

Free Schools in 2013

Application form

Mainstream and 16-19
Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: **mainstream.fsapplications2013@education.gsi.gov.uk**.

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

It is essential that the hard copies are identical to the version you email.

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input type="checkbox"/> NA Please refer to covering letter	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED], [REDACTED], London, [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Please state how you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
6.	If Other, please provide more details:
7.	Has your group submitted more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8.	If Yes, please provide more details:
9.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:
Details of company limited by guarantee	

11.	Company name: Oasis Community Learning	
12.	Company address: <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> London <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div>	
13.	Company registration number: 5398529	
14.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details: Oasis Community Learning is a Multi-Academy Educational Trust (Company number 5398529). Oasis opened its first academy in 2007 in Enfield and now runs 14 academies across England, both Secondary, Primary and All-Through schools.	
Company members The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.		
16.	Please confirm the total number of company members: ONE The proposer for this Free School is Oasis Community Learning (OCL) a multi-academy sponsor that runs 14 academies in England. OCL is a subsidiary organisation of Oasis Charitable Trust (OCT). OCT is the parent organisation of a group of Oasis organisations, including OCL. In 2004 when OCT began to sponsor academies, OCL was formed in accordance with the DFE's guidance. OCL, like the other Oasis subsidiary organisations, is responsible for itself, ensuring financial viability, a high level of performance and legal compliance. To this end, OCL has its own board of trustees. For this reason our response to Q18 details the trustees of OCL. However as part of a group of organisations, OCL is accountable to OCT. Therefore, in response to Q16 OCL has only one member – OCT. Please see attached e mail from <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> at the DFE that states, as a multi-academy sponsor, Oasis Community Learning are not required to complete the section on Due Diligence.	

17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: Oasis Charitable Trust
	2. Name:
	3. Name:
	4. Name:

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████
	3. Name: ██████████
	4. Name: ██████████
	5. Name: ██████████
	6. Name: ██████████
	7. Name: ██████████
19.	Please provide the name of the proposed chair of the governing body, if known: ██████████

Related organisations		
20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; Oasis Charitable Trust • their Companies House and/or Charity Commission number, if appropriate; Company No: 2818823 / Charity No: 1026487 • the role that it is envisaged they will play in relation to the Free School. <p>Oasis Community Learning is a subsidiary of Oasis Charitable Trust (OCT). OCT will play a role in the support of the Free School by the activities it runs. OCT will help to provide volunteers, extra funding and capacity to the Free School.</p>	
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>Oasis Community Learning has a Christian ethos, based on the life and example of Jesus Christ. It is non-denominational and is fully inclusive of other religions and ideas.</p>	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	NA

27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	NA								
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:									
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:									
30.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>Oasis</p> <p>Oasis was established in 1985 and has now grown into a group of charities working to deliver housing, training, youth work, health care, family support and primary, secondary and higher education. In the UK we employ around 2,000 staff as well as working with thousands more volunteers. We also work in 9 other countries around Europe, Asia, Africa and North America.</p> <p>Oasis Community Learning</p> <p>Oasis Community Learning (OCL) is one of the charities in the group of charities that makes up Oasis Charitable Trust. OCL was established in 2004 (Company number 5398529) with the express purpose of transforming learning, lives and communities through the development of the Oasis Academies. Currently there are 14 schools in the Oasis family of schools across primary, secondary and post-16 phases. In September 2012 we expect to add another 4 primary schools to the family, 2 sponsored Academies and 2 Converter Academies.</p>									
	<table border="1"> <thead> <tr> <th data-bbox="320 1877 569 1921">Name</th> <th data-bbox="580 1877 836 1921">Location</th> <th data-bbox="836 1877 1091 1921">Phase</th> <th data-bbox="1091 1877 1347 1921">Date Opened</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 1921 569 2009">Johanna</td> <td data-bbox="580 1921 836 2009">Lambeth</td> <td data-bbox="836 1921 1091 2009">Primary</td> <td data-bbox="1091 1921 1347 2009">September 2011</td> </tr> </tbody> </table>	Name	Location	Phase	Date Opened	Johanna	Lambeth	Primary	September 2011	
Name	Location	Phase	Date Opened							
Johanna	Lambeth	Primary	September 2011							

Limeside	Oldham	Primary	September 2011
Oldham	Greater Manchester	Secondary	September 2010
Shirley Park	Croydon	All-through including post 16	September 2009
Hadley	North London	All-through including post 16	September 2009
Coulsdon	Croydon	Secondary including post 16	September 2008
MediaCityUK	Salford	Secondary including post 16	September 2008
Mayfield	Southampton	Secondary	September 2008
Lord's Hill	Southampton	Secondary	September 2008
Brightstowe	Bristol	Secondary	September 2008
John Williams	Bristol	Secondary including post 16	September 2008
Immingham	North East Lincolnshire	Secondary including post 16	September 2007
Wintringham	North East Lincolnshire	Secondary including post 16	September 2007
Enfield	North London	Secondary	September 2007

The Oasis Education Charter is the foundation document of all OCL's work and also underpins the development plans for future Oasis Academies. It is an expression of our guiding principles, the source of our inspiration and the framework for all that we seek to do with the children, young people and families that we serve (See Appendix 1).

OCL's mission is to create and sustain a network of excellent learning communities working in the context of the Oasis ethos where every child

can reach their full potential. OCL believes this can be achieved through clear leadership, outstanding staff, a positive, affirming environment, strong partnerships between children, parents/carers and the local community and the wider national and international links that Oasis' global operations create.

OCL seeks to provide excellent educational standards. It has already seen excellent levels of progress. Oasis academies have seen a significant rise in the number of students achieving higher grades and the improvement over the last two years far exceeds the national average. In August 2011 ██████████ wrote to ██████████ noting "*The results across your group are really impressive. Once again, many congratulations!*"

We believe that individuals will thrive best when the community around them flourishes. This is why, as part of our dedication to raising educational standards, we recognise that children do not live in isolation; they are impacted, influenced and shaped by the lives and circumstances of those around them. For this reason we are committed to the principle that 'Every Person Matters' – every child, every parent, every community member.

In order to achieve this goal we work in partnership with community leaders, residents, local businesses, local authorities, other schools and voluntary agencies. We have discovered that it is the strength of these relationships that helps to ensure the development and delivery of a cohesive transformational community plan as well as creating opportunities for local people to get involved in imagining and shaping their own futures.

OCL, as part of the Oasis Group, has the opportunity to benefit from the range of diverse services available from other Oasis organisations which cater for the wider context of our children's lives as well as those of their families and wider communities. This including family support, parenting support, free holiday and after school clubs and a wide variety of extra-curricular activities. For example at Oasis Enfield, where many children are from families who cannot afford to send their children to judo, dance

or Bollywood dancing classes, these are offered as part of a Wednesday afternoon “try something new” session.

In the secondary phase, learning for Oasis Academies’ students is further enriched through the involvement in the broader themes of Oasis’ work, including housing, health and community projects in the UK and around the world. As a result, secondary age children can be involved in grass-roots community transformation projects, learn alongside peers in other countries, benefit from the expertise of professionals and have their aspirations raised by the example set by the role models of Oasis’ high-profile campaigners for social justice and equality.

All of these strands of work come together to create the Oasis Hub.

Oasis Community Hubs

Oasis Community Hubs are centres of activity that provide integrated, high quality and diverse services to benefit the whole person and the whole community. Community Hubs bring together Oasis’ values, resources and expertise with the different activities, partnerships and infrastructure we have developed over the past 25 years.

The first activity the already existing Oasis Hub in Waterloo will be to undertake is a Community Audit to identify the services that the wider Oasis group could bring to the Oasis Community School Waterloo to best support the school community’s needs. The statistics and demographic information summarised in the Vision will inform this process.

Our aim across all our Hubs is to:

- Create outstanding educational and life-long learning opportunities for all.
- Build a stronger sense of community, transforming them into environments where people feel safe, happy and proud to live, learn and work alongside one another.
- Stimulate a local culture of enterprise and self-help
- Raise aspirations as well as educational and employment opportunities

- Reduce crime and anti-social behaviour
- Encourage an environment where the private and public sector work in deeper partnership.
- Encourage volunteering at every level of our operations.
- Ensure outstanding community services for local residents.
- Create opportunities for local people to get involved in shaping the work and buying into delivering the change itself.
- Provide national support for existing services and the development of new services.
- Effectively evaluate and demonstrate to stakeholders the impact and distinctiveness of our Hubs, securing long term sustainability.

Examples of the types of priorities that could be set by the Hub team include the following:

- Literacy support
- Transition to year 7
- Attendance
- Student recruitment
- Social, moral and spiritual development
- Global partnership

Additional Services Oasis offer to all of its schools

Any new school that is part of the Oasis family will also benefit from our integrated services offer, this includes the following services:

- Youth Workers
- Family Support Workers
- Children's Workers
- Volunteers and Volunteer Coordinators
- Chaplains and Chaplaincy teams
- Health Workers
- Hub leaders

	<ul style="list-style-type: none">• Church leaders• Global partnerships
--	--

Please tick to confirm that you have included all the items in the checklist.

Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Chair of company / Member of company (please delete as appropriate).

Print name:

Date:

NB This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.

Section B: Outline of the school

1.	Proposed school name:	Oasis Community School Waterloo
2.	Proposed academic year of opening:	2012
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input checked="" type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2017
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	Christian
10.	Postcode of the preferred site of the proposed school:	██████████ or ██████████
11.	Local authority area in which the proposed school would be situated:	Lambeth
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Southwark, Westminster
13.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

Oasis is delighted to be responding to the Waterloo community's demand for a new local secondary school in this area. The school will start as an 11-16 co-educational provision, though, once established, it will consult around developing an off-site post-16 offer targeted at meeting the particular needs and aspirations of our student cohort in conjunction with a number of the many local business. This will be a school where all young people will be given the opportunity to be the best they can be, with the majority attaining 5 A* to Cs including English and maths. Our goal is that every student will leave with the qualifications, skills and qualities to be employable.

Local employers in Waterloo have told us that while there are many opportunities for young people to work and thrive locally, either they do not apply, or, when they do, they lack the requisite skills and qualities needed. The Free School (here now named as Oasis Community School, Waterloo) policy allows Oasis the freedoms to bring its reputation for inclusive, innovative and high quality education together with the requirements of local employers to offer pathways for young people that span both academic study and extended work experience and employment.

At the outset as the school is growing to full capacity, the focus will be on a traditional academic curriculum. However, as pupils progress to key stage 4 and beyond, the rigorous academic curriculum will be complemented by a wide range of vocational study programmes, designed by local partners such as Guys and St. Thomas' hospitals and the Park Plaza Hotel, which, working with us, will meet their needs. We will deliver these vocational programmes in partnership with other local educational institutions. Local parents have told us that they would like the school day to be traditional, but extended in order to offer a wide range of extra-curricular activities. We will also work with a traditional term structure, but once again offering a full programme of extended holiday-time learning opportunities to our students and wider families. The ethos of the school will be

professional, seeking to instil in our students the values and expectations of the workplace – where good behaviour and discipline are the foundations to support learning.

Oasis will use its experience drawn from five years of running academies in some of England's toughest communities to help students to learn and achieve through a combination of traditional teaching and programmes of personalised learning.

Oasis' vision is one of community transformation. It is about people, aspirations, opportunity, education, employment and enterprise. It is about creating safe and inspiring local neighbourhoods. Places where people feel safe, happy and proud to live, learn and work alongside one another; where every person is valued and can reach their full potential. As Oasis has been based in Waterloo for over 7 years, we are already part of the local community and welcome the opportunity to deepen our existing partnership as well as to develop new ones around this innovative and much-needed new school.

Success will be measured by each child:

- attaining at least 5 A*-Cs including in English and maths.
- accessing employment opportunities or further/higher education
- having the interpersonal skills, self-esteem and respect to be employable – to be able to operate successfully in a professional environment.

Waterloo – The Area

The area around Waterloo has always been an area where both the rich and poor live side by side. Charles Booth's 1889 maps of London Poverty showed this area contained both middle class or 'well to do' together with those who were extremely poor (Appendix 2). Booth's map showed that, at that time, Waterloo was a very deprived area of "semi-criminals" and of the "very poor, casual and families in chronic need". Waterloo was flanked by the affluent areas of Westminster and Kennington.

There has been significant change in the past 120 years, notably with the areas along the South Bank developing in the last 25 years. Yet the 2010 Indices of

Multiple Deprivation shows that poverty remains in the Waterloo area. Excluding the South Bank, the entire Waterloo area is in the lowest quartile for overall deprivation, with the poorer areas concentrated to the south. The map overlays the Lower Super Output Areas that were found in the 2010 Indices of Multiple Deprivation's bottom 20%. Despite the riches that exist but a stone's throw away, the immediate area of Lambeth's Bishop's Ward which remains in severe need.

Contrast this to the redevelopments that are either consented or planned in the area to the north of Waterloo, or over towards Elephant & Castle in neighbouring Southwark. Further south, large regeneration schemes are planned for Vauxhall, while Kennington has markedly gentrified. Once again, the Bishop's Ward area, see Appendix 3, as has happened in the past, is in danger of being left behind economically and culturally.

Today, Waterloo is an important centre for the UK's arts and media industry, as well as for higher education, a host of global businesses, healthcare and tourism. It's just a stone's throw from the seat of UK government and a near neighbour to London's financial district. Yet, too much of this wealth – both economic and cultural – bypasses the local community altogether. Waterloo is often seen as little more than a transport hub, set up for the huge numbers of commuters and tourists that use it every day, with the result that most investment into the area centres around their needs – wealth flows past the area and not into it..

Therefore, Waterloo remains an area of multiple deprivation. The area of Bishop's Ward/ Lambeth North seems to have little identity of its own. It is a location that people pass through, with no particular reason to stop. Locally, it has no "centre of gravity" or focal point. It seems to have no clear name, no agreed way that local people describe it. From the plethora of published reports on the Waterloo area, it is evident that the area has always been at the edge of what is defined as "Waterloo"; just outside the London Plan Opportunity Area, just inside the Waterloo Quarter Business Improvement District. From our experience of working with people in the local community, it is quite apparent that this remains a location at the periphery of 'somewhere else'. It is an area that parents want to leave, especially when their child reaches secondary school age. We believe

that a new secondary school in Waterloo will help to develop a much needed sense of 'placeness' for those people who live here. It will help to create the missing centre of gravity and to galvanise the local community.

Oasis' goal, in developing the proposed Free School, is to create a world class secondary educational environment which formally harnesses the huge cultural and economic richness of the surrounding environment for the benefit of our local children. We believe that this will also help create a much needed, stronger sense of community for young people here in Waterloo.

Our experience is that, currently, families, often new arrivals to the UK with very little English, are housed in very small units by the local authority and their aspirations are to be re-housed to bigger accommodation (with a garden) by the neighbouring local authorities e.g. Croydon and Lewisham. They do not want to stay in the Waterloo area, and this transience contributes to the many endemic socio-economic problems.

Oasis has had its headquarters in Waterloo since 2005 and in 2010 began to develop one of its community hubs here. As part of this, Oasis has selected a Preferred Developer to start the re-development of the Oasis Centre which is located just across the road from Lambeth North tube station. We are at the beginning of a consultation process with the local community, and are looking to create a landmark building that will serve the needs of the local community with state-of-the-art facilities. We would expect that the Free School would have close links with the new building and have use of the sporting, leisure and community facilities which are proposed in the development plans.

Waterloo – The People

North Lambeth has around 39,000 residents and has had a 16% growth in population over the last ten years, with considerable future growth predicted. The latest primary school admission data for the Reception class intake in September 2012 for Johanna – the Oasis primary academy here in Waterloo - is 87 applications for only 30 places. The proposed Oasis Community School will help meet this considerable, forthcoming, increase in demand for secondary school

places in the area as Lambeth data shows that by 2015 there will be a shortfall of more than 265 places in the borough which will then rise rapidly. ¹

Currently 45% of Lambeth secondary aged children leave the borough for education. An IPSOS MORI Residents' Satisfaction Survey carried out in 2009 by the Waterloo Community Development Group showed that nearly half of local residents were dissatisfied with the local secondary schooling provision. Waterloo Community Development Group have, as far back at 2007, identified a need for a new local secondary school, and in their most recent policy review document noted that the government's Free School policy might be the route to achieving this.

2001 Census data defines a residential population in Bishop's Ward of 9,190 people (4,594 Households) with potential for an additional 1,500 dwellings to be created between 2001-2026. Recently approved planning applications such as the [REDACTED] development with large number of units, suggests that the number of children requiring school places will increase considerably in the future.

Parents in the Waterloo area already complain about their children having to travel to school, and the lack of choice that is available to their children. The four schools in the area are the London Nautical School which is a selective single-sex (boys) school which admits from a pan-London geographical catchment, Archbishop Tennison, a Church of England Secondary School, is a selective single-sex (boys), Notre Dame RC School – a selective single sex (girls) Roman Catholic School and [REDACTED], a co-educational school, is some distance away. There are a number of other schools in the wider area, including The Grey Coat Hospital (selective girls), St Saviour's and St Olaves's Church of England School (selective girls) and Westminster City School (boys only).

With the substantial population growth in the south of the borough there will be even more pressure and competition for school places. Our local parents, who

¹ Source: Annual PLASC/ Lambeth CYPS Forecasts

already struggle to find suitable places for their children, are extremely vocal in their fear that this development will further disadvantage them.

A new local, co-educational, secondary school would:

- Deal with the projected shortfall of places in the local area
- Give the Waterloo community a centre of excellence to be proud of
- Create a sense of 'placeness' for the community and demonstrate investment in it
- Reduce competition for places further south in the borough
- Stop local children having to travel by bus and tube to school
- Keep children with their primary school peer groups, thus building their sense of community belonging and helping to erode the present local gang culture
- Enable the development of transition programmes in Y6 and Y7 aimed at preventing a drop in pupil attainment, boosting self-esteem and enabling children to make new friendships.

25% of Waterloo residents come from a high social class; these are more likely to be successful singles and young professional couples. There is a move among young professional families towards staying in the area for primary school, as the local primary provision improves (Johanna, Archbishop Sumner CofE Primary), however Oasis's contact with young families through Johanna Primary, the weekly Oasis Parent/Carer and Baby group "Hullabaloo" and the Oasis Church has shown a clear desire by these families to try to move out of the area because of lack of available quality secondary schooling. Oasis's aim is to keep families local and settled, and to enjoy the experience of 'living here, rather than being housed here. This is a vibrant, dynamic area with a wide variety of leisure, cultural and business opportunities for families and by creating quality secondary provision we can encourage families to stay, and to *want* to live here.

