where finance will be standing item on the agenda. The headteacher will also have weekly meetings with the FRD.

We will work to define the job description of the FRD in the planning year but expect responsibilities to include both financial reporting and accounting. Tasks will include management and oversight of:

- Compiling a 3-5 year financial plan
- Forecasting income
- Expenditure and reserves
- Carrying out annual budget compilation and management, including arranging an annual audit, publishing an annual report and accounts, valuing the school's assets, accounting for VAT, authorizing delegated powers to its committees and staff and approving salary levels
- Securing appropriate financial management IT systems
- Setting standards for strong financial management including the extent of oversight that members of School 21 will provide
- Ensuring robust financial systems

The FRD will also have a role in managing the school's back office function and related support staff (see budget for more information.) This will include oversight and management of the delivery and policy framework for:

- Human resources
- Payroll
- Health and safety
- Audit
- Health and safety
- Procurement of services

We will of course liaise closely with the DfE and YPLA during both the planning year and beyond, to ensure we are an organisation fit to manage public funds

6.5 LEADERSHIP AND STAFFING

The organogram below shows the staffing and accountability structure within the school.

Areas to note:

- We expect administration staff to work for the whole school
- The overall headteacher will also act as the small school head for the Year 7s in the 4-7 school for the first year with a deputy reporting to him.
- Advice from several organisations that have set up new schools, including ARK, is that recruiting good senior staff from the outset is crucial to ensure consistency of strategy, mission and ethos.

- The 4-7 small school head will have an experienced SENCO to deputise and we will recruit a formal deputy from year 2
- Some secondary subjects will be bought in for individual sessions in year 1 e.g. music, PE.
- The head of strategic performance will line manage heads of department apart from the head of English and leadership specialism
- The head of English and leadership will also have responsibility for project based learning in the first year but then hand it over to head of humanities in year 2

6.5.1 Senior leadership team roles and responsibilities

Headteacher

- To ensure the ethos and vision of the school is driven through from 4-18
- To line manage the small school heads and other key members of the SLT
- To develop the Learning and Teaching vision for the school
- To ensure successful partnerships with business, parents, other schools and the community.

Small school heads

Over time we intend to have heads of all the phases of the school: 4-7, 8-13, 14-16 and 16-18.

Their main functions will be:

- To lead on teaching and learning to ensure all lessons are of a high standard
- To monitor teaching and learning
- To use analysis provided by the head of strategic performance to tackle underachievement
- To manage the day to day running of the school
- To build a unified and purposeful team

Head of strategic performance

For the first few years of the school we want one person to oversee:

- Development of the curriculum
- Setting of timetable
- Data and pupil tracking
- Teacher performance
- Line manage heads of department (apart from Head of English and Leadership)

Finance and resources director

While we will buy in some payroll and recruitment services, the business and finance director will:

- Manage the budget
- Line manage all admin staff
- Line manage HR admin staff
- Lead on all finance, recruitment, HR for the whole school
- Lead on all compliance issues– including CRB, health and safety

Head of English and leadership (and enquiry based learning – in year 1)

- To develop the English Language specialism from 4-18
- To develop literacy intervention with specialist teachers
- To develop partnerships for English – poets, authors, workshops
- To develop the Leadership Award and character traits of students

6.5.2 Under the SLT

Head of humanities and enquiry based learning

This will almost certainly be a history teacher who will also lead on project based learning making sure all projects have the rigour, systems and assessments that provide real challenge for the students.

This person will also be in charge of developing the PSHE and RE entitlements for the whole school.

6.5.3 Non-teaching staff roles

All of these roles will be line managed by the finance director

We will have 5 additional staff with the following roles

Finance and HR

This person's role will be to support the business and finance director in dealing with staffing issues and school finance.

Student and parent support/support for Head and small school head

This person will deal with student and parental issues including attendance, punctuality and recording all incidents. They will ensure reporting compliance on key statutory requirements e.g. racial incidents, bullying etc.

Receptionist and admin support

Their role will be to staff the reception and deal with day to day organisational issues.

IT

This person will deal with school IT, the virtual learning environment and the school website. They may will also manage IT contracts with external providers

Premises manager

To oversee management of the building including health and safety checks.