The population is ethnically diverse: 40% are classed as being "White", the largest ethnic group is Black, and there are a higher proportion of Asian and Chinese ethnic groups in this area compared to the rest of the borough. 1/3 of the

borough's population have English as an additional language. Families who are newly arrived to the UK and first generation immigrants have very high aspirations for their children and work very well with Johanna to ensure their child makes good progress. However, their poor command of the English language – both written and spoken – prevents them from obtaining good employment, though they are often highly experienced and qualified in their field.

Many White families living on the area have been reliant for generations on state benefits. They have low aspirations, and do not see the many cultural and social opportunities in the area as being “for them”. The experience at Johanna Primary is that even from these families children come into the nursery with very few social skills, poor concentration and poor vocabulary and spoken English. Once at Johanna, all the children make excellent progress, through our targeted Literacy programme called “*Success For All*”, intervention groups, one-to-one tuition and a broad extended schools offering.

Johanna and other primary schools have established programmes of reading volunteering where a volunteer adult reads with a child on a regular basis. Oasis would seek to continue this in the proposed secondary school to assist children who have low levels of literacy and to promote a life-long love of books. Oasis Youth Workers, already work with a number of local schools offering Transition support to whole Year 6 classes, and on an individual basis with the most vulnerable Y6 pupils, to help with the move to secondary school. By creating an Oasis secondary school in Waterloo, we would seek to ensure that all students make a well-supported and successful move to secondary school, with their peer group and the supportive network of adults they have got to know in primary school, preventing the risks of persistent absenteeism, truancy and a dip in attainment levels.

One simple illustration of the way in which local residents of Waterloo suffer as a result of the lack of investment into the community and their needs is through the shopping facilities available. Waterloo residents on low incomes lack proper supermarket shopping facilities, relying on a number of small convenience shops, independent retailers and a Sainsbury's Local Stores. The prices and the product

range in these stores are fixed for tourists and commuters. (There is also one small Iceland Food Store.) This means their choice of quality groceries is reduced and they are not able to take advantage of the economies of scale that are possible with a large supermarket food retailer. Although the on-going regeneration of Lower Marsh has brought significant improvement to the local area, the retail outlets and many of the market stalls are not used by the local families – once again because of price. These families are forced to travel further afield to buy food from their ethnic and cultural backgrounds at reasonable prices.

The people of Waterloo experience a greater number of health problems than other areas of London. There is a higher incidence of Diabetes, Coronary Heart Disease, Chronic Kidney Disease and Severe Mental Illness. The proposed Oasis Community School would adopt a focus on healthy lifestyles, encouraging the children to eat healthily, take care of themselves and their appearance, and reduce the risk factors which lead to these health conditions in later life. The 2011 Lambeth Community Health and Wellbeing Ward Profile for Bishop's Ward notes that childhood obesity is also a problem with 23% of 10-11 year olds in the Bishop's Ward classified as Obese and another 21% overweight.

Oasis are already working with local families on a project entitled *Family Kitchen* which is a monthly cooking and lifestyle session held at Johanna Primary. A healthy meal is also provided to every participant provided (for a suggested £1 donation) by a fully qualified volunteer chef. Family Kitchen gives families the chance to learn simple, healthy recipes together, whilst those too young to participate are also catered for. Family Kitchen is led by a strong team, with the workshop facilitated by a volunteer with an MA in food & nutrition, whilst other team members have qualifications in dietetics. This is currently open to 15 families each month.

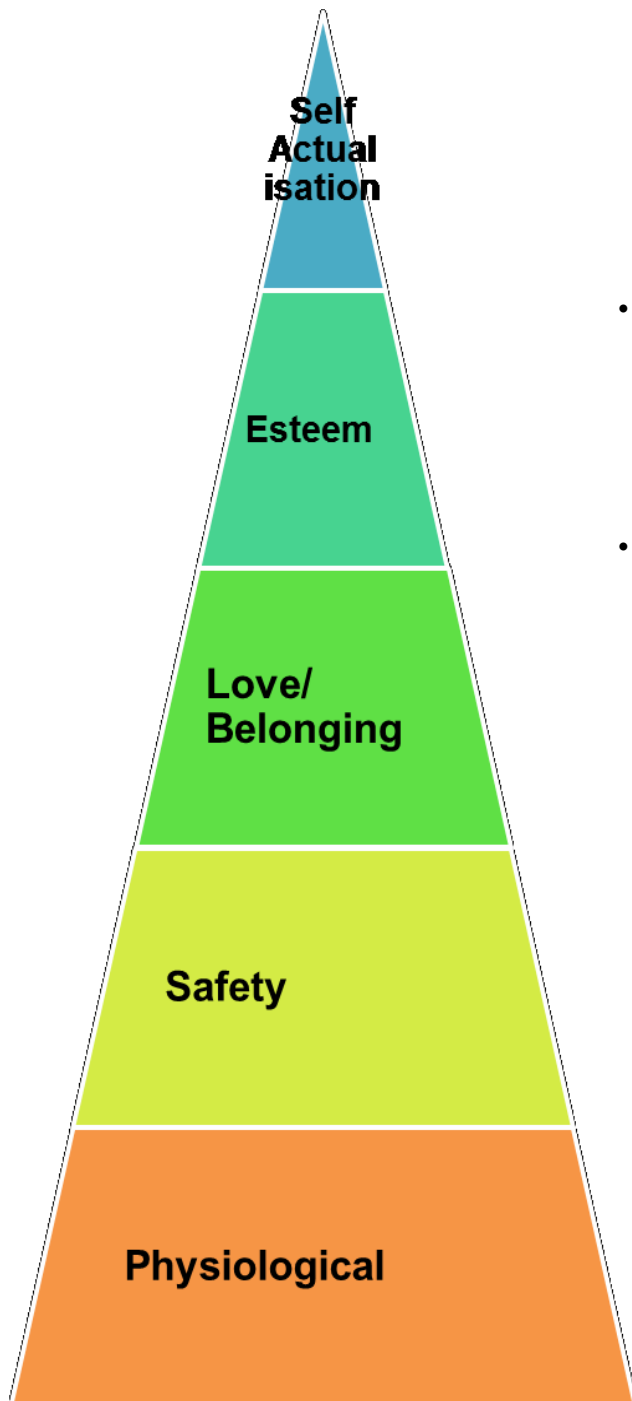
The proposed Free School would provide a point of 'cohesion', helping create community unity by bringing local young people together². The school would also work in partnership with the existing Oasis Youth Intervention Project at St

² Cllr Peter Truesdale, Bishop's Ward, Lambeth – used with permission

Thomas' Hospital which works with vulnerable young people who have been the victims of youth and gang violence and seeks to join them up with local youth support projects in the area for long term intervention.

As a result of the challenges facing many of the young people who will be attending the Oasis Community School Waterloo, Oasis has placed significant importance on ensuring that their most basic needs are met as a foundation upon which to develop skills and qualities for life and employment. Oasis has adapted Maslow's hierarchy to illustrate this principle and this can be seen throughout the vision, curriculum plan and financial plan. For example, the cost of providing a hot meal for every child is included in the financial plan.

Maslow's hierarchy of need



- **Self Actualisation**- Students will be encouraged and equipped to achieve their full potential with a high percentage achieving at least 5 GCSEs at A*-C, including English and maths. Innovative work experience placements will give them the self-confidence, practical skills, and personal attributes necessary to enter the workforce.
- **Esteem** - We will encourage students' individual talents and passions through Oasis' programmes of activities for young people in Waterloo e.g. Hub Athletic football team, Southside Community Radio Station and Studios
- **Love/ Belonging** - Every child will be known by name. They will come into secondary school with their peers from primary school and have the security of these friendship groups. We will encourage parental engagement through targeted family activities and making parents feel at home in this school. Students will be encouraged to play a full part in the Waterloo community through volunteer work and other partnership activity.
- **Safety** - We will undertake a programme of transition work in the feeder primary schools using experienced Oasis Youth Transition Workers. We will ensure students come into our secondary school well prepared and with the emotional and practical toolkit they need to make a smooth transition from local primary schools.
- **Physiological** - We will provide every child with a free hot meal at lunchtime each day, regardless of their financial circumstances. We will also provide a nutritious breakfast for pupils in need.

Oasis's vision is to create a school to which every child can walk, and where they can retain the friendships they have made in primary school.

Oasis's aim is to create a new school in a planned and measured way which will serve the needs of local families, rather than vulnerable children being sent out of the borough, or being educated in unsatisfactory temporary accommodation.

Local families whose children are allocated places at secondary school further afield find the move to secondary school a very anxious time. They are concerned about their children travelling on public transport, whether they will have time to complete homework tasks, and about their children either making new friends or falling in with the "wrong crowd". A local school would make all the difference to these families and allow parents and carers to engage fully with the school curriculum, its community, its facilities and their child's education.

The new school would become an integral part of the Oasis Waterloo Hub, together with Johanna Primary, our St. Thomas; Hospital Youth Intervention Project, the Oasis Centre, the Oasis Church Waterloo and the Oasis Hub Café, the Oasis Higher Education College, the Oasis Debt Advice Centre, the Foodbank and other youth projects such as Southside Radio, Mentoring and Hub Athletic Football teams. The school's leadership team would have a place on the wider Waterloo Hub Leadership team, with the aim of collaborating and sharing best practice across different projects to benefit the Waterloo community.

At December 2010, ONS data shows that 10.3% of working age residents have no qualifications. The Oasis Community School Waterloo will have a strong academic emphasis aiming for the vast majority of our students to achieving at least 5 GCSEs at A*-C, including English and maths. We aim to break the cycle of underachievement and low aspiration in the area and give young people opportunities to be the best they can be.

With regard to post-16 education, the nearest sixth form college is Southwark College. This provides a range of vocational courses including Diplomas and BTECs and caters for all academic abilities. The NL6 – (North Lambeth Sixth Form College) is a consortium comprising of three Inner London schools - Archbishop Tennison,

Charles Edward Brooke and the London Nautical School who deliver a broad curriculum for Sixth Form students.

Grey Coat Hospital School (selective girls) provides a traditional set of subjects in AS/A2, GCE Applied and BTEC format. Lilian Baylis Technology College, which currently only offers 11-16 provision, has announced their intention to set up a sixth form; Notre Dame RC Girl's School do not have any sixth form provision. Our close neighbour, Morley College, provides mostly adult education, however they have approached us as a result of our recent community consultation for the proposed Free School and we look forward to discussing with them the possibility of offering post-16 courses in partnership, and other forms of collaborative working.

In the future Oasis' intention is to consult around developing an off-site post-16 offer targeted at meeting the particular needs and aspirations of our student cohort in conjunction with a number of the many local, world class, business. These will complement the other provision in the local area, while offering our existing students and new entrants to the sixth form an innovative curriculum which meets their needs now, and for the next stage in their lives.

Waterloo – The Employers

Waterloo is the main location for Lambeth's largest employers. The South Bank neighbourhood is also home to multi-national companies but also has high numbers of small and medium-sized businesses. It accommodates 61,500 jobs, with the key business sectors being finance and IT, retail, hotels and restaurants. The area is home to Lambeth's first Business Improvement District, Waterloo Quarter BID, which works with and for local businesses, securing funding to deliver a range of projects in the local area to improve economic performance and the physical environment. This initiative has been very successful, leading to the regeneration of Lower Marsh Market and the group's tenure has been extended to 2016. The South Bank Employers' Group which represents 17 organisations along the South Bank, including Shell, IBM and ITV, has made a significant contribution to the regeneration of the South Bank creating a world-class tourist destination, creating employment and improving the streetscape for residents.

Waterloo is also designated as a Mayoral Opportunity Area which has led to the implementation of investment and regeneration initiatives to offer employment opportunities for local people provided they have the appropriate skills base in demand. New business survival rates have held up in the face of economic recession with 90% still in business after a year. The 2010 Lambeth Business Survey notes that over half of all respondents described themselves as innovative, having introduced new products, services or processes during the last year. The proposed Oasis Community School Waterloo would tap into this enthusiasm for innovation developing young people with an entrepreneurial spirit and a thirst for new ideas and knowledge.

Over the past two years, Oasis has been developing relationships with key partners in the local area. The proposed Free School would benefit from these strong community links and we would seek to engage this local knowledge and expertise on the school's governing body, as well as we look to developing opportunities for apprenticeships for post 16 provision. Please see letters of support for this school in Appendix 4.

- Through our links with [REDACTED] and [REDACTED] at the Old Vic Theatre, a group of students from our academy in Lordshill, Southampton were given the opportunity to perform with leading West End theatre actors. This collaboration inspired our students, but was also important in giving [REDACTED] and [REDACTED] an insight into Oasis' work with young people.
- We are exploring ways to work more closely with Coin Street Community Builders, a thriving social enterprise on the Southbank, and recently invited their [REDACTED] to visit our academy in Coulsdon. They were very impressed to see our work with students and families in this deprived community.
- We are already engaged in partnership working with Christian Aid, which is based in Waterloo, as part of our longer term aim of creating a "charities hub"

in this area, where third sector organisations can share expertise and ideas for mutual and wider benefit.

- We work closely with community action groups WaCoCo (Waterloo Community Coalition) and the Waterloo Community Development Group, attending their regular committee meetings and contributing to their activities in the local community.
- We are also engaged in an active dialogue and partnership with the South Bank Employers' Group and Waterloo Quarter BID, the local business improvement district, working with them to develop local employment opportunities, and Corporate Social Responsibility programmes.
- We enjoy a good working relationship with St. Thomas' Hospital and jointly operate a Youth Intervention project with them, which we are now in the process of looking at developing for greater capacity.

Oasis Community School, Waterloo would be located in one of the UK's most deprived locations and would seek to contribute to the wider work being undertaken by the co-operative council and partners to address some of the endemic social problems. Lambeth's 2011 Report "Local Economic Assessment" notes that there is significant gross workless population in the borough, particularly in Waterloo, and among the female and non-white ethnic groups. The current employment rate is 74%, with 18% of residents reported as economically inactive and 9% of people unemployed. 17% of Lambeth's residents of working age are claiming benefits. Further, Lambeth and Southwark have the highest ratio of young people not in education, employment or training (NEET) at 8.3% and 9.9% respectively. A total of 2490 young people aged 18-24 were claiming benefits, 6.8% of residents in this age band, which is higher than the London average. In Southwark, 235 young people aged 16-24 have been claiming benefits for over one year, 150 of them male - 9.3% of the resident male population.

The number of young people out of work for longer than six months in Lambeth has

shot up by 149% in the last year with Southwark's total jumping by 100%. Figures released this week show there are now 12,125 people in Lambeth and 11,125 in Southwark chasing every job vacancy. In December 2011 there were just 1184 vacancies available to job seekers in Lambeth and just 1500 in Southwark. Waterloo has an above average number of people with very low levels of basic skills.

A report by Ancer Spa (2010) quoted in Lambeth's 2011 Local Economic Assessment describes the barriers preventing young people from moving into training or employment. These are:

- Skills gaps in literacy, numeracy and practical skills required within the workplace.
- Poor educational achievement preventing access to, or aspirations towards traditional learning.
- Confidence due to a lack of exposure to either a workplace or a college or a university.
- A lack of employer contacts and placement opportunities through schools.
- A lack of role models and/ or little parental encouragement
- It says "the future provision of a programme to link FE and Higher Education Institutions to employers to provide opportunities for young people to understand and experience work is uncertain".

The Lambeth Business Survey 2011³ notes that 25% of business respondents reported a gap in workforce skills. Likewise it reported a higher than average percentage of young people who experience recruitment difficulties. Over two-fifths of respondents to Lambeth Business Survey had considered being involved in an Apprenticeship scheme, but over half stated they need considerable support with this. The survey showed that they have significant skills shortages and gaps principally in specialist roles and that specific qualifications and certificates would be helpful in addressing these problems. 50% of respondents stated that they would welcome the possibility of a knowledge transfer partnership with an educational institution.

Our vision for making the students of the Oasis Community School, Waterloo employable would seek to address these gaps. To that end, we have begun talking to local employers, Waterloo Quarter BID and the South Bank Employers' Group and, we hope that as this proposal moves to business planning stage, will seek to develop a sustainable, purposeful work experience programme in Key Stage 4, where young people are embedded into local businesses, leading to apprenticeships in their post-16 years with either a job at the end, or employer sponsorship through higher education to help the student achieve their full potential.

It is our aim that every Oasis student will be provided with a professional mentor who will give them the encouragement, skills and guidance necessary for them to succeed and enjoy their time at school and in the workplace, widening their horizons and raising their aspiration. The UK Commission for Employment and Skills (UKCES) evidence review notes that informal recruitment channels are increasing particularly in these austere economic times. Oasis's aim, in this community, where there is no old school tie network and children do not have the personal connections to access quality work experience and internships is to provide children with a network of employers who will present them with opportunities to work.

We have consulted with local employers and Waterloo Quarter BID who have told us that there is a significant lack of suitably qualified applicants in the fields of hospitality and health care – two of the local area's largest employer categories. Guys and St Thomas' NHS Trust and the biggest hotel in London, the Park Plaza Westminster Bridge, are local but are forced to look to beyond the locality to fill their vacancies due to the local shortage of skills. In December 2011, 70% of local vacancies were in hospitality and catering but many remained unfilled due to a skills shortage, or went to overseas applicants. The UKCES review also notes that employers accord greater weight to generic skills such as attitudes, motivation, and flexibility rather than qualifications and that many young people have difficulty demonstrating they possess these soft skills. Oasis would develop and expand its successful Hub Mentoring programme into the proposed Oasis Community School Waterloo, ensuring that students understand the importance of good personal hygiene, personal time management and self-discipline, open body language, eye contact,

politeness and good manners.

Oasis has a track record in working with vulnerable young people, preventing them from becoming NEET and engaging them in programmes of activity to boost their confidence and self-esteem. Just one local example is that of a male young person who has been a persistent truant. Oasis have agreed to assist this student with coursework sent to his mentor (an Oasis volunteer) by the boy's school and have agreed that he may volunteer (with a small stipend paid by Oasis) in the Oasis coffee shop, on the basis that he also attends school on the other days and completes his assignments. Oasis also engages with many other NEETS through its Hub Athletic Football programme which builds skills and self-confidence through football.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12								
Year 13								
Totals		120	240	360	480	600	600	600

Section D: Education plan – part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

The curriculum will be underpinned by the following:-

1. Our belief that the school's students, parents and community will become the next generation of 'advocates' for the vision, ethos and values of the school. To this end, through the curriculum we will create and deliver educational experiences that are enjoyable' and 'rewarding' so that they raise the self-esteem and aspirations of our students, their families and, ultimately, the communities we serve and support.

2. The refusal to accept that deprivation and disadvantage are insuperable barriers to inclusion and attainment. To this end, there will be a relentless focus on achievement and attainment, delivered through an innovative, creative and engaging curriculum that powerfully demonstrates how the knowledge, skills and understanding acquired through the students' learning relates to the 'real world' in which they live, learn and work so that they become employable and improve their social mobility.

The curriculum will cater for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally so that our students become well rounded and emotionally mature individuals who are confident in their unique abilities, skills and qualities

The broad and balanced curriculum at the school will be supplemented by the broader learning opportunities that will exist through the Oasis Waterloo Learning Hub for the entire community. In this way, students will have their aspirations raised to unlock their potential.

A report by Aker Spa (2010) quoted in Lambeth's 2011 Local Economic Assessment describes the barriers preventing young people from moving into training or employment. These are:

- Skills gaps in literacy, numeracy and practical skills required within the workplace.

- Poor educational achievement preventing access to, or aspirations towards traditional learning

The curriculum will be the vehicle through which the school will be able to achieve two key aspects of its vision, namely:

- a school where all young people can be the best they can be, with the vast majority attaining 5 or more GCSEs at A* to C including English and maths.
- all students leaving with the skills and qualities to be employable.

In this way, we will support our students to fill the skills gaps that will lead to improved outcomes for them and their community.

In short, the curriculum will equip young people to 'learn to learn' at Key Stage 3 and then, at Key Stage 4, provide them with qualifications that will lead to economic wellbeing so that they can 'learn to live' 10.3% of working age residents in the area have no qualifications and we intend to ensure that our students will not add to these statistics. Through the curriculum we will also actively seek to develop positive emotional, social and employability skills and qualities which are in demand by employers especially those based locally. We want the pupils to be able to successfully operate in a professional environment; to dress smartly, communicate effectively, look colleagues in the eye and smile, have effective social skills and etiquette and be presentable. Local employers in Waterloo have told us that while there are many opportunities for young people to work and thrive locally, either they do not apply, or, when they do, they lack the requisite skills and qualities that these employers seek and we want the curriculum to prepare our students to meet employers' needs.

The acquisition of these vital skills and qualities, hand in hand with qualifications, will enable the young people in our care to secure their economic wellbeing. In addition, we want our students to learn about what constitutes a healthy lifestyle and then equip them with the decision making skills that will lead to them adopting such a lifestyles whilst at school and throughout their future lives. The people of Waterloo experience a greater number of health problems compared with other areas of

London. There is a higher incidence of Diabetes, Coronary Heart Disease, Chronic Kidney Disease and Severe Mental Illness. Childhood obesity is also a problem with 23% of 10-11 year olds in the Bishops Ward classified as Obese and 21% are overweight. Oasis is already working with local families on a project entitled *Family Kitchen* which is a monthly cooking and lifestyle session held at Johanna Primary School. We want our students play a part in reversing the greater incidence of health related problems in Waterloo.

The school's curriculum will explain to students why it is that what they learn matters and why what they learn is worth studying. We will teach our young people how to make connections between what they learn so that there is a holistic approach which is made relevant to their own experiences and which will make engagement with learning something worthwhile doing from the students' perspective

Learning will be organised and delivered to ensure that the school's vision, ethos and aims are achieved both at Key Stage 3 and 4:

- Students' enjoyment and commitment to learning will be such that they want to learn rather than feel they 'have to' learn
- What students learn and the skills and qualifications they acquire will be relevant to their strengths, interests, experiences, needs and aspirations.
- We will we will challenge and stretch the students well beyond their perceived limitations
- We will seek to reduce all barriers to learning by identifying risk factors for individuals and groups.
- Students will be encouraged to take risks and to learn from their mistakes
- The school will develop a collaborative partnership with its learning partners, including local businesses, FE colleges and HE organisations to provide a number of pathways to ensure that essential competencies and skills are embedded through 'real-life' learning opportunities
- Students will develop their potential in the functional knowledge and skills of English, maths and ICT and will be able to apply their learning effectively in a range of contexts particularly in an employment context

- Students will use ICT so that learning is innovative and provides connections with other learners locally, nationally and globally
- Students will develop an ability to participate effectively in all aspects of the curriculum and the world of work
- We will develop students' independent enquiry and reflective thinking
- We will develop students' problem-solving skills, and ability to think creatively
- We will develop the self-confidence and self-assurance that students need to manage themselves and interact with people in 'all walks of life'
- We will create learning contexts which will provide students with a practical application (the idea of learning by doing)
- Our students will be given the opportunity to be creative, innovative and enterprising
- Our students will be able to manage themselves and be able to form and maintain worthwhile and supportive relationships
- Our students will be able to work in teams and develop team work
- Our students will be taught to cope with change and adversity
- Our students will be offered clear, relevant and motivating access to FE, HE and employment using a range of blended opportunities leading to nationally and internally recognised qualifications
- Our students will be taught to develop and maintain healthy lifestyles
- Our students' leadership and management skills will be developed

The learning programme of each individual will be carefully constructed to suit the individual's ability and preferred learning style. During our consultation with students they told us that their preferred foci for learning were GSCE and A-level Exams and employment-based exams.

We will ensure that the curriculum is broad and balanced by ensuring that schemes of work will deliver the national curriculum and will also reflect the eight Gardner Matrix intelligences (verbal/linguistic, logical-mathematical, musical/rhythmical, bodily-kinaesthetic, spatial-visual, interpersonal, intrapersonal and spiritual).

Curriculum mapping, modelling and design will ensure that the intelligences are built into the curriculum at Key Stage 3 so that all young people irrespective of ability, aptitude and needs will experience learning opportunities to develop them. Each scheme of work will identify the intelligences that students will have to exhibit in order that teachers can assess the extent to which they are acquired.

'Assessment for Learning' will be embedded into the work of the school so that quantitative and qualitative data will exist to give an accurate profile of every student's achievement and attainment. This will determine a Personal Learning Plan. Our ICT system will allow instant access to each student's profile and collate key information for all students about how well the school is performing in achieving its ambitions and what it needs to do to improve the quality of the education it provides.

Curriculum

Key Stage 3

The Key Stage 3 curriculum will take account of the programmes of study and the styles of learning experienced at the students' primary schools and build on prior attainment so that their learning is progressive. The advantage of initially having a Year 7 cohort only is that the staff can totally focus on ensuring that learning for this group of students is not lost on transition and that vulnerable students are not disadvantaged by the move to secondary school.

We envisage that there will be a Key Stage 3 curriculum that delivers discrete subject areas in the curriculum models below.

Pathway

One

	1	2	3	4	5
M	En	Ma	Sc	R	RE
T	En	Ma	Sc	EA	EA
W	En	Ma	Ge	R	Hi
T	En	Ma	Hi	EA	EA
F	En	Ma	Ge	PE	PE

Pathway

Two

	1	2	3	4	5
M	En	Ma	Sc	MFL	RE
T	En	Ma	Sc	EA	EA
W	En	Ma	Ge	MFL	Hi
T	En	Ma	Hi	EA	Sc
F	En	Ma	Ge	PE	PE

Pathway Three

	1	2	3	4	5
M	En	Ma	Sc	MFL	RE
T	En	Ma	Sc	EA	EA
W	En	Ma	Ge	MFL	Hi
T	En	Ma	Hi	EA	Sc
F	En	Sc	Ge	PE	PE

The delivery of the national curriculum will provide breadth and balance but a wider set of learning experiences delivered through 'enhancement' and 'enrichment' activities beyond the timetabled 'core' day through the work of the Oasis Waterloo Hub will make the students' learning broader and more balanced.

Following the first Year 7 cohort in 2013-14, we would want the curriculum to present the flexibility for a two year KS3 and a three year KS4.. We will look to boost achievement in the vital core areas of English and maths.

As future cohorts join the school, students will be able to achieve success in accredited courses and examinations when they are ready to do so and the curriculum will be developed so that Key Stage 3 could be completed in two years, thus allowing a greater depth of study at Key Stage 4. Over time, vertical grouping will become the norm at the school and accelerated learning will be encouraged and supported as part of our approach

When the Year 8 cohort joins in 2014 the school will move towards creating vertical arrangements with learners from each year represented in a number of small academic mentoring groups. The benefit for the school will be in terms of community cohesion where older learners support the younger. In addition, this form of grouping will allow learners to progress along learning pathways at rates appropriate to their ability rather than age. This is consistent with the wider Oasis vision of supporting Individual needs and distributing the leadership of learning and will help to create a 'family' ethos. The aim is to raise aspirations and encourage leadership by the older learners of the younger learner's welfare and progress. As the school grows and staffing increases the groups will be supported by a range of staff in the school, including learning support assistants and teaching assistants. These communities will be overseen by Progress Leaders who have responsibility for pastoral and academic oversight of learner progress.

The intention is also to move the school to a fully vertical tutoring system. The vertical system will ultimately see tutor groups made up of students from years 7 8, 9 10 and 11. The benefits of a vertical system are:-

- it prepares the ground for stage not age teaching This will allow students to progress through the curriculum based on their ability and readiness to access the curriculum and is a powerful way of personalising learning. As vertical grouping develops it will be desirable to allow stage not age teaching to improve

the efficiency and options available to students and further meet all students' needs.

- It provides a support structure at key transition points. Vertical tutoring offers the opportunity for all students to discuss any transition point with a student who has already been through it. We believe that this will be seen most clearly in the support Year 10s offer to Year 9s when it comes to GCSE choices. Of course, with stage not age learning, progression through the transition points will become more fluid and vertical tutoring is one of the only ways of offering this support for these learning progressions

The school's Key Stage 3 curriculum will prepare students for success so that it is possible for the vast majority of them to achieve, as a minimum, 5 or more GCSEs at *A-C including English and maths and to achieve the measure of the English Baccalaureate, with an aim that results will be markedly higher than the national average.

To that end, the curriculum at Key Stage 3 will place particular emphasis on English and maths (approximately 40% of core time) This percentage is to respond to the low level of literacy amongst both pupils and their families which is the most significant challenge to be addressed in the first year of the school. The high numbers of children and their families who are early stage learners of English adds to this challenge. It will also be important to support parents and children by providing opportunities to learn English via translators, where appropriate, to make the school and learning accessible for the whole community

The Three Pathways curriculum model will:

- raise the standards in literacy and numeracy across the school. We want to build on the existing targeted Literacy programme called '*Success For All*', that Johanna and other primary schools have established with volunteering being at part of its offer. A volunteer adult reads with a child on a regular basis. Oasis would seek to continue this in the proposed secondary school to assist children

who have low levels of literacy and to promote a life-long love of books.

- address the low levels of literacy on entry. We will work with our partner primary schools and in line with our vision for the school, to ensure that all students make a well-supported and successful move to secondary school with their peer group, hence preventing the risks of persistent absenteeism, truancy and a dip in attainment levels.

The pathways would differentiate the provision at entry and as the students' progress in line with their needs.

A key advantage of the pathways model is that it will facilitate the staff in providing leading edge literacy and numeracy intervention at the point of entry for those most in need and continue that into Year 8 and 9 if necessary

The three focussed KS3 pathways will allow the school to boost the outcomes for students in the higher ability range, preparing them for applications to the best colleges and Universities.

There will be requirement for teachers to offer an enrichment activity and or opportunities for the students to be mentored at the end of the school day. This is designed to increase the range of topics students can study, improving students' enjoyment and improving attendance and their self- esteem by giving them further chances to take part in activities in which they have an affinity and are therefore more likely to succeed.

Year 7 & 8 Learning Pathways

In Year 7 and 8 there will be three distinct pathways for students.

Pathway One – Reading ages significantly below chronological

In Year 7, those with the lowest levels of attainment will be provided with a full time primary trained teacher and teaching Assistant in small groups of no more than 15, called Bridge groups .Leading edge literacy and numeracy intervention will be provided for at least one hour per day.

In Year 8, certain members of the Bridge groups who have progressed rapidly will be placed onto Pathway two. For those who still require extra intervention a Bridge class will be available with a primary trained teacher 60% of the time for English, Maths and Humanities. Intensive Literacy and Numeracy intervention will be mixed with a more standard KS3 Maths and English curriculum.

Pathway Two – Reading ages at or below chronological

In Year 7 pathway two will be provided with a primary trained teacher for 60% of their lessons covering English, Maths and Humanities. Intensive Literacy and Numeracy intervention will be mixed with a more standard KS3 Maths and English curriculum.

In Year 8 pathway two will follow a standard curriculum with secondary trained teachers.

Pathway Three – Reading ages securely above chronological

In both year 7 and 8, pathway three will follow a standard curriculum with secondary trained teachers.

Key features of the Key Stage 3 curriculum will be as follows:

- each school day to have an "enrichment period"
- to ensure the best possible chance of success, particularly English and maths, the curriculum will include work at GCSE level to introduce students early to GCSE standard;
- the curriculum is designed to provide a solid foundation to achieve the English Baccalaureate measure
- history and geography to prepare students for KS4 and the English Baccalaureate;
- RE will develop the students' discussion and presentation skills. We will teach

SACRE and not teach creationism.

- integrated into the curriculum will be the acquisition of social skills, resilience skills and employability skills and qualities;
- physical education will include a focus on how students can adopt healthy lifestyles. Dance will be delivered as part of the PE curriculum by the PE Department;
- ICT will be delivered across the curriculum rather than as a subject in its own right in stand-alone lessons.
- Art, D&T and Music will all be delivered across the curriculum lead by the Production Arts Faculty across a range of activities throughout the year culminating in productions incorporating these subjects.
- Drama will be delivered as part of the English curriculum.
- Personal Health and Social Education and citizenship (PHSE&C) will be delivered across the curriculum
- All students will study Spanish to the end of Key Stage 3 with the exception of those students whose basic skills are such that they need additional catch up and intervention work.

The Key Stage 3 curriculum will be delivered through a 25 period week. Further opportunities will be provided for enhancing learning through enrichment at the end of each day.

Curriculum Key Stage 4

The three focussed KS3 pathways will result in five pathways at Key Stage 4. It will allow the school to meet the needs of the full range of ability.

Pathway O

	1	2	3	4	5
M	En	Ma	Sc	R	RE
T	En	Ma	Sc	EA	EA
W	En	Ma	Ge	R	Hi
T	En	Ma	Hi	EA	EA
F	En	Ma	Ge	PE	Games

Pathway A - 3 Year KS3

G1	1	2	3	4	5
M	En	Ma	Sc	MFL	RE
T	En	Ma	Sc	EA	EA
W	En	Ma	Ge	MFL	Hi
T	En	Ma	Hi	EA	Sc
F	En	Ma	Ge	PE	Games

Pathway S - 2 yr KS3

G1	1	2	3	4	5
M	En	Ma	Sc	MFL	RE
T	En	Ma	Sc	EA	EA
W	En	Ma	Ge	MFL	Hi
T	En	Ma	Hi	EA	Sc
F	En	Ma	Ge	PE	Games

Pathway I - Ebacc

G1	1	2	3	4	5
M	En	Ma	Sc	MFL	RE
T	En	Ma	Sc	EA	EA
W	En	Ma	Ge	MFL	Hi
T	En	Ma	Hi	EA	Sc
F	En	Ma	Ge	Sc	PE

Pathway S² - Ebacc (+A2)

G2	1	2	3	4	5
M	En	Ma	Sc	MFL	RE
T	En	Ma	Sc	EA	EA
W	En	Ma	Ge	MFL	Hi
T	En	Ma	Hi	EA	Sc
F	En	Ma	Ge	Sc	PE

Years 9 to 11

All students will make guided choices in year 8 to begin KS4 at the beginning of Year 9. The guided choices will be determined by their average point scores in the given subjects.

Years 9 to 11 will be offered a guided choice of three pathways, referenced using the letters in the OASIS name illustrated in the detail and table below. These pathways will offer different levels of outcomes which offer students the chance to gain accreditation in line with their preferences and academic ability. Both pathways I and S² will allow students to gain the English Baccalaureate measure while pathway S² is specifically aimed at those students with the highest ability.

Pathways, learning about work and apprenticeships – Our Ambitions

By 2016 when the Year 7 cohort will have reached Year 10 we may have to review the plans we have at this stage for the range of qualifications that we would want to offer. The qualifications that have currency now may well change by 2016, however, we would ideally want some of the courses we offer to combine working with studying about a job and would emerge from the school's partnership working with employers and local training providers. We would ideally want the qualifications we offer to lead to some form of apprenticeship or similar but certainly employment opportunities that exist in the local economy in order that our students could gain access to them.

Pathway O

Students following pathway O will complete a three year KS4 in which they will complete a Maths and English GCSE and a BTEC science qualification. They will also complete an accredited PE course and will study RE to meet national requirements. For all students studying RE we will teach SACRE and not creationism.

Students will have the opportunity to apply their vocational learning in a meaningful placement with an employer for one day a week.

Pathway A

Students following pathway A will complete a three Year KS4 in which they will complete a Maths, English and double Science GCSE and will study PE and RE to the required level. They will be required to choose two BTEC and one GCSE option from those offered.

Pathway S

Students following pathway A will complete a three Year core KS4 and two year option KS4. They will complete a Maths, English and double Science GCSE over three years. They will study PE and RE to the required level. In Year 9 and 10, they will be required to choose one BTEC and two GCSE options from those offered which they will sit at the end of Year 10. In Year 11, students will choose two further courses, either standard GCSE or an enrichment course.

Pathway I

Students following pathway I will complete a three Year KS4 in which they will complete a Maths, English, double Science, MFL and Humanities GCSE. This constitutes those subjects required for the English Baccalaureate. They will study PE and RE to the required level. They will be required to choose one further GCSE in Year 9 which complete in Year 10 and then a further course in Year 11, either a standard GCSE or an enrichment course.