6.5.4 4-7 school staffing

SENCO

We will employ a SENCO for the whole school. They will be based in the 4-7 school but deal with special needs across the whole school including developing individual plans for all students. The SENCO will deputise for the head of 4-7 in her/his absence.

3 classroom teachers

The most experienced of the three reception teachers will act as the head of year and have responsibility for the schemes of work and resources for all three teachers. Collaborative planning will be expected for all schemes of work

3 Learning support teachers

Each classroom will have a support teacher who will also specialise in an area of pupil support tailored to the intake. Three areas we would expect them to cover are literacy, SEN and EAL/EMA

6.5.5 Secondary staff

Teachers and support staff

In the first year we will recruit the necessary teachers and support staff and build up the team gradually in subsequent years. Maths and science for example will have subject leads with formal heads of department being recruited in subsequent years.

On a sessional basis

For the first year it would not be economical to employ full time teachers in:

- Music
- MFL
- PE

These would be paid for by the session and we would fit the timetable around the best times for getting in these specialist teachers.

6.5.6 Staff recruitment

We will produce a rigorous recruitment process that will begin with

- Clear job descriptions and person specifications
- Adverts in the TES and where appropriate in local and ethnic minority newspapers and journals
- Adverts posted through Teach First and Future Leaders. We have already several teachers from both these programmes interested in working in our school.

For certain roles we may look into using executive search agencies, procured on a best value basis.

All candidates will take part in an assessment day based on best practice used by:

- NPQH
- Future leaders
- Charter schools in America
- The best schools in UK

Depending on the role applied for it will involve a combination of

- Panel interviews
- Student interview
- Lesson observations
- Self assessment discussion
- In tray exercises including data exercise
- Group discussion
- Role play
- Creative task – designing a lesson/project

Successful candidates will be expected to attend induction days in the summer and in September before students arrive.

We will meet in full the requirements related to 'safer recruitment' and child welfare, including:

- All members of staff will go through a full statutory CRB check
- Ensuring the job description and person specification makes reference to the responsibility for safeguarding and promoting the welfare of children

- Obtaining and scrutinising comprehensive information from applicants, and taking up and satisfactorily resolving any discrepancies or anomalies
- obtaining independent professional and character references that answer specific questions to help assess applicants.

Our timetable for staff recruitment will depend on the nature of any start-up funding. However set out below is an indicative timetable for recruitment and employment (job titles are explained in more detail below):

Role	Appointed	Employed (indicative)
Headteacher	September 2011	January 2012
Head of 4-7 school	January 2012	Beginning of summer term
Head of strategic performance	January 2012	Beginning of summer term
Head of English specialism, leadership and projects	January 2012	Beginning of summer term
Finance director	January 2012	Beginning of summer term
All other staff	Summer half-term for teaching staff, July for others	September 2012

6.5.7 Growing the staff team over time

As the school scales up and the staff complement increases, we will need to ensure that new recruits feel supported and are carefully inducted into the culture and ethos of Newham School 21. This will be particularly critical in Year 3 when we open our Sixth Form and we will see a significant increase in leadership and teaching capacity.

Our process for inducting and supporting new staff will include:

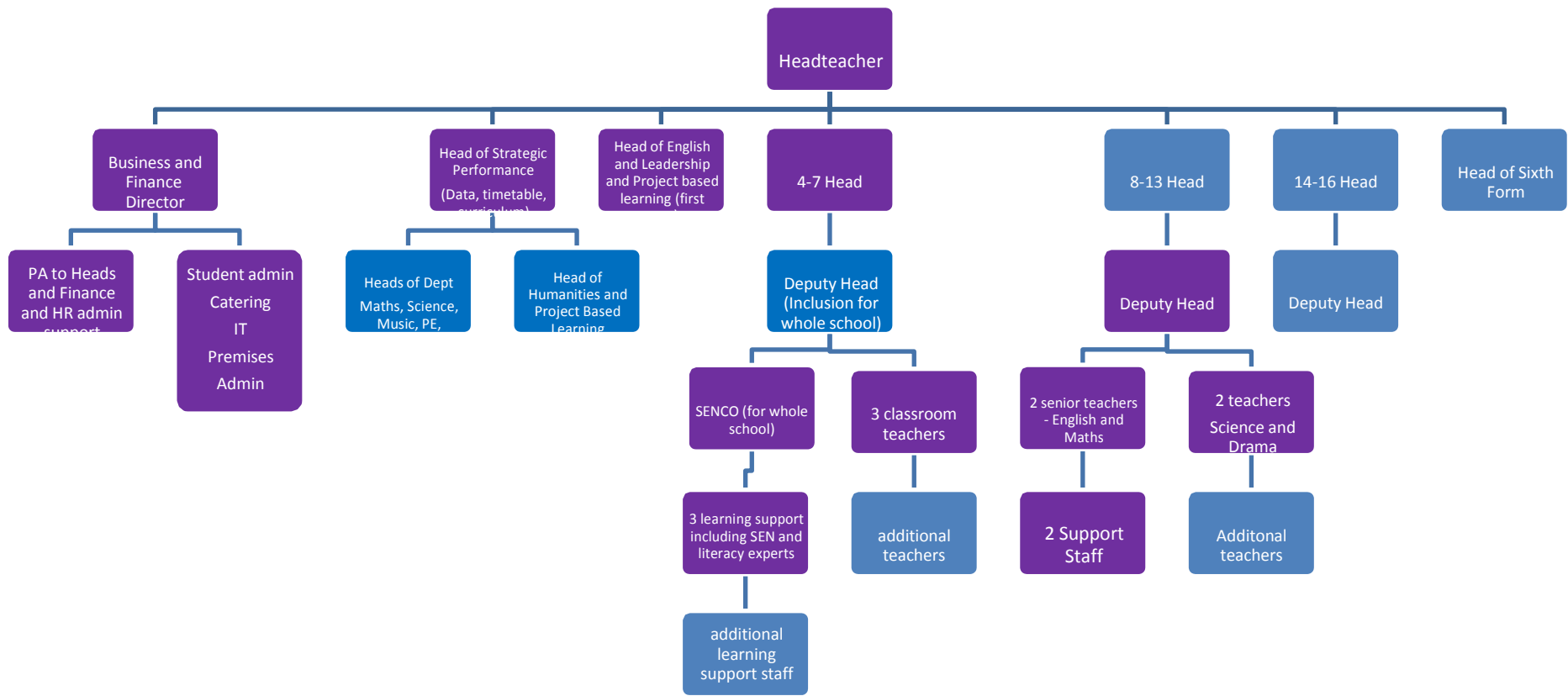
- Assigning every new member of a staff a 'buddy' who is not from their department. The buddy will provide friendly support and will help the new recruit to orientate themselves
- There will be a prolonged induction period (possibly over a term) where staff will receive training from existing teaching and non-teaching staff in key areas of the school. This will be particularly important for our pedagogical approaches including projects, passions and deliberate practice.

- Every new member of staff will receive an easy to access induction handbook setting out the policies and practices of the school. Where possible we will also include clips of lessons
- Budget permitting we will have a staff residential at the beginning of the year to restate our mission and purpose and to build a team ethic
- Our school intranet will have discussion forums where staff can share practice and ideas

We are aware that we will be competing for the best staff. Therefore to ensure we have a strong pool of applicants for each post we will use the following mechanisms (in addition to recruitment process outlined above):

- Engagement with and support for high quality programmes such as Teach First, Teaching Leaders and Future Leaders
- Development of professional networks including through social media
- The use of existing staff to advocate for the school and make recommendations

The headteacher will make all final recruitment decisions, with applicants interviewed by a panel, usually including a small school head. We believe that the headteacher of the school should get to know every member of staff in order to build a cohesive learning environment and to smooth the induction process.



Subsequent years
(see business plan)

Year 1 - 2012

Section 7: Premises

7.1 Steps taken

Our starting point was to decide what our requirements were. We worked with **Partnership for Schools** to understand, given our vision and the number of pupils, what type of site we required. We then approached our search for a suitable site in two main ways. We have worked extensively with **Partnership for Schools** on the search who did a full review of D1 buildings and commercially available property in the area. Secondly we have worked closely with **Newham Borough Council** to identify council owned properties that they could let us have for educational use or lease/sell to us on a commercial basis.