Pathway S²

Students following pathway S² will complete a two Year KS4 in which they will complete a Maths, English, MFL and Humanities GCSE. They will complete a three year triple science GCSE. They will study PE and RE to the required level. They will be required to choose one further GCSE in Year 9 which complete in Year 10 and then a further two GCSEs in Year 11, either standard GCSEs or an enrichment course.

For English, those who are unlikely to achieve at least grade 'C' at GCSE, Functional Skills will be taught. For maths those who are unlikely to achieve at least grade 'C' at GCSE Functional Skills will be taught.

Pathway	Key Features	Outcomes
Pathway	Key Features	Outcomes
0	Vocational and life skills focus	GCSE English and Maths, BTEC science. Students will have the opportunity to apply their vocational learning in a meaningful placement with

		an employer for one day per week. COPE, a college course and an accredited PE qualification
A	Focus on vocational qualifications	GCSE English, Maths and double Science, 2 BTECs, 1 further GCSE
S	Improved GCSE accreditations	GCSE English, Maths and double Science, 4 further GCSEs & 1 BTEC or enrichment opportunity
I	English Baccalaureate certificate (Ebacc)	GCSE English, Maths, double Science, Spanish, a Humanity & 1 further GCSE
S ²	EBacc with top qualifications and enrichment opportunities	GCSE English, Maths, triple Science, Spanish, a Humanity & 3 further GCSEs or enrichment opportunity

Key Stage 3 and 4 Curriculum and employability skills and qualities

Throughout Key stage 3 and 4 we will also actively seek to develop positive social skills, qualities and competencies which are in demand by employers.

The acquisition of these vital skills and qualities, hand in hand with qualifications, will enable the young people in our care to secure their economic wellbeing.

We will devise schemes of work to develop these aspects of the students' development. Heads of Department will be expected to plan for and assess the students' development

The ethos of the school will be strengthened by focusing on self- management and the skills of projecting oneself, developed through a skills and employability curriculum assessed through a student Employability Portfolio built up over the students' 5 years. Through the process of learning, students will be encouraged to:-

- Develop your skill and traits
- Communicate well
- Be creative
- Practice and apply optimism and belief in yourself
- See your potential for achievement and employability

Oasis would develop and expand its successful Hub Mentoring programme into the proposed Oasis Community School Waterloo, ensuring that students understand the importance of social skills and etiquette, open body language, making eye contact and good manners.

The following three key areas of development will be prominent in the curriculum:-

Social skills and emotional intelligence

By improving students' skills and emotional intelligence, we will improve their access to education. To this end, we will develop students to become successful young people by focusing on their need to communicate effectively. This programme will be focused on language acquisition and communication. We will assess these skills and report them to other colleagues, students themselves and their parents, using sophisticated software packages through a 'fit for purpose' 'user friendly' I.C.T. network.

Resilience Skills

We will identify the range of skills, personal qualities and attributes which will be necessary to build up the kind of resilience needed to overcome any potential barriers to learning whether they are academic, personal or social.

Employability Skills and Qualities

Key conversations have been held with a number of the South Bank Employers' Group about the proposals for the school and excellent feedback has been received particularly employers expressing an interest in being involved in the school's plans and development. [REDACTED] has asked Oasis to present their Free School proposal to its Board.

50% of respondents to 'The Lambeth Business Survey' stated that they would welcome the possibility of a knowledge transfer partnership with an educational institution.

Shell has expressed an interest in the project, as have smaller businesses within the WaCoCo group the Waterloo Quarter BID, and the local Business Improvement Group which represents small and medium-sized enterprises in the area.

As our Free School proposal develops, we intend to develop a sustainable, purposeful work placement programme in Key Stage 4, where young people receive rewarding and transferable experiences from working with local businesses. Our ambition is that the students would benefit from applying their learning in the work place and adopting the disciplines of the workplace. We will explore the possibility of employers sponsoring some our students through to higher education to help them achieve their full potential.

Employers are telling us that the school system is failing to nurture the behaviours that make young people employable. We will therefore work collaboratively with local employers to identify employability skills and introduce role models from all walks to all aspects of school life, in the curriculum and in other enhancement and enrichment activities outside of the core day. We will also involve employers in joint curriculum planning to teach, develop and assess the skills. We will develop 360 degree assessment. CVs will be produced from Year 7 onwards to ensure that students begin to recognize the skills and how to develop them. An Employment Skills and Qualities Portfolio will be built up over time for each student

We have consulted with local employers who have told us that there are a lack of suitably qualified applicants in the fields of hospitality and health care – two of the area's largest employer categories. Guys and St Thomas NHS Trust and the biggest hotel in London, the Plaza, are local but look to outside the area to fill their vacancies due to a shortage of skills. In December 2011, 70% of local vacancies were in hospitality and catering but many remained unfilled due to a skills shortage, or went to overseas applicants. We want our curriculum to equip our students to close the gap in the local skills market.

The development of an Employability Matrix for our students is one of the ways in which we can prepare our students for the world of work

This matrix will be developed for each student through specific subjects to record

skills, qualities, and competencies relevant to their employability. The curriculum over the five years will be planned so that students can learn and develop these and apply them to real work settings.

We will aim to ensure that all students have an entitlement to a curriculum that will equip them with the skills, competencies and qualities for employability.

The placement in real life work contexts will create:

- learning aimed at developing students' communication and problem solving skills
- learning that promotes the self-confidence and self-assurance that will make students employable. The contexts will provide students with a practical application (the idea of learning about employability by doing)
- learning environments in which students will be encouraged to take risks and to learn from their mistakes in relative safety and with support;
- empowered young people who are confident, positive, creative, motivated and enterprising in the application of their learning;
- extensive use of mentors from the business community to support personal and employability development.

Coaching and Mentoring

Coaching and Mentoring will feature significantly in the approach to student development and employability. Every student will be provided with a mentor. Staff will act as mentors and be responsible for developing students' softer skills and emotional intelligence. Once vertical groups are possible as a greater number of year cohorts join the school, the students themselves will be encouraged to adopt leadership roles and contribute to the school's coaching and mentoring ethos.

Extended/Enriched Curriculum

All students will want to become involved in aspects of the extended curriculum and we intend that there will be a wide range of choice. The opportunities available will include clubs, societies and organisations, plus many of the following:

- A range of school competitions, sporting and non-sporting

- Community Service – locally, nationally and including international projects associated with the wider Oasis family
- Business and Enterprise opportunities such as Young Enterprise
- Science and Technology opportunities such as Young Inventors
- Duke of Edinburgh Award Scheme
- Outdoor activities
- First Aid
- Baby- sitting skills
- Food hygiene and food and nutrition qualification
- Sports and community leadership
- International Links
- Students will join with the wider Oasis student population at the Oasis Student Leaders' National Conference. This involves a visit to the Houses of Parliament, meeting local MPs and debating and presenting on a current news topic.
- Oasis also holds an Annual Awards event where students are entered for a series of awards and the entries are judged from all of the Oasis Academies and celebrated achievement.

These experiences will provide many opportunities to add to the students' Employability Portfolio

Section D2

The School Year

The School's term dates will run in line with local education authority's term dates to avoid issues during holiday periods for parents/carers with children at different schools. The school day will be extended. The Waterloo Hub will provide many opportunities for students to involve themselves in learning, activities and community and charity work

Initially the Academy will run a three term year. This is in line with the views of the parents expressed through the consultation process.

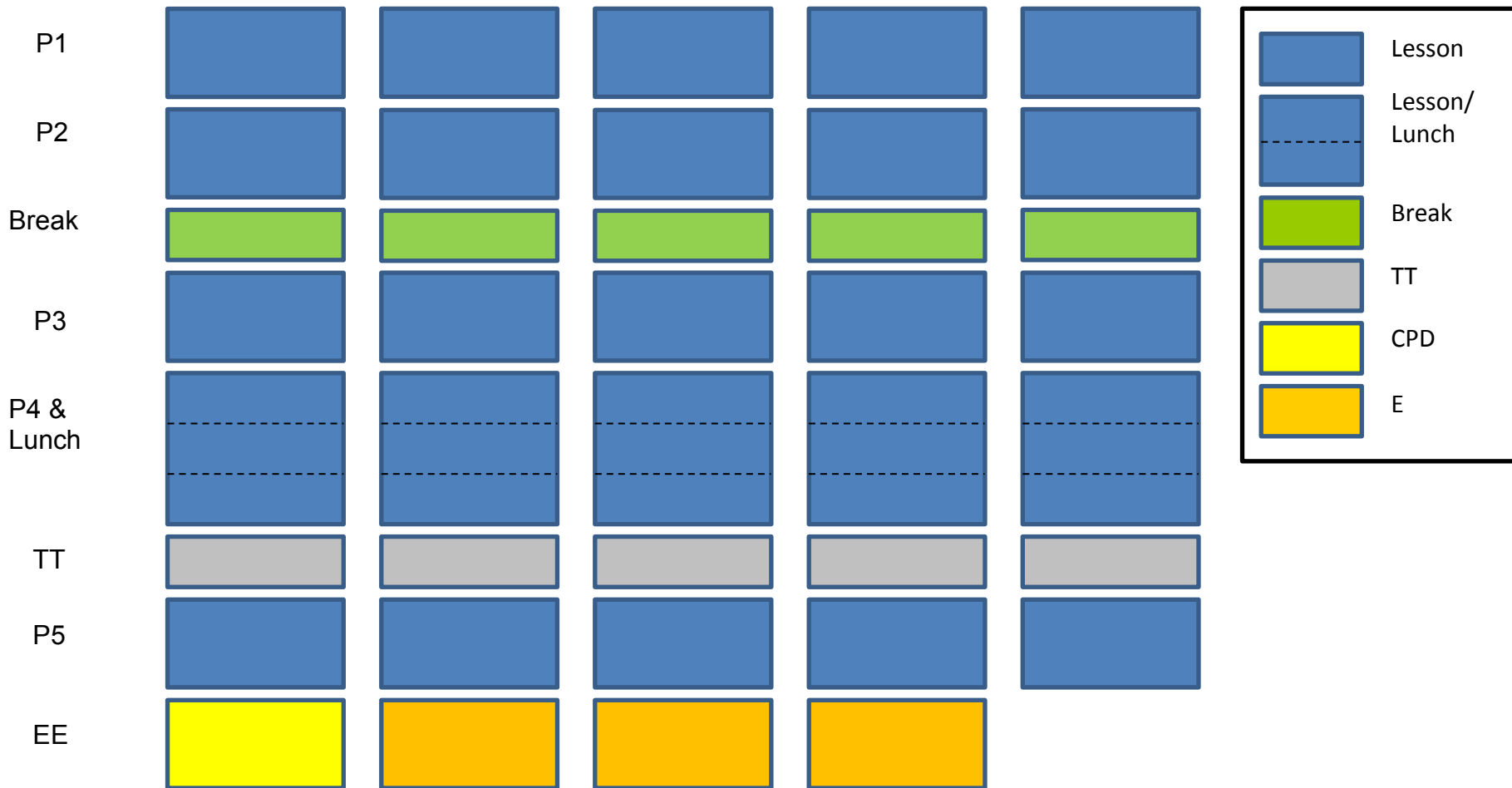
The School Week

A core entitlement of a 5-day week is proposed. This too is in line with the views of the parents who expressed a view during the consultation process. As part of the extended school service offer the school will work to develop a programme of additional activities to include out-of-hours learning and enrichment opportunities.

The School Day

We intend the model for the day to look as follows:

Timetable for the School Day



Lunch will be taken as part of period 4 in 30 minute rolling slots as follows:

First 30 min	Years 8 & 10
Middle 30 min	Year 7
Last 30 min	Years 9 & 11

The school would have 60 minute lessons. This is to create pace in lessons. The day will start at 8.30am.

The Year 7 Cohort in 2103 will be 4 FE organized into 5 tutor groups of 24 students. For teaching and learning, the five tutor groups will also be organized into 5 groups of 24 with some provision to create smaller groups targeted for additional intervention support.

The intention is also to move the school to a fully vertical tutoring system. The vertical system will ultimately see tutor groups made up of students from years 7, 8, 9, 10 and 11. The benefits of a vertical system are:-

- it prepares the ground for stage not age teaching This will allow students to progress through the curriculum based on their ability and readiness to access the curriculum and is a powerful way of personalising learning. As vertical grouping develops it will be desirable to allow stage not age teaching to improve the efficiency and options available to students and further meet all students' needs.
- It provides a support structure at key transition points. Vertical tutoring offers the opportunity for all students to discuss any transition point with a student who has already been through it. We believe that this will be seen most clearly in the support Year 10s offer to Year 9s when it comes to GCSE choices. Of course, with stage not age learning, progression through the transition points will become more fluid and vertical tutoring is one of the only ways of offering this support for these learning progressions

Section D3

SEND (Special Educational Needs and Disability)

Context - Oasis is Inclusive

Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each school community.

Oasis is committed to providing an environment which is open to all and specifically recognises and meets the requirements of those who need extra or special support for learning. Our focus will always be on how we create and sustain an inclusive community.

The school will promote mutual respect and understanding and deliver an effective education for all its students. The provision for children with SEND will be underpinned by the belief that **Every Person Matters**. Consequently, all young people would be equally valued and the school would strive to promote equality of opportunity and outcomes.

The guiding principle which would inform the school's practice is that students with SEND are given equal opportunities with their peers to fulfil their academic and personal potential and are helped to feel worthy and important members of the wider community.

The school's definition of special educational needs is:-

- A learning difficulty where a child has a significantly greater difficulty in learning than most children of the same age
- A disability, which needs different educational facilities from those that schools generally provide for children of the same age in our area
- SEN provision is when the provision is additional to or different from that made for the child's peers

The school would recognise that young people with SEND could have difficulties with one or more of:

- Cognition and Learning;
- Communication and Interaction;
- Behaviour, Emotional and Social; or
- Sensory and/or Physical

The school would ensure that it fully complies with the requirements of the Education Act 1996, the SEND Regulations, the SEND Code of Practice 2001, Disability Discrimination Act 1995 and 2005, SEND and other statutory guidance are implemented effectively so that:-

Every student with special educational needs:-

- is fully included in school life regardless of their particular special educational needs;
- is a successful learner
- is supported to learn at a pace appropriate to their abilities and development;
- has their strengths and capabilities recognised and valued and any additional needs supported, whether these are social, behavioural, physical, medical, emotional or academic; and
- has the maximum opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution
- achieves economic wellbeing.

All those supporting SEND students have suitable training so that they can set suitable learning challenges, respond to students' diverse learning needs and are able to analyse potential barriers to learning and assessment.

The Principal and his/her leadership team would:-

- ensure that the necessary provision is made for any student who has SEND;
- determine the role of the SENDCo in relation to the leadership and management of the school. Initially the role of SENDCo would be in the remit of one of the senior leadership. As the school grows we would look to appoint a dedicated SENDCO who would have overall responsibility for this vital area;

- determine the key responsibilities of the SENDCo and monitor the effectiveness of the SENDCo in undertaking those responsibilities;
- make sure that all staff are aware of the importance of identifying and making provision for students with SEND;
- make sure that parents are notified of a decision by the school that SEND provision is being made for their child;
- make sure that students with SEND are able to access the curriculum and the activities of the school together with students who do not have SEND, so far as is reasonably practical. Factors that may come into consideration are whether the activities are compatible with the student receiving the SEND provision; the efficient education of the students with whom they are educated; and the efficient use of resources;
- make sure that students with SEND are made known to all staff who are likely to teach them;
- ensure that support is specific and appropriate;
- ensure that all staff work towards the improvement of literacy and numeracy standards in the school;
- ensure that all support services which are available are deployed and managed effectively;
- help students with behavioural difficulties to work to improve their behaviour;
- ensure that all staff are aware of the SEND policy of the school and work appropriately with all SEND children;
- have regard to the SEND Code of Practice when carrying out its duties toward all students with SEND;
- ensure that there is a successful partnership between parents and the school in relation to individual student needs;
- report to parents on the implementation of the school's SEND policy; and
- consult the local authority and governing body of other local schools, when it seems to be necessary or desirable so as to co-ordinate SEND provision in the local area

Implementation

In line with the requirements of the SEND Code of Practice (2001).The school will

adopt a common and graduated approach to identifying, assessing and providing for students' special educational needs. The approach is a model of action and intervention to help students who have SEND make good progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that, where necessary, specialist expertise should be sought and deployed to bear on the difficulties that a student may be experiencing.

The focus of the graduated response is on improving teaching and learning at all times. Teaching staff will be expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each student and the way they teach and assess progress. So all teaching staff will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each student learn. This is one way of personalising teaching and learning.

Co-ordination of the school's special educational provision

The SEND coordinator will be responsible for co-ordinating the day to day provision of education for students with special educational needs at the school

However, the school's expectation is that all teachers and support staff have a responsibility to respond appropriately to the needs of students with whom they work.

All teachers at the school will be regarded as teachers of students with SEND.

Teachers and support staff will receive in-service training in identifying and supporting students who require an education offer that is additional to and different from the differentiated curriculum offered to all students.

Procedures that will be used by the school for working with SEND students

The school accepts that there is a continuum of special educational needs, and in response to this the school will make full use of available staff and classroom resources before bringing external specialist expertise to bear.

Those students whose overall attainments or attainment in specific subjects fall significantly outside the expected range and who are not making adequate progress

may have special educational needs.

The graduated response to meeting individual needs starts once it is decided that a student may have SEND and immediately any SEND provision is made for that student. The key test is where the student is not making at least adequate progress or is unable to access the curriculum. The appropriate member of staff (e.g. SENDCo, pastoral leader, form tutor) will inform the student's parents as the school starts making provision and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.

Initiating School Action Plus occurs when the school asks for advice from the external support services, including the LA, or from health or social work professionals.

Strategies and intervention used would be recorded in a student's Individual Education Plan (IEP). IEPs will be regarded as a teaching and planning tool. They are working documents for all teaching staff recording key short-term targets and strategies for an individual student that are different from or additional to those in place for the rest of the group or class. The IEPs will be used as a vital part of the evidence when considering an annual review process.

Intervention packages will vary according to the level and type of need. The School's Provision Map will show how interventions will be divided into School Action/School Action Plus and Statemented provision.

In order to meet needs of students in a context of value for money the school will identify the resources that come into school for SEND/AEN to inform the strategic planning for support and interventions and evaluating progress and outcomes of identified support. The school will use Audit Commission reports and similar documents as a reference point.

Different aspects of special educational needs provision will be supported by a range of additional people, including Teaching Assistants, Learning Mentors, Specialist Teachers and health professionals.

The SENDCo will be responsible for:

- overseeing the day-to-day operation of the school's SEND policy;
- liaising with and advising teaching staff;
- managing the SEND team of teachers and learning support assistants/teaching assistants;
- coordinating provision for students with special educational needs;
- overseeing the records on all students with SEND;
- liaising with parents of students with SEND;
- contributing to the in-service training of staff;
- liaising with partner agencies, including educational psychology services, medical and social services and voluntary bodies.

Resources allocated to and amongst students with SEND

It is expected that the school will identify the following aspects of resource allocation to support the learning of students with SEND:-

- TAs/LSAs allocated to individuals and groups across the curriculum;
- TAs/LSAs support at Key Stage 3, Key Stage 4 and at Key Stage 4 for students learning in an employer context;
- Support with off-site activities including work placements for selected students in Key Stage 4;
- purchase and maintenance of specialist software;
- additional resources allocated to a learning resource centre;
- purchase of specialist equipment for individuals (e.g. Alpha Smart computers);
- deployment of staff in line with statements;
- homework support, especially for year 7 in Homework Club;
- reading club for Yr 7 and 8 students;
- learning Mentor support for short term intervention; or
- learning Mentor small group support

How SEND students needs are determined and reviewed

Identification of needs and determination of the particular individual needs of students will be a collaborative process between the school, the SENDCo, student and parents, with additional expertise provided as and when appropriate from an Educational Psychologist or LA or other advisory staff for autistic spectrum disorders,

behaviour, specific learning difficulties, physical needs etc, the CAMHS team, speech and language therapy, occupational therapy, physiotherapy and medical and nursing services

Arrangements for providing access to a balanced and broadly based curriculum for students with SEND

The starting point would be that students with SEND would not follow a different curriculum to other students. Where appropriate, reasonable steps will be taken to modify the curriculum and make reasonable adjustments for students with SEND. On many occasions such actions will be the same or similar to arrangements made for students with disabilities. Only on the advice of an Educational Psychologist or a relevant health professional, or circumstance set out in an individual student's statement, would any student be exempted from any aspect of the National Curriculum.

The SEND team will support students to access the National Curriculum by:

- helping students improve their literacy and numeracy skills;
 - ensuring that all teaching staff have access to and have had training in helping students to improve their basic skills and communication including literacy skills;
 - supporting students in lessons;
 - offering help with homework at lunchtimes and after school ;
 - helping staff develop differentiated schemes of work;
 - providing staff with alternative and appropriate teaching strategies and approaches;
- and

- making information accessible in a range of different ways for SEND students

Students may be provided with withdrawal lessons - after consultation with the student and parents and with the consent of subject teachers. Withdrawal lessons will take place when it is felt that the specific student's literacy or numerical skills are so weak that their needs cannot be addressed other than through individual or small group teaching

Provision for Gifted and Talented Students

Oasis believes that there is talent in everyone.

A designated member of the school team will lead on Gifted and Talented Education.

S/he will work with the teaching and support staff to ensure that the nurturing of

aptitude and talent throughout the curriculum is built in to the work of all subjects and that gifted and talented students are identified and provided with opportunities, both in school and beyond, to extend their learning and development.

Our aim would be to:

- help our pupils to develop their skills and abilities, intellectually, emotionally and socially;
- provide teaching which makes learning challenging, engaging and enables pupils to reach their potential

Our approach to provision for gifted and talented students will be an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and reflects our commitment to providing an environment in which all pupils are enabled to realise their potential. We will aim to:-

- raising the aspiration of all pupils
- have high expectations of achievement for all students
- develop greater enterprise, self-reliance and independence for all students

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

We will regard the 'gifted and talented as:-

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of students at the school.

Within the school we would recognise that gifted and talented students can be:

- good all round performers
- high achievers in one subject area

We also recognise that those students who are gifted and talented do not always show their ability. Such students are gifted and talented even though their abilities may be hidden or remain as potential. We regard it as the school's responsibility to

identify and develop the gifted and talented students and organise teaching and learning approaches to ensure that the potential of these students is fulfilled both through the curriculum and through enrichment activities. The school's adoption of a stage not age approach will enable accelerated learning to take place.

Identification

Gifted and talented students would be identified by making a judgement based on an analysis of various sources of information including:

- Test scores (e.g end of assessment points, key stage levels; CAT scores)
- Teacher nomination (based on classroom observation, discussions with students, work scrutiny)
- Peer or self-nomination
- Parental nomination
- Predicted test/ examination results
- Reading ages

This information would be collated by the gifted and talented lead member of staff.

The gifted and talented register would be regularly reviewed and updated.

Organisational and in-class approaches

Important strategies include:

- The coherent management of pupil groupings and recognition that there will be students who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented students to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for students of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing students to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Out of class activities.

The following would be offered on a regular basis and, although these benefit all

students, they are particularly apt for ensuring that for students who have potential in these areas are given opportunities to practice and extend their skills.

- enrichment days
- residential experiences
- school clubs
- musical and sporting activities.

Monitoring, Evaluation and Review

The school would evaluate the success of the education which is provided for SEND students:

Members of the Senior Leadership Team, in line with the cycle of monitoring, would carry out the monitoring of the teaching and learning of pupils identified as having additional learning needs, through lesson observations, pupil interviews and work scrutiny;

- the School Development Plan would be presented at Governor meetings;
- reports on special projects would be presented to the school's stakeholders;
- regular visits to the departments would be made by the relevant governor representative;
- whole school attainment targets including examination targets for improvement at 1+ A*-G and 5+ A*-G as well as 5+ A*-C would be set and the performance of SEND students would be subject to specific review;
- whole school targets would be set in relation to behaviour and permanent exclusions;
- provision mapping would be established (audit of need and planning for support);
- SEND policy would be reviewed on an annual basis.

In addition, governors would monitor and evaluate the work of the SENDCo through:

- considering Principal reports that reflect the activities of the SENDCo and any current issues;
- considering reports from the SENDCo;
- having regular discussions between the SEND governor (or SEND committee) and the SENDCo;
- inviting the SENDCo to attend meetings at regular intervals to report in person.

Arrangements made for training and professional development

- the Training Co-ordinator would consult the SENDCo when training is planned so that there are regular updates on changes in practice and training in the calendar;
- the professional development diary would also take into account national and local initiatives especially those related to numeracy, literacy and behaviour;
- NQTs and all new staff have training in order that they are familiar with how the SEND Code of Practice requirements works in practice and the school's expectations of their role in working with students with SEND and disability;
- teaching Assistants (TAs)/Learning Support Assistants (LSAs) have the opportunity would have the opportunity study for NVQ 1-3 TA qualifications. The school would also organise regular meetings for TAs/LSAs which would offer training in the basic skills

Working with partner support services

- the school would use the services of an educational psychologist for students who are demonstrating significant difficulties;
- the SENDCo would involve other partner agencies including Social Services (links with safeguarding related policies) Child, Education Welfare Officer, Sensory Impaired Service, School Nurse, Speech and Language and Occupational Therapy, and CAMHS.
- the SENDCo would have regular meetings with the Educational Psychologist, the school Nurse, and the Education Welfare Officer.
- students with either a hearing, sight or speech impairment would have a specialist teacher who would work with them and the SEND team.

The role played by parents of children with SEND

The overriding aim would be to have a productive partnership with parents to support their children

The school would ensure that parents and students are involved in decisions about what SEND provision should be made. The school would recognise that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the students and their parents will be heard and incorporated into the planning to meet their needs.

- the SEND department would ensure that parents are kept informed of the work

done with their child and copies of IEPs/individual plans are sent home;

- parents would be encouraged to contact the SEND department if there are concerns they wish to discuss;
- parents would be invited to contribute to review processes;
- all contact with parents would be recorded;
- the SEND department would runs parents' evenings in conjunction with the English department to help parents to understand the importance of their involvement in their child's reading;
- an additional Parents' Evening for parents of year 7 students would be held with the purpose of involving parents in class and homework;
- parents would be identified for support from adult learning classes within the Oasis wider school learning programmes.

Students with EAL

Support staff with experience of EAL would be deployed to help the high proportion of pupils whose progress is at risk by virtue of their first language not being English.

The development of the premises for the Free school

Plans for the premises will accommodate the needs of young people with special educational needs and disabilities.

ICT An integral part of the curriculum, learning and target setting

ICT would make a significant contribution to the quality of students' learning, teaching and to the support of the teaching and learning process. In addition ICT will provide access to an extended learning network that can empower students to take control of their own learning. In this respect, ICT would be essential to the provision of a highly personalised curriculum for each student. It will provide access to resources, assessment, communication and collaboration tools that enable each student to engage with learning experiences that are most effective for him/her. This will be made possible through the use of a fully integrated Virtual Learning Environment (VLE) that is accessible in and out of school

ICT would support the records kept of the extent to which students' social skills, resilience skills and traits and employability skills identified by the school as needing to go hand in hand with the acquisition of qualifications. This important ICT function

will enable teachers, students and parents to monitor progress and support future teaching and support plans for individual students.

ICT and new technologies will play a crucial role in the learning that students experience at the venues and locations of our partners so that whether it be at school, at college, at university, work or home our students will be able to connect to resources of our learning partners. This will result in 'anytime, anywhere' (24 hours) opportunities for collaborative learning. It will also result in significant changes to the traditional school day. We intend to provide information about the learner at the point at which it is needed, in redesigning the working space, to enable simultaneous collaborative working at several locations at once, to bringing authentic "real-life" experiences and expertise into the learning spaces, and to change the control of the learning from the teacher to the learner.

There is no aspect of our future where ICT does not have a role – we will not simply "automate" existing processes, we will "innovate" with new processes designed for our digital native learners:

- improving attendance and punctuality by offering a wide ranging, innovative timetable which would increase the student's desire to attend school; by using technology to track improvements and to speed the follow up processes, and to blur the distinction between learning at school and away from school.
- offering an appropriately responsive curriculum to meet the individual needs of all students, driven by thorough knowledge of each individual, linking MIS to learning platforms.
- developing a fast track/early entry programme for individual students to particular courses to ensure skills and talents are recognised, valued and encouraged
- developing Social, Moral, Spiritual and Cultural opportunities
- creating an environment where learners are encouraged to make informed lifestyle choices, through encouragement and reward using ICT to record and monitor those choices
- developing a student entitlement and student involvement programme to develop students as leaders not only in school but for the future in work, community and personal situations

- continuing to offer an extensive enrichment programme, having strong links with the community, links with local businesses, community projects etc. and enjoying a high degree of parent support.
- reducing exclusions by ensuring that all students are given personalised learning programmes to ensure needs are met, and supporting high quality learning opportunities in locations other than at school.
- supporting transition from KS2 to KS3 by well planned transition arrangements, increased cross phase links and sharing of appropriate resources including practical subject areas to which primary schools could have access, cross phase work and teaching.
- ensuring that high quality ICT provision in the school is matched with support in the KS2 areas, thus enabling pupils to arrive at KS3 empowered and “ready to go”.

Section D4 How will we measure success?

The Academies Education Directorate will put in place a School Improvement Strategy to secure sustained improvement for the students’ progress in the school.

Targets will be set for the school, using national benchmark data to ensure that student progress exceeds the national average. Careful tracking of student progress will be in place throughout the year with a laser sharp focus on the use of data to ensure intervention strategies are producing the accelerated improvement that is required.

By using student entry assessment data the staff team will work to ensure that all students where possible exceed 3 levels of progress in their learning. These targets will be and moderated very six weeks as the school will build in six assessment points over a year.

A systematic and focused approach to monitoring the progress of the school will take place throughout the year. This includes the reporting of Key Performance Indicators every half term to track each aspect of the student’s progress.

In addition to the Key Performance Indicators, Oasis will carry out regular on-site reviews, based on the Ofsted framework. This enables Oasis to continually identify both good practice and areas of weakness. Good practice is shared nationally across the academies, whilst areas of weakness are targeted for extra support and carefully focused monitoring to ensure that the required progress is achieved.

The principal of the school will be required to attend two strategic reviews with the Academies Education directorate to report on the progress of the school and to ensure Oasis provides the appropriate support to the school.

A number of outcomes will be continually reviewed to ensure success:-

- Attendance and punctuality in each year group
- Level of persistent absence
- Year 10 and 11
- % 5 or more GCSEs at * A-C including English and maths
- % 5 or more GCSEs at * A-G
- English Baccalaureate
- Progress of students with Free School Meals
- Progress of Looked after students
- Progress of EAL students
- Progress of SEN
- % of students attaining national standards at the end of KS3
- Fixed Term exclusions
- Permanent Exclusions (Zero targeted)
- Quality of Teaching – Outstanding/ good/ satisfactory/ inadequate

Assessment for Learning

There will be regular measurement and feedback of students' learning progress via the school's adoption of the processes for the Assessment for Learning. The school will personalise learning by making coherent connections between the nine gateways below through the leadership and management of learning:

- We will promote and develop Assessment for Learning so that learning

behaviours can be modified throughout the learning process rather than by summative assessment when it may be too late to change the limited learning that has already taken place.

- We will actively assess students on their skills acquisition, using a sophisticated on-line assessment tool. This tool will also allow us to assess and report on the 'softer' skills and attitudes which are important pre-requisites for becoming an effective learner or employee, such as the ability to manage oneself, the ability to be a team leader and team player and the ability to adopt an appropriate work ethic.
- Six-weekly on-line assessment and reporting systems will allow us to rapidly track rates of improvement or decline amongst students. If dips are identified we can deploy intervention strategies with individuals and groups to ensure continuous academic improvement. Further challenges will be set for students who are successfully responding to move them on to the next and higher level.

Achievement and learning will be assessed at all stages of students' progress through the school against agreed learning targets and programmes.

'Assessment for Learning' will enable the school's staff to discuss the students' future learning needs and priorities with their learning coaches and mentors. ICT systems and processes will ensure that records are up to date and accurate analysis is made easy and effective.

Targets will be set for the school using national benchmark data to ensure that children's progress exceeds the national average. Careful tracking of children's progress takes place throughout the year with a sharp focus on the use of data to ensure intervention strategies are producing the accelerated improvement that is required.

Our school will be data-rich and provide teachers, students support staff and our

learning partners with high-quality information to enable teachers to provide challenging learning experiences and give clear feedback and guidance to students on what they need to do to improve their performance and, importantly how to do it.

- we will ensure that data from partner schools is fed into a continuous assessment system for each student, reflecting the progression of their educational experience;
- assessment practice will be 'fit for purpose', including the most up-to-date assessment to make learning principles and teaching practice more effective, so that students understand quality and how to improve;
- student assessment of the curriculum will also be prominent through student voice activities as will the assessment of their progress and that of their peers;
- value added will be assessed through the use of ICT;
- we will use the most appropriate and useful methods which effectively captures all of the excellent experiences and achievements of our students;
- assessment will build a more open relationship between students and staff;
- assessment will give clear learning intentions, which are shared constantly with our students;
- assessment will provide understood, shared and negotiated success criteria;
- our assessment process will celebrate success against agreed criteria;
- we will make full use of peer and self - assessment (for students and teachers)
- assessment will include individual target setting for all students;
- assessment will include a wide range of internal and nationally accredited courses and qualifications which will most appropriately and effectively capture the successes of our students;
- assessment will also capture a wider range of performance criteria relating to attendance and punctuality, attitude and behaviour which will be regularly discussed with students to support improvement in these areas;
- assessment will also need to identify small incremental changes in performance for young people with special educational needs in order to recognise and reward achievement that is not measured by some national accreditation bodies.
- each child having the interpersonal skills to be employable – to be

able to successfully operate in a professional environment – to dress smartly, speak properly, look colleagues in the eye and smile, have good personal hygiene and be presentable so that he/she is an ambassador for the employer.

Section D5

Oasis always offers an inclusive education designed around, and for, the community in which it is located and serving local children. The school will adhere to a wholly inclusive admissions policy, accepting students irrespective of faith or ability. The Oasis vision is underpinned by the Christian faith and a belief in inclusion that embraces students and families of all faiths and none with a celebration and respect for diversity in society.

Oasis will be adopting Lambeth's community admissions code and accordingly will apply children with a statement of Special Educational Needs, Looked After Children, siblings and distance criteria.

Section D6

Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each school community.

Oasis is committed to providing an environment which is open to all and specifically recognises and meets the requirements of those who need extra or special support for learning. Our focus will always be on how we create and sustain an inclusive community

The symbolic 'O' in Oasis represents a circle of inclusion and as such the school would be fully committed to an inclusive approach with respect to access to the curriculum, positive behaviour and specifically in relation to attendance and disciplinary policies and practice.

The school will adopt a "Culture for Learning" policy'. The priority will be to

embrace strategies and approaches to create positive behaviour. The strategies and approaches have proved successful across the Oasis network of academies to date.

The school would aim to develop an environment and ethos of tolerance and mutual respect in which all students will be valued and respected members of the community, able to flourish and feel safe.

The school's approach to behaviour management will be determined and motivated by our Christian beliefs which will mean that inclusion is about everybody working to include every person but being prepared to confront and challenge unacceptable behaviour if and when it occurs.

The school would identify any barriers to learning and devise policies and practices that meet the individual and diverse learning and behavioural needs of young people. Early intervention and support are key to this approach. In this way the school will improve pupil outcomes

The school would benefit from the expertise and experience that already exists in the Oasis family and it would also work with its partners to seek and secure good quality specialist advice to support the inclusion of children in the learning community.

The school would foster close and effective partnerships with parents and young people and other stakeholders to ensure that young people have maximum opportunities to succeed and achieve their goals.

It would be the responsibility of all staff in the school to ensure that the needs of students are identified and responded to in a way that will maximise their learning and participation in the school community and beyond.

At the school all staff would be expected to consistently implement a positive approach to behaviour management, including a system of rewards and incentives for students to reach their targets in line with the 'Culture for Learning'

policy

- disciplinary exclusions will be a last resort;
- bullying behaviours will be swiftly identified and dealt with in accordance with the school's Anti-Bullying policy; and
- instances of racial or religious intolerance will be dealt with immediately in accordance with the school's equality policies.