Current options

Preferred option

Former site of [REDACTED] site on [REDACTED] in Stratford

Other Newham options considered

[REDACTED] Site in East Ham: Formerly had a special school on the site which has been demolished. It is ~8,000 square metres so may be large enough. This site would require an entirely new build.

East Ham Town Hall complex: Council owned, enough floor space for a primary school, but would have to understand options on adjacent ground for entire project. Main disadvantages are the lack of outdoor play space and the fact that the buildings would be expensive to refurbish as they are old municipal buildings that are locally listed.

There are large areas of brown field in the southern part of the borough (near Canning Town and south of the A13), owned by the LDA. These are near the docks and would require demolition and rebuild.

7.2 Preferred site

The preferred site for our school is overwhelmingly the old [REDACTED] on [REDACTED] in Stratford.

There are multiple dimensions on which [REDACTED] stands out including: need for places in its specific location, immediate environment, layout of existing buildings and the overall size of the site. However, extensive refurbishment work will need to be carried out to make the school inhabitable and to ensure it delivers our educational vision.

School needed in this specific location

As figure A below illustrates, since [REDACTED] moved there has been a gap in Secondary school provision, particularly for non-faith, mixed schools. There are no secondary schools closer than 25mins walk in any direction from the [REDACTED] site (other than independent schools, not included on the map).

Immediate environment

The environment immediately around [REDACTED] is away from major roads with safe drop off points and good parking facilities (40 spaces). The area is quiet, surrounded on the south side by a DLR line, the west side by the magistrates court and on the north and east side by residential. The buildings are all removed from the road or immediate residential buildings.

Size of the site

The total site area is approx. 28,000 sq.m with 10,000 sq.m of buildings suitable for teaching (we require a minimum of 9,000 sq.m. Prior to closing in 2010 [REDACTED] had a capacity of 1,200 pupils (the same as our proposed school at scale)

Layout of existing buildings:

The layout of existing buildings lends itself strongly to our education vision.

- The building is modular in three main sections, mostly one or two storey, structured around courtyards with a 3 storey building on one side, the 'tower'. We believe that this structure will enable us to create our desired 'small schools within a larger school' vision. Also, the courtyards will provide separate, safe play and outdoor learning spaces for the younger children
- All the facilities are connected; pupils would be able to move between classes in the time allowed by our proposed timetable.
- There are several large indoor spaces which could be converted to group working spaces or 'project rooms'

Outdoor space

- There is 9,000 sq.m hard play outdoor space and 3,000 sq.m grass.
- There is one astro turf full size football pitch on site; we will partner to provide additional outdoor sporting facilities.

Current state of repair

The existing site was scheduled to be pulled down and entirely rebuilt under the BSF program. There were multiple reasons for this;

- The attached conditions report indicating that around £3m of maintenance was due on the existing building over the next 5 years.
- Unsuitability of the indoor teaching spaces (29 out of 67 teaching spaces were deemed to inhibit teaching in the suitability report of 2010)

- High volume of asbestos contained within the school building (see report in appendix). As the picture below illustrates, removal of 'white asbestos' – the kind found in [REDACTED] requires positive pressurisation of the site, an expensive exercise.
- Much of the school's facilities and infrastructure is not fit for purpose, e.g., poor insulation, inefficient heating system, sub-capacity stair wells, lack of lifts.

Despite several parts of the school being in good order and the structure showing huge potential this site will require significant refurbishment to 'make good' and then to ensure that the educational vision can be realised so that the children have the learning experience they deserve.

[REDACTED]

Initial estimate of capital requirement

[REDACTED]

██████████
Appendix A: Asbestos report for ██████████

Appendix B: ██████████, Head Designate, CV

APPENDIX B

Mobile: [REDACTED]
[REDACTED]

RELEVANT EXPERIENCE

[REDACTED]

EDUCATION

[REDACTED]

OTHER ACTIVITIES

[REDACTED]

REFEREES

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]