The school will ensure high levels of behavioural support. This includes, for young people:

- the establishment of learner groups to improve their social, emotional and behaviour skills, for example, through the SEAL programme
- providing programmes that support the inclusion of learners who are at risk of being excluded or who are being reintegrated following exclusion;
- providing solution-oriented pupil mentoring and coaching that will support learners to set their own behaviour targets.

For teachers and support staff this will mean:

- providing training towards qualification for Specialist Leaders in Behaviour and Attendance
- providing solution focused teacher and pupil coaching
- building leadership capacity to provide in-house support and advice to staff.

Specialist provision will be offered in an inclusion resource base for learners who have a Behaviour Support Plan or when in extreme circumstances there is a 'one off' incident that needs to be managed.

There will be a designated area in the school that will serve as an Inclusion Resource Base for individuals who may be most at risk of exclusion because of challenging and disruptive behaviour. This would provide a TOTAL (Time Out to Access Learning) facility and will be a base for mentoring and coaching and support to enable learners to be reconnected with their mainstream teaching groups where it has been necessary for them to receive short term intensive support to access the curriculum.

The following strategies reflect the approach that the school will adopt for promoting good behaviour and attendance. The strategies would be underpinned

by a 'Culture for Learning' policy which would result from consultation with parents and students prior to opening. The policy would then be reviewed at regular intervals. All members of the school community would be expected to function to promote good behaviour and attendance by:

- clearly, confidently and consistently stating expectations to students and back their words with assertive actions
- Positively recognise students who follow the rules and, if necessary, impose the school's agreed consequences for those who don't
- Act with consistency and fairness at all times and apply sanctions in the event that there is not an appropriate response from a student which may lead to the 'culture for learning' being undermined.

When interacting with the students, staff would be expected to:

1. Discuss classroom management issues with colleagues, exploring the many ways of approaching issues
2. Find out where you can get support from your colleagues and line managers
3. Challenge but do not confront
4. Consistently apply the agreed rewards and consequences
5. Present yourself as a role model; model the behaviour you expect
6. Stay calm
7. Emphasise praise – deliberately bring to everybody's attention good behaviour – positively recognise good behaviour
8. Anticipate problems and organise your classroom to prevent them occurring

The school would have simple rules and expectations of the students, for example:-

1. Be prepared for learning on time, in correct uniform with correct equipment
2. Take an active part in lessons, doing your best to learn, helping others to learn
3. Follow instructions from staff at all times
4. Respect others by never using abusive language or causing them harm
5. Respect our school environment by keeping it clean, safe and calm
6. Electrical items such as a mobile phones will not be seen in the school.

Staff would be expected to work on the following premise: “Teaching good behaviour does not stop at the classroom door. Staff must consistently apply these rules wherever you are in the school”

The following applied routines will be expectations of the staff:

1. Meet and greet students at the door
2. Register attendance
3. Deal with any late arrivals in line with the school policy
4. Preparation – ‘work out on desks’ as students arrive to create rigour
5. Transitions between activities
6. Apply ways of getting the students to listen and be ready to work
7. Dismissal of students. Orderly and calm.

The staff would be expected to create a climate conducive to learning by creating the ‘right’ atmosphere within the classroom:

- All lessons should be planned. The main cause of disruption in the classroom is when students are unable to access the curriculum.
- Learning should be personalised and matched to the students’ previous learning and appropriate for their level of ability and needs. Work must be differentiated.
- Students should be constantly rewarded for working well, achieving their targets and demonstrating an affiliation with the school’s school rules
- The school rules and expectations must be displayed within the classroom and applied consistently

The most important factor in encouraging a good ‘Culture for Learning’ will be constant and consistent recognition. It is intended to improve students’ self esteem and create a positive environment.

A senior member of staff would be on duty for every lesson and can be contacted if the matter is serious enough and all other strategies have failed. Learning Mentors would be available for support should they be needed. They would be particularly skilled in diffusing certain situations.

All senior staff on duty would note any issues that have arisen in the ‘Duty Book’. This book would be analysed at the end of each day and appropriate action taken for those who show signs of persistently disrupting the learning of others.

The school's agreed sanctions which will be clearly displayed in classrooms and around the school and implemented.

The governors will take account of the DfE Guidance recently published about behaviour, screening of students and reasonable force in its detailed policies.

Attendance

The school intends to provide rich and enjoyable experiences in a safe environment that will motivate young people to come to school and 'want' to learn rather than 'having' to learn. The school will be open early in the morning to welcome young people and to provide them with breakfast so that they have they are equipped for the day. The school intends to serve a hot meal in the middle of the day. Equally there will be an extended day that will provide a range of enjoyable enrichment activities which the school intends would motivate the young people to attend school and become affiliated with the learning community.

The school will record and differentiate between authorised and unauthorised absences in the attendance registers.

Any attendance and punctuality concerns would be identified early and investigated in the first instance at a joint family school conference. The school will seek the support of partner agencies where necessary. The monitoring of attendance and support for those who demonstrate concern will be part of the role of the administrative/support staff. Positive attendance traits will be rewarded in line with the school's rewards policy to encourage good attendance. The school recognises the link between absence and the impact on attainment and safeguarding pupils' welfare. If children are not in school then their education and wellbeing are likely to be adversely affected. The school would therefore select the most appropriate and effective interventions from the range of possible responses to improve attendance of individuals and groups.

Anti- Bullying strategies

The school would be committed to providing a caring, friendly and safe

environment for all our students so they can learn in a relaxed and secure atmosphere. Bullying and harassment of any kind would be unacceptable whether it is in the school or in off-site activities. If bullying or harassment does occur, all students should be able to tell and know that incidents would be dealt with promptly and effectively. This means that anyone who knows that bullying or harassment is happening would be expected to tell the staff.

All members of the governing body, staff, students and parents should have an understanding of what bullying/ harassment is and what the school's procedures are for responding to it.

As a school we would take bullying and harassment seriously. Students, staff and parents and anyone associated with the school would be assured that we would not tolerate bullying/ harassment and that for those who may experience it then they will be supported when such behaviour is reported.

The Principal has a legal duty to draw up procedures to prevent bullying/ harassment among students.

A designated senior staff member will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both those being bullied and the bullies;
- maintain the school's record of incidents of bullying;
- keep the Principal and designated teacher informed of incidents;
- arrange relevant staff training;
- determine how best to involve parents in the solution of individual problems;
- make a termly report to the Principal;
- promote a culture of anti-bullying/harassment;
- be responsible for ensuring that the school's positive strategies are put into practice; and
- know the school's procedure and deal with any incidents that are reported.

All staff would be expected to

- be responsible for liaising with the appropriate member of staff over all incidents involving students in their form;
- ensure that all incidents of bullying are reported to the responsible senior member of staff;
- be involved in any agreed strategy to achieve a solution;

- take part in the anti-bullying/ harassment programme in the PSHE and Citizenship course;
- know the policy and procedures;
- be observant and ask students what is happening to them;
- deal with incidents according to the policy; and
- never let any incidence of bullying/ harassment pass by unreported, whether on-site or during an off-site activity.

Anti-Bullying/ harassment education and the curriculum

- The school will raise the awareness of the anti-social nature of bullying/ harassment through a PSHE and Citizenship programme, school assemblies, the Student Council, and use of tutorial time as well as through schemes of work and the national curriculum programmes of study.
- The designated senior member of staff is responsible for initiating and developing with appropriate colleagues an anti-bullying/ harassment programme as part of the PSHE and Citizenship course; and other appropriate staff are responsible for introducing anti-bullying/ harassment material in their programmes of study as appropriate.
- Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies if those responsible do not rectify their behaviour.

Sanctions for bullying

- Students who have bullied will be punished appropriately according to their behaviour, in accordance with the school's reward and sanctions policy. For persistent offenders or incidents considered as gross acts of aggression, a student may be permanently excluded.
- In implementing this policy all members of staff must take into account the school's Equal opportunities policy. Staff must ensure that no student involved in any incident of bullying/ harassment is disadvantaged on the grounds of gender, race, disability or sexual orientation.

Oasis Community Learning is committed to creating and supporting inclusive,

caring communities. The school will promote mutual respect and understanding and deliver an effective education for all its students. The provision for young people will be underpinned by the belief that Every Person Matters.

Consequently, all young people would be equally valued and the school would strive to promote equality of opportunity and outcomes.

In addition to wellbeing and strategies for tackling bullying being taught via the academic subjects, the school would ensure that through the pastoral care programmes, every student is informed about their own wellbeing and that of others, explores the issues surrounding wellbeing, and is prepared to make decisions and take responsible and caring actions that would secure their own wellbeing and that of others. The Five outcomes identified in the Every Child Matters White Paper (ECM 2003) would form the framework of the school's policy for inclusive education. The five ECM outcomes state that all children and young people should:-

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution; and
- achieve economic wellbeing.

In the context of these five outcomes, the Oasis vision and commitment to inclusion would manifest itself within the school through a process of identifying, understanding and breaking down barriers to learning, participation and belonging. Through the successful achievement of positive behaviours, and achieving an ethos in which respect for oneself and for others can flourish and be tangibly observed each day, the school will aim to enhance the quality of the educational experience for all young people, helping them to play a full part in the life of the school, raise their achievement and attainment and improve their life chances.

The school would ensure high levels of pastoral support through its pastoral support programme and this would include:

- support from a dedicated teacher/academic mentor who knows well the

aspirations and needs of each member of their tutor group and who is fully aware of learners' targets, their progress towards achieving them and the impact of their personal development on their progress. As the school grows vertical structures will exist such as houses or pastoral groups where older students take responsibility for the mentoring of younger, building a cohesive and

- supportive community
- pastoral support tutors would work closely with the Education Welfare Team
- access to Child Protection
- specialist support for young carers, looked after children and unaccompanied asylum seeking minors;
- safe spaces identified for the most vulnerable learners within the school;
- confidential access to health advice, including mental health, sexual health,
- alcohol and substance abuse.

Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	65		%				
Year 8					120	No of sig	66	%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand and marketing – part 2

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

Demand for the Lambeth Free School

Parental demand and community support for the Oasis Community School has been resounding. Signatures were obtained from 65 parents with children in Year 5, 66 signatures obtained from parents with children in Year 4, and 211 parents with children in lower years stated that they would choose to send their child to the school, as their first choice, if it were opened.

As already stated, a number of local businesses and organisations have lent their support to the school in letters of endorsement and we have over 70 signatures from different members of the community who wished to demonstrate their advocacy for a free school in the local area.

Oasis Community School Signature Data

No	Entry in year group	Age/DOB/year of entry	Post code	No	Entry in year group	Age/DOB/year of entry	Post code
1	2013	1.12.2001	SE11 ██████	1	2014	16.8.2003	SE11 ██████
2	2013	12.9.2001	SE1 ██████	2	2014	2014 Entry	SE1 ██████
3	2013	14.9.2001	SW8 ██████	3	2014	2014 Entry	SE1 ██████
4	2013	26.10.01	SE1 ██████	4	2014	17.12.2002	N7 ██████
5	2013	19.09.2001	SE1 ██████	5	2014	19.03.2003	SE11 ██████
6	2013	19.01.2002	SE1 ██████	6	2014	20.02.2003	SE1 ██████
7	2013	Age 11	SE11 ██████	7	2014	3.7.2003	SE1 ██████
8	2013	8.6.2002	SE1 ██████	8	2014	2014 Entry	SE1 ██████
9	2013	Age 11	SE1 ██████	9	2014	15.09.2002	SE11 ██████
10	2013	Age 11	SE1 ██████	10	2014	11.10.2002	SE1 ██████
11	2013	Age 11	SE1 ██████	11	2014	13.04.2003	SE1 ██████
12	2013	15.09.2001	SE11 ██████	12	2014	24.9.2002	Se1 ██████
13	2013	Age 11	SE11 ██████	13	2014	11.03.2003	SE1 ██████
14	2013	19.6.2002	SE1 ██████	14	2014	08.11.2002	SE11 ██████
15	2013	03.05.2002	SE1 ██████	15	2014	2014 Entry	SE17 ██████
16	2013	10.07.02	SE1 ██████	16	2014	2014 Entry	SE11 ██████
17	2013	02.05.2002	SE1 ██████	17	2014	2014 Entry	SE11 ██████
18	2013	02.03.2002	SE1 ██████	18	2014	28.11.02	SE1 ██████
19	2013	15.10.2001	SE1 ██████	19	2014	01.08.2003	SE17 ██████
20	2013	12.1.2002	SE1 ██████	20	2014	23.01.2003	SE15 ██████
21	2013	02.01.2002	SE11 ██████	21	2014	24.01.2003	SW16 ██████
22	2013	19.05.2002	SE1 ██████	22	2014	28.04.2003	SE11 ██████
23	2013	17.9.2001	SE1 ██████	23	2014	20.6.2003	SE1 ██████
24	2013	06.08.2003	SE17 ██████	24	2014	22.12.2002	SE1 ██████
25	2013	7.6.2002	SE16 ██████	25	2014	19.08.2003	SE1 ██████
26	2013	24.11.2001	SE1 ██████	26	2014	05.03.2003	SE1 ██████
27	2013	15.01.2002	SE11 ██████	27	2014	17.03.2003	SE11 ██████
28	2013	08.10.2001	SE1 ██████	28	2014	07.04.2003	SE1 ██████
29	2013	1.11.2001	SE1 ██████	29	2014	03.07.2003	SE1 ██████
30	2013	28.4.2002	SE1 ██████	30	2014	14.09.2002	SE5 ██████
31	2013	2.1.2002	SE5 ██████	31	2014	23.11.2002	SE11 ██████

32	2013	25.1.2002	SE11 [REDACTED]	32	2014	18.06.2003	SW2 [REDACTED]
33	2013	10.10.2001	SE11 [REDACTED]	33	2014	16.01.2003	SE1 [REDACTED]
34	2013	05.10.2001	SE11 [REDACTED]	34	2014	08.03.2003	SE15 [REDACTED]
35	2013	03.10.2002	SE11 [REDACTED]	35	2014	04.12.2002	SE11 [REDACTED]
36	2013	29.08.2002	SE11 [REDACTED]	36	2014	13.08.2003	SE11 [REDACTED]
37	2013	20.01.2002	SE11 [REDACTED]	37	2014	1.02.2003	SE1 [REDACTED]
38	2013	18.01.2002	Se11 [REDACTED]	38	2014	14.09.2003	SE1 [REDACTED]
39	2013	15.08.2002	SE1 [REDACTED]	39	2014	18.08.2002	SE1 [REDACTED]
40	2013	19.1.2002	SE17 [REDACTED]	40	2014	22.12.2002	SE1 [REDACTED]
41	2013	01.01.2002	SE5 [REDACTED]	41	2014	07.10.2002	SE11 [REDACTED]
42	2013	16.09.2001	SE17 [REDACTED]	42	2014	31.03.2003	SE17 [REDACTED]
43	2013	2013 Entry	SE11 [REDACTED]	43	2014	22.01.2003	SE15 [REDACTED]
44	2013	19.06.2002	SE11 [REDACTED]	44	2014	03.06.2003	SE1 [REDACTED]
45	2013	07.09.2001	SE1 [REDACTED]	45	2014	06.08.2003	SW8 [REDACTED]
46	2013	19.08.2002	SE1 [REDACTED]	46	2014	13.05.2003	SE1 [REDACTED]
47	2013	10.06.2002	SE5 [REDACTED]	47	2014	20.05.2003	SE1 [REDACTED]
48	2013	07.11.2001	SE17 [REDACTED]	48	2014	14.01.2003	Se1 [REDACTED]
49	2013	20.10.2001	SE1 [REDACTED]	49	2014	30.05.2003	SW9 [REDACTED]
50	2013	Age 11	SE1 [REDACTED]	50	2014	2014 Entry	SE15 [REDACTED]
51	2013	Age 11	SE1 [REDACTED]	51	2014	05.01.2003	SE11 [REDACTED]
52	2013	15/10/20	SE1 [REDACTED]	52	2014	09.03.2003	SE1 [REDACTED]
53	2013	11.6.03	SE1 [REDACTED]	53	2014	01.11.2002	SE1 [REDACTED]
54	2013	Age 11	SE11 [REDACTED]	54	2014	26.04.2003	SE1 [REDACTED]
55	2013	11/03/20	SE1 [REDACTED]	55	2014	21.02.2003	SE1 [REDACTED]
56	2013	Age 11	SE11 [REDACTED]	56	2014	02.05.2003	SE1 [REDACTED]
57	2013	06-	SE11 [REDACTED]	57	2014	08.11.2002	SE11 [REDACTED]
58	2013	01/07/20	SW4 [REDACTED]	58	2014	12.08.2003	SE11 [REDACTED]
59	2013	30/03/20	SE11 [REDACTED]	59	2014	01.11.2002	SE11 [REDACTED]
60	2013	25/01/20	SW9 [REDACTED]	60	2014	27.03.2003	SE1 [REDACTED]
61	2013	17/03/20	SE17 [REDACTED]	61	2014	2014 Entry	SE5 [REDACTED]
62	2013	age 11	SE11 [REDACTED]	62	2014	07/05/2004	SE19 [REDACTED]
63	2013	21/08/20	SE17 [REDACTED]	63	2014	11/09/2003	SE11 [REDACTED]

64	2013	09/07/20	SE11 [REDACTED]	64	2014	20/02/2004	SE11 [REDACTED]
65	2013	21/07/20	SE5 [REDACTED]	65	2014	29/09/2003	SE11 [REDACTED]
				66	2014	12/03/2004	SE11 [REDACTED]

Map of Prospective Students by Postcode



KEY

2013 entry – purple pins
2014 entry – pink balloons
2015 and beyond – yellow pins

Consultation and Community Engagement

To consult with our families on the Free School proposal, we employed a variety of marketing and consultation mechanisms to engage local parents, the wider local community, local headteachers, and local businesses.

These included:

- Formal community consultations at local venues in the Waterloo area
- Meeting informally with parents at local community groups in the Waterloo area
- Consultation meetings for Primary and Secondary Heads to discuss the proposal.
- Canvassing at a local supermarket and at the school gates of local primary schools
- Sending information letters through local primary schools
- Personal approaches to local businesses and community groups for support
- Presentations at board meetings for Waterloo Community Coalition (WaCoCo) and Waterloo Quarter Bid.
- Placing advertisements in the local media
- A radio interview on LBC News
- A Press release and regular updates to the local media
- A dedicated Free School website [REDACTED]
- A Twitter Feed: [REDACTED]
- Facebook awareness raising through the Oasis Waterloo and Waterloo Carnival Facebook pages
- Creation of a specific e-mail enquiry address and a mailing list to keep all those interested abreast of the proposal.

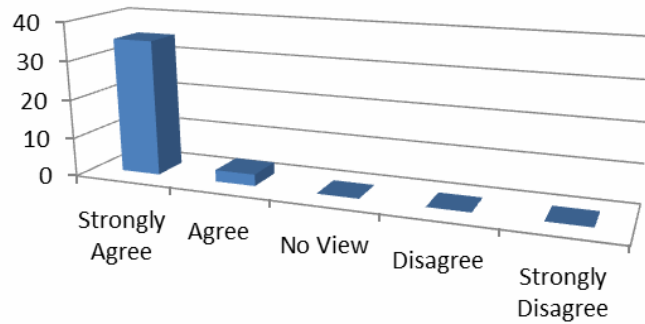
Consultation

We have experienced huge parental support of the proposals at the consultation meetings and on the school gates. Some parents have become champions for the proposed free school; delivering consultation booklets around their neighbourhoods, requesting consultation meetings in their communities and in their Primary Schools in order to give others the

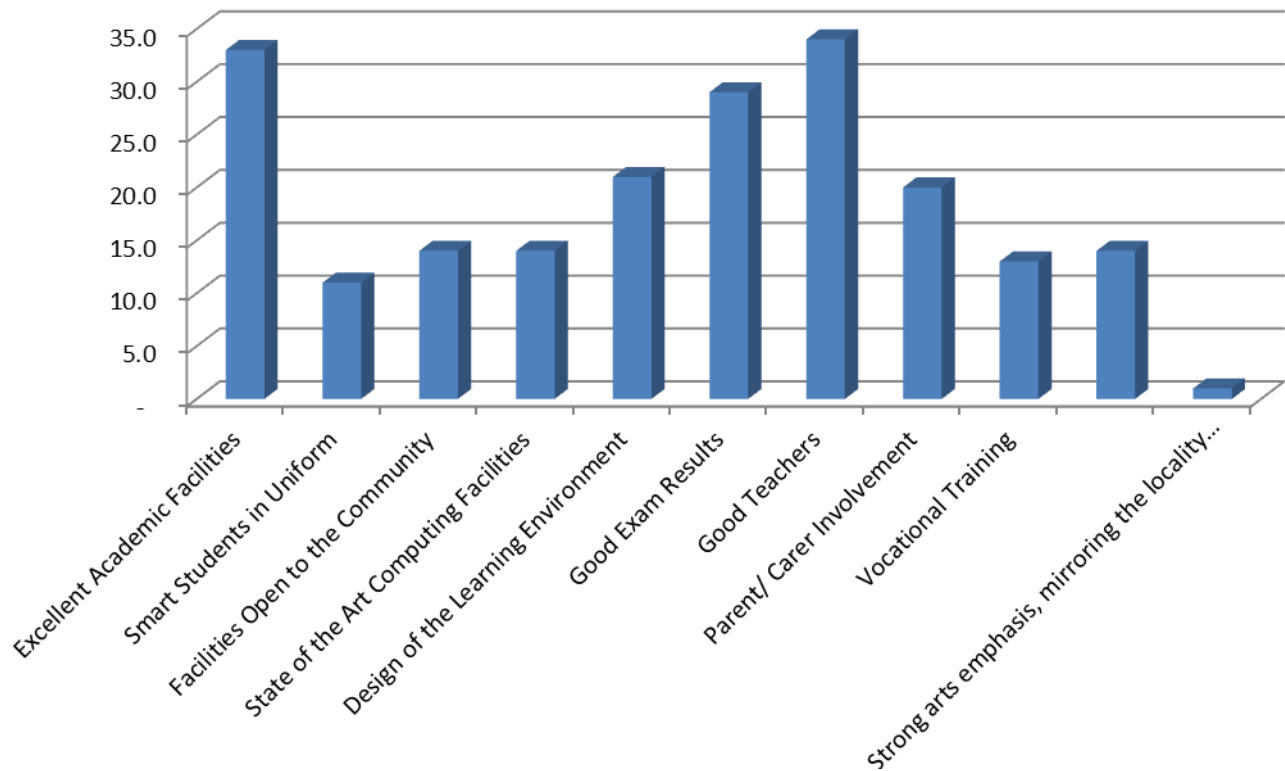
opportunities to hear our plans, as well as taking supporter sign-up sheets for their friends to sign. We put together a consultation leaflet that had a questionnaire attached (please see Appendix 5) which we encouraged Parents/carers and the wider community to fill in. The results of the questionnaire can be seen here:

Oasis Community School Waterloo Summary of Supporter Results at 24.2.2012

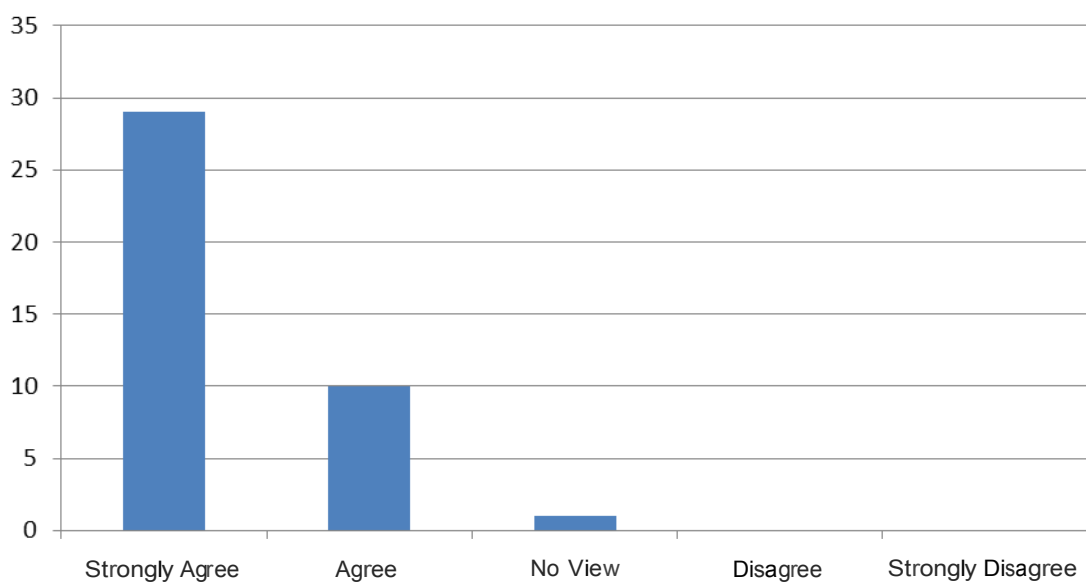
1. I would like to have a local secondary school in Waterloo serving local children.



2. What do you think are the most important aspects of the Oasis Community School in Waterloo? (ranked where 1 is important and 10 is not very important)



3. Do you think that the idea of offering a range of accredited Post-16 courses as formal apprenticeships based with local businesses adds value to the current range of existing options open to young people in the local community?



Consultation Meetings for Parents/carers and the wider community were held through January and February 2012. Oasis volunteers were sent out into the local community to deliver flyers around the local residential areas, placing posters and flyers in local shops, the Coin Street Children's Centre, Waterloo Health Centre, Waterloo Action Centre, Living Space and Waterloo Library to publicise the meetings. The format remained identical at each meeting: a video was shown on the development of Oasis Academy Enfield, to give the audience an understanding of Oasis' work in another community, a presentation by [REDACTED], [REDACTED], and an opportunity for questions and answers. The minutes of these meetings are attached in Appendix 6. Two meetings were attended by representatives of the NUT (16.1 and 10.2) which allowed for a constructive dialogue between Oasis and this Teachers' Union. Oasis enjoys a national agreement with all of the major Trade Unions and follows the terms and conditions of the Burgundy and Green Books.

The consultation meetings were advertised in the Lambeth Weekender, Southwark News, South London Press, the weekly WaCoCo newsletter and the online community website, SE1. We established a Twitter feed [REDACTED] and tweeted updates on events and progress made, which were re-tweeted by others. We had a dialogue on Twitter with the New Schools Network who re-tweeted to their followers. The Oasis Community School, Waterloo proposal was mentioned on the Oasis Waterloo and Waterloo Carnival Facebook pages.

A press release was issued on January 4th 2012 to the local media. This resulted in articles in the South London Press and the community website London SE1. [REDACTED] was interviewed about the proposal on LBC News on 16th January 2012. Please see Appendix 7 for these communications, together with other local community newsletters and marketing material.

We spent three weeks at the gates of local schools speaking to parents and giving the opportunity for them to ask questions and sign up in support of the Oasis Community School. Oasis also held four smaller consultation

meetings at local Primary Schools to which the schools' families were invited and attended.

Letters with a tear-off slip for parents and carers to express their support were distributed to Year 4 and Year 5 Parents/carers through the following schools: Johanna Primary Oasis Academy Waterloo, Friars Primary, St Jude's Church of England Primary, Archbishop Sumner Primary, St George's Cathedral RC Primary School, St Marks Church of England Primary and Charles Dickens Primary School. Please see Appendix 8 for copies of these letters and a template of the consultation survey.

Meetings were held to present the vision for the Oasis Community School for Primary School Headteachers on January 4th 2012 and for Secondary Headteachers on January 6th 2012. Even across such a small geographic area we have consulted with a diverse group of families, from those with children currently attending independent preparatory schools who would consider the proposed secondary school as an option for their children, to those living on some of the area's most deprived social housing. We have consulted at the local Roman Catholic and Church of England Primary Schools as well as the local non-denominational community primary schools.

We engaged with parents and carers at Hullabaloo, Oasis's weekly toddler Group; talking to parents of younger children was very interesting and we learnt how many thought they would leave the area if there was no good local secondary school when their children were older. We will be meeting with local parents at the Mint Street Adventure Playground on 2nd March following an invitation by the "Borough Bumps and Babies" group.

We were given permission by a local supermarket, Iceland, to tell customers about the Oasis Free School Proposal and to raise their awareness. We had a presence in Iceland for 2 weeks at different times of the day. This allowed us to gain the support of the wider community in Waterloo and hear what some of the established local residents had to say. We also asked the network of local churches in Waterloo to advise their congregations about the

proposals.

We were aware that many Parents/carers in this area have strongly held views about their children's secondary schooling remaining local and a number of Parents/carers demonstrated support for the plans by spreading the word in their local communities. On the whole, however, we found that many did not feel comfortable expressing their opinion in large meetings, or were quietly accepting of the proposal, assuming that it would become a reality, rather than realising that we needed to establish evidence of need. In this community we do not have the vocal 'push' from parents - what David Cameron once noted as the 'sharp-elbowed middle classes' - calling for the school to be established. Instead, in line with Oasis's ethos of doing things *with* people, rather than doing things *for* them, we have established a solid bedrock of support from parents who are delighted, as well as relieved, that finally there is a prospect of a good local secondary school on the horizon. Standing at the school gates engaging parents in discussion about the proposal has been the most successful way of engaging Parents/carers and gaining their support and interest in the proposals. This is a community which historically has been neglected by those in political and financial power and we therefore encountered a sense of passivity among some local parents; a feeling that the possibility of having their own local community school might not happen for them.

This proposal has been well supported by the local business community. As the proposal develops we will work closely with the South Bank Employers Group and Waterloo Quarter BID to develop our curricular provision. One small enterprise which has welcomed the proposals is South Bank Mosaics, whose [REDACTED] has offered apprenticeships and undertaken projects with young people from the local area for many years. We would look to enter a partnership with him in the future to secure suitable work experience for our students.

Waterloo has a number of local community interest groups which form Waterloo Community Coalition. The Oasis Community School, Waterloo


proposal was well received at their February Board Meeting and they agreed to give the proposal their full backing. We look forward to working with them to ensure the school best meets local community need; for students, families and the wider community through extended services provision (please note that a letter of support has been received). Oasis in Waterloo (both the Oasis Centre and Johanna Primary Oasis Academy Waterloo) has an established practice for letting spaces to the wider community for regular events and classes, for example the Centre for Young Musicians and the Great Lakes African Women's Network. We would seek to continue to work in partnership with the local community to give them access to the facilities available at the proposed Free School premises.

We also thought that it would be important to hear the views of the young people who will be among the first intake of students at the proposed Oasis Community School. We worked with the Year 4 class at Johanna Primary Oasis Academy Waterloo, undertaking two 30 minute sessions to ascertain the children's views on questions including: what the new school would look like, what the uniform should be and what facilities should be available to them. We also asked some general questions such as what their future career choices might be, to see where their aspirations lay.

These photographs depict the interactive consultation process used to engage the pupils' enthusiasm:

Photographs of Year 4 Consultation Work





Another strand of our youth consultation included devising a questionnaire to use with Oasis's established weekly Youth Group, Hub 678, which bridges the secondary transition year groups, comprising 18 young people attending 7 different schools. We were encouraged by the high career aspirations these young people had for themselves, and how their aims would sit well with our proposed vocational focus post-14. A summary of the results is attached in Appendix 9.

Map of Consultation Area



Locations:



List of Consultation Meetings

Date	Location	Time
Thursday 22 nd December 2012	Lambeth Town Hall, Brixton – meeting with [REDACTED]	4.30pm-5.30pm
Tuesday 10 th January 2012	Johanna Primary, Oasis Academy Waterloo, [REDACTED] London	3.30pm-5.00pm
Monday 16 th January 2012	Oasis Centre [REDACTED] London	4.00pm -6.00pm
Monday 16 th January 2012	Oasis Centre [REDACTED] London	7.00pm-9.00pm
Thursday 26 th January 2012	Archbishop Sumner Primary School, [REDACTED] London	6.30pm-7.45pm
Wednesday 8 th February 2012	Friars Primary Foundation School. [REDACTED] London	4.00pm-6.00pm
Wednesday 8 th February 2012	Coin Street Children's Centre [REDACTED] London	7.00pm-9.00pm
Friday 10 th February 2012	Living Space [REDACTED] LONDON	4.00pm-6.00pm
Friday 10 th February 2012	Living Space [REDACTED] LONDON	4.00pm-6.00pm

List of Consultation Meetings

Date	Location	Time
Thursday 16 th February 2012	Hub Coffee House Oasis Centre	10.30am - 11.30am
Wednesday 22 nd February 2012	Charles Dickens Primary School [REDACTED]	3.45PM-4.45pm

Timeline of Consultation

Date	Consultation Method
13.12.2011	Letter to Primary and Secondary Heads
13.12.2011	[REDACTED] Twitter Feed set up
16.12.2011	Flyers delivered to local schools
1.1.2012	Free School Proposal mentioned in Waterloo Community Development Group monthly newsletter.
Wks commencing 17.12.2011, 3.1.2012, 10.1.2012, 17.1.2012, 24.01.2012, 31.1.2012, 6.2.2012	Free School Proposal article in the weekly Johanna Primary School Newsletter sent home to 226 pupils on roll.
04.01.2012	Press Release issued to local and national media
04.01.2012	Primary Heads Meeting
06.01.2012	Secondary Heads Meeting
Wk commencing 3.1.12	Local leafleting, posters put up and flyers put into local community venues by volunteers and staff, in map.
Wks commencing 3.1.12, 10.1.12, 17.01.12, 31.1.2012, 7.2.2012	Free School Proposal noted in the WaCoCo newsletter sent weekly by e-mail to local residents and local community groups.
10.01.2012	Consultation Meeting at Johanna Primary
12.01.2012	Advertisement for Consultation Meetings placed in Southwark News
13.01.2012	Advertisement for Consultation Meetings placed in Lambeth Weekender.
13.01.2012	Article on Free School Proposal featured in South London Press e-edition.
13.01.2012	Advertisement for Consultation Meetings placed in South London Press
Wks commencing 9 th , 16,	Hullabaloo – weekly toddler group parental

23 rd January 2012	engagement
Date	Consultation Method
16.01.2012	Consultation Meetings at Oasis Centre
16.01.2012	██████████ is interviewed about the Free School Proposal for LBC News.
16.01.2012	Facebook posting on Oasis Waterloo Facebook page
15.01.2012 and 22.01.2012	Engagement with the Waterloo Church Community at the Oasis Centre
Wks commencing 16, 23 rd 30 th January, Feb 6 th , 13 th and 20 th February 2012	Engagement with parents and carers at local primary school gates
Wks commencing 16, 23 rd 30 th January, Feb 6 th , 13 th and 20 th February 2012	Engagement with parents and carers at Iceland Supermarket
Jan - Feb 2012	SE1 and In SE1 (Bankside Press) Free School proposals mentioned in January and February Editions of In SE1 – a monthly free sheet distributed in local outlets in SE1. Free School proposals featured in online news bulletin on 21.31.2012
20.1.2012	Letter sent to Waterloo Churches for distribution - St Anselm's and St John's at Waterloo.
25.01.2012 and 10.02.2012	Consultation with Year 4 Pupils at Johanna Primary
26.1.2012	Consultation with HUB678 Youth Group
26.1.2012	Consultation Meeting at Archbishop Sumner Primary School
26.1.2012	Posting on the Secondary Education Forum of Mumsnet website
01.02.2012	Presentation at WaCoCo Board Meeting
02.02.2012	Consultation at HUB678 Youth Club
Wk 06.02.2012	Letters sent to Year 4 and 5 parents at local primary schools – Charlotte Sharman, Friars and Henry Fawcett with a tear-off slip to register support.
08.02.2012	Consultation Meeting at Friars Primary School
08.02.2012	Consultation Meeting at Coin Street Neighbourhood Centre
10.02.2012	Consultation Meetings at Living Space
Wk 13.02.2012	Engagement with parents outside holiday club at Archbishop Sumner
16.02.2012	Half Term Consultation Coffee Morning at the Oasis Hub Café
17.02.2012	Meeting with ██████████
22.02.2012	Consultation Meeting at Charles Dickens Primary
02.03.2012	Borough Babies meeting

A number of comments were received from the consultation including:

- "It would be very good to have this school in Waterloo." [REDACTED]
- "I would love a new secondary school in Waterloo. It's what the area needs." [REDACTED]
- "Inclusive, and an education with high expectations" [REDACTED]
- "Thank you for the update, please keep them coming as I am, as many others are, very interested and hopeful that we get the school up and running.

My two sons at present go to Friars (one in Year 1 and the other in nursery) and although secondary school seems a long way off we are really excited at the prospect of having another school locally.(I was at the meeting at Friars)

I am a local businessman and have been a local resident all my life and would be interested in working with yourselves to promote and help raise funds for the new school."

- "I think it is an excellent idea: closer to home, my children will be safe. I totally support it". [REDACTED]

Marketing and Community Engagement in the period before the new School opens

Oasis will deploy approaches to marketing the new school such as: leafleting local Primary Schools and youth groups, advertising in local papers, and trying to seek the local communities out in their meeting places and places of worship. We will hold meetings at different times during the day to ensure that every person can attend at one time or another when suitable for them. We will contact the local Primary Schools that we have already held meetings in and run consultation meetings again there. Please see attached marketing plan in Appendix 10.

Oasis has experience of creating a new secondary provision at Oasis Academy Enfield, which was full to capacity on the first day of opening. One

of the very simple but effective approaches taken by the Principal was to ensure that in the months before opening the new provision (and has been so successful it carries on today) someone – a real person and not an answerphone – was available to answer the phone to prospective parents. Parents who are deciding where to send their child, especially at transition to secondary are very nervous of new provision. Having a member of staff able to talk directly to these parents from their first contact with the school to answer questions and discuss particular issues helped enormously in creating parental confidence in new provision.

Similarly, in Enfield staff went out into the community to promote the new school at local places of worship, as well as recreation and community groups; our experience has shown us that it is important to go to the community and not expect them to come to you. At Enfield this involved, for example, taking Turkish speaking staff to meet with Turkish groups of parents to promote the school.

At Johanna Primary Oasis Academy Waterloo in Lambeth, [REDACTED] explained the approach taken to engaging with the community to win parents' confidence in the new school. [REDACTED] and her team went out to talk to prospective parents at local nurseries and Children's Centres and asked them what sort of provision they would like to see for their child. This included asking questions regarding the curriculum, the facilities, Saturday and after school clubs, holiday and breakfast clubs. Many of these services, provided as part of the Oasis Community Hub, offer extended services and are funded outside of the Academy funding agreement. [REDACTED] also set up a classroom over the summer months to allow parents to visit the sort of learning space that parents could expect once the Academy opened.

We engaged with the London Borough of Lambeth at an early stage, meeting with both [REDACTED] to outline our vision, and with the local ward councilor, Peter Truesdale. For the proposed Oasis Community School we intend to follow the local school admissions policy.

Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

F1 Show how you will access appropriate and sufficient educational expertise to deliver your vision

As an Educational trust, with several years of experience setting up and running schools, Oasis has the resources, the people and the skills that are needed to set up and operate the proposed free school, Oasis Community School, Waterloo.

Oasis Community Learning permanently employs a number of very experienced and senior staff from the education sector. Their time is split between challenging and supporting schools already set up, and running and supporting the Oasis Development Unit to create new provisions, like the proposed free school, Oasis Community School, Waterloo.

F2 Show how you will access financial expertise to manage your school budget

Oasis Community Learning have considerable experience of financially setting up and managing Academies, having successfully opened 14 Academies between 2007 and 2011 of all phases and sizes.

The National Finance Team is based at the Oasis Centre, located on [REDACTED] in the London Borough of Lambeth. This is physically close to this new proposed school and many of the other Oasis central support services are based at the Oasis Centre as well, who will be supporting the Oasis Community School, Waterloo. The National Finance Team consist of 9 full time finance staff, of whom 4 are qualified accountants, including the Director of Finance, Strategy and Risk (an Executive Team member), the Head of Finance and the Senior Financial Controller (Academy Services). Oasis Community School, Waterloo will be overseen by the Senior

Financial Controller (Academy Services), who has been in Oasis 8 years, and has brings valuable experience to the team as he was the Business and Finance Director of two Croydon based Oasis Academies for 3 years. He has been heavily involved in putting together the financial aspect of this bid.

Oasis Community Learning have a Finance Handbook which is based on the YPLA Academies Financial Handbook, with additional Oasis specific guidance. There are authorisation limits stated, along with established financial procedures and standard financial forms which will be implemented in Oasis Community School, Waterloo. Induction and training will be given to ensure that these processes are understood and successfully implemented.

The finance system that Oasis use is PS Financials which has been used for the last 5+ years within Oasis Community Learning and is well known and understood. Training of and support for the users of this system is performed by the National Finance Team, and will be the case for all users of PS Financials at Oasis Community School, Waterloo. The financial chart of account is established and will be adopted.

There is monthly reporting to the National Finance Team and the Executive Team of both financial and non-financial information, and this is done by each Academy. A monthly forecast is required, which Oasis Community School, Waterloo will be also be required to produce, and they will be supported to be able to produce this to pre-agreed published timescales. Significant variances are investigated, and forecasted deviations from budget are explained, with compensating action taken to ensure that the budget is met. The Senior Financial Controller (Academy Services) will support the team at Oasis Community School, Waterloo to ensure that these reports are done, are understood and are acted on.

Oasis use the expertise of 2 Responsible Officers to visit and report back to the Oasis board for all the Oasis Academies, as well as for independent assurance. It is likely that Oasis Community School, Waterloo will also be added to one of the Responsible Officer's remit. A monthly financial checklist

is submitted by each Academy, which is checked by the National Finance Team. The Responsible Officer also checks these through on their visits; to quality assure the data and identify any necessary training issues. Oasis Community School, Waterloo will be required to produce this monthly checklist. [REDACTED] are the appointed external auditors of Oasis Community Learning.

Managing the opening of the school

Oasis Community School, Waterloo will benefit from a well-developed infrastructure in the Oasis Community Learning Development Unit. We have an experienced educational and project management team who have delivered new schools on time and to budget. The Oasis Development Unit team headed by [REDACTED] and [REDACTED], our [REDACTED], work with the local team to guide preparations for and manage all the requirements necessary to open a new school/academy including:

- The consultation process
- Land transfer and lease arrangements
- TUPE process (although this won't apply in this case)
- Budget and finance model for new schools
- Risk management process
- Curriculum development and staffing structures
- The registration processes.

Setting up a new school, rather than converting a predecessor school offers both opportunities and challenges.

The opportunities that arise when setting up a new school include:

- Recruiting a full staff team starting with the Principal, allowing not only the best individuals but also the best team to be chosen to meet the needs of Waterloo's children. This will include a balance of staff, some with many years of experience and some newly qualified. As the new school expands, so will the staff team and this will require an ongoing

training programme to ensure a consistency in the approach teaching staff adopt.

- The ability for the leadership team to establish from the outset the culture, ethos and routines that will create the best learning environment for the children of Waterloo.
- Deciding on the best approach to delivering the curriculum. When setting up a new school there is a planning period prior to the school opening to allow careful consideration of how the curriculum can be delivered to best meet the needs of the children. This will include a balance between safe and proven methods and innovative new approaches. Once the school opens, the children's needs are typically demanding and so this offers a rare opportunity for genuine reflection, research and training. Experience from setting up the Oasis Academy Enfield shows that some ideas for innovation can work well when the school consists of Year 7 children only, but that they don't always work so well when the school is full with older children too.

The challenges that arise when setting up a new school include:

- In the first few years of operation this academy will have limited revenue funding. As a result of being part of the Oasis family of schools, there will be efficiencies derived from back of house activities such as HR, finance and property as these are supported centrally. It is also necessary to employ leadership for the whole school in advance of the children being there and staff are required before the term starts to be fully inducted into the school before children arrive.
- Marketing and community engagement
- Operating in facilities that are may not be completed
- Building a coherent team of staff in a short space of time
- Building new provision every year as the school grows
- Offering parents an opportunity to see provision in later years i.e. when children transition into Year 8 there are no parents to talk to and no working class bases to observe.

Managing the operation of the school

Oasis Community Learning also supports the ongoing operation of all of its schools with an experienced support staff team based in Oasis' Waterloo headquarters. This includes the following:

Financial Services

- Establishing and enforcing financial policy
- Maintaining national accounting and planning / budgeting systems and ensuring users are properly trained
- Agreeing Academy budgets and accounts; providing support to Academy Finance Managers and Principals as required
- Preparation of Statutory Accounts and Audit
- Managing national contracts
- Managing group treasury
- Regular Forums for Academy Finance Managers

Governance Services

Support and advice is provided to the Academy Council on every aspect of local governance e.g.

- Composition of AC and terms of office.
- Guidance on disqualification due to non-attendance
- Election of staff (teaching/non-teaching) and parents AC members.
- Addition / removal of AC members were appropriate to do so, e.g. filling vacancies and disqualification due to non-attendance.
- Conducting their meetings, e.g. preparation of termly agenda/minutes template. Attendance at meeting to give advice.
- Training and guidance on, e.g. Exclusions, exclusion appeals, FOIs, dealing with complaints and preparing for Ofsted.

Human Resources

- Payroll
- Pensions administration
- Recruitment support

- HR administration including CRB, Contracts, Absence
- HR Management support including Discipline, Grievances, Capability
- Health and Safety
- Regional HR Support

ICT Support and Development

- Central services including email, internet, centralised backup, service desk, project management, procurement, change control and e-safety.
- Local services including Academy MIS system, Academy VLE, Antivirus, Network support, Regional Service Delivery Manager and Asset management.

Marketing Services

- Support for crisis PR
- Design support
- Website support

Staffing structure and how this will deliver the planned curriculum

Please see below the build up of staff proposed in line with pupil numbers and financial resources.

YEAR 1 staff						
Principal (L33)	Leadership	FT	1.00	14.1%	13.8%	
Deputy (L20)	Leadership	FT	1.00	14.1%	13.8%	
AP (Maths) (L12)	Leadership	FT	1.00	14.1%	13.8%	
AP (English) (L12)	Leadership	FT	1.00	14.1%	13.8%	
Science Tch - U3	Teaching Staff	FT	1.00	14.1%	13.8%	£45,000
Teacher - M6	Teaching Staff	FT	1.00	14.1%	13.8%	£36,387
Teacher - M6	Teaching Staff	FT	1.00	14.1%	13.8%	£36,387
Inclusion Coord U3	Teaching Staff	FT	1.00	14.1%	13.8%	£45,000

YEAR 1 staff (cont.)						
TA (S17)	Education Support	TTO	0.85	18.9%	13.8%	£20,127
TA (S17)	Education Support	TTO	0.85	18.9%	13.8%	£20,127
Office Mgr / HR / Fin	Admin/Support Staff	TTO	0.85	18.9%	13.8%	£30,345
Recep & PA & Admin	Admin/Support Staff	TTO	0.85	18.9%	13.8%	£20,127
YEAR 2 additions						
Teacher - U3	Teaching Staff	FT	1.00	14.1%	13.8%	£45,000
Teacher - U3	Teaching Staff	FT	1.00	14.1%	13.8%	£45,000
Teacher - M6	Teaching Staff	FT	1.00	14.1%	13.8%	£36,387
Teacher - M6	Teaching Staff	FT	1.00	14.1%	13.8%	£36,387
TA (S17)	Education Support	TTO	0.85	18.9%	13.8%	£20,127
YEAR 3 additions						
Teacher - U3	Teaching Staff	FT	1.00	14.1%	13.8%	£45,000
Teacher - U3	Teaching Staff	FT	1.00	14.1%	13.8%	£45,000
Teacher - M6	Teaching Staff	FT	1.00	14.1%	13.8%	£36,387
Teacher - M6	Teaching Staff	FT	1.00	14.1%	13.8%	£36,387
Teacher - M4	Teaching Staff	FT	1.00	14.1%	13.8%	£31,446
Teacher - M4	Teaching Staff	FT	1.00	14.1%	13.8%	£31,446
TA (S17)	Education Support	TTO	0.85	18.9%	13.8%	£20,127
TA (S17)	Education Support	TTO	0.85	18.9%	13.8%	£20,127

YEAR 4 additions (cont.)						
Teacher - U3	Teaching Staff	FT	1.00	14.1%	13.8%	£45,000
Teacher - U3	Teaching Staff	FT	1.00	14.1%	13.8%	£45,000
Teacher - M6	Teaching Staff	FT	1.00	14.1%	13.8%	£36,387
Teacher - M6	Teaching Staff	FT	1.00	14.1%	13.8%	£36,387
Teacher - M4	Teaching Staff	FT	1.00	14.1%	13.8%	£31,446
Teacher - M4	Teaching Staff	FT	1.00	14.1%	13.8%	£31,446
TA (S17)	Education Support	TTO	0.85	18.9%	13.8%	£20,127
TA (S17)	Education Support	TTO	0.85	18.9%	13.8%	£20,127
YEAR 5 additions						
Mid-day super S11	Admin/Support Staff	TTO	0.15	0.0%	0.0%	£18,030

The final staffing structure at year 5 is sufficient, affordable and appropriate to deliver the education vision and plan.

We confirm that the staffing structure described here is affordable in accordance with the financial plan contained in section G.

Plans for recruitment of Principal Designate, other staff and governors

Oasis believes that an Academy's staff is its most important resource and would seek to develop the skills and expertise of all staff as well as to attract and retain the very best staff. It will do this through innovative professional development and career progression opportunities both within the local

academy and the wider family of Oasis Academies.

The Academy will ensure that new staff are recruited from a broad range of backgrounds and disciplines, so that the skill sets available to the students are complementary and comprehensive. The structure of the Academy support staff will be carefully configured so that the non-academic functions of the school are managed efficiently and take advantage of the multi-academy efficiencies. Oasis would work with the Principal Designate of the Academy to focus on designing and developing the most appropriate staffing structure at an early phase of their appointment. Such a structure would be intended to free up the senior leadership team and teachers to spend the maximum amount of time in the classroom as well as ensuring the highest level of pastoral care.

Oasis' internal HR team, based at Oasis' headquarters in Waterloo is available to support the recruitment process.

Relationships already formed in the area will help in the recruitment of governors; this is explained in more detail below.

F6 Demonstrate clear understanding and describe the respective roles of company members, governing body and principal designate.

Governance

Essentially there are two elements to the governance of the academies – and the proposed Free School – local governance via the Academy Council and national governance via the National Education Executive and the Board, as described below.

The Academy / Free School Council

The Academy Council normally consists of a mix of local people – parents, transitional councillors, sponsor nominees, academy staff and a representative of the Local Authority, with a maximum of 15 people on the

Council. A member of the National Education Executive sits on the Council to provide a link back to the National Education Executive and Board.

The Academy Councils has four key roles:- These are determined by the OCL Board:

- To serve as “champions” of the Education Charter in the Academy, and the local “hub”; and to be “a champion” of the local Academy to the Oasis National Education Executive and Oasis in general (“local people giving local input”).
- To act as “a critical friend” to the Principal and the Academy at local level.
- To act as “a sounding board” for the Principal and their leadership team, and represent the views of different parts of the school community to influence decision making.
- To continually review the overall impact of the Academy amongst the people it exists to serve, make suggestions for improvement and ensure that the Oasis ethos remains at the heart of the Academy community.

The Academy Councils receive a report at each meeting of key performance indicators and also reports on finance matters, HR and Health and Safety. They are expected to ask questions that will both challenge and support the on-going work of the Academy. The Councils concern themselves mainly with local issues such as local community cohesion including the development of the Oasis Hub; ensuring the Oasis Ethos is “lived”; and overseeing the personal wellbeing and development of students, including progress, attendance, behaviour, child protection and other such issues. Council Chairs also participate in the Principals’ annual performance review.

The National Education Executive and the Board

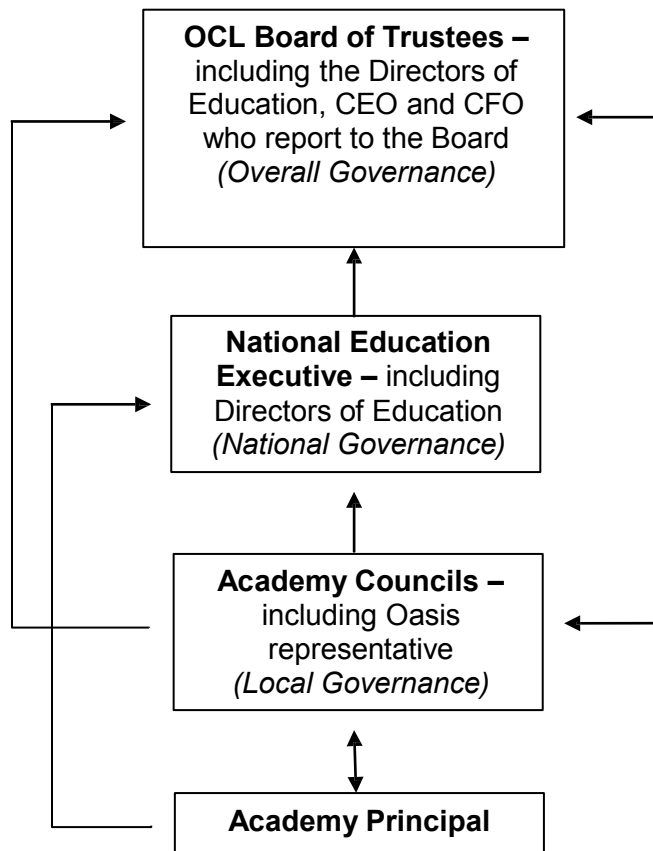
The National Education Executive oversees educational policy and practice, the standards achieved, the management and deployment of financial, ICT and human resources, governance and strategic development. In addition to the local Academy Councils, the National Education Executive holds each Principal to account - a model which provides professional scrutiny in more detail than a traditional governing body is able to achieve. The linked Director of Education (part of the National Education Executive) acts as the direct line manager for each Principal. This model has been tried and tested in our current Academies and commented on by Ofsted as a robust approach to governance.

The National Education Executive is made up of the following people and their CVs are attached in Appendix 11; in no circumstances are Principals part of the National Education Executive.



Strategic Review meetings are held with each Principal in the autumn and summer terms, where Directors will be present to question and challenge the Principal and where each Principal is able to question and challenge Directors on the services provided. The Academy Council Chair is in attendance and members of the Academy Leadership Team attend as appropriate.

A diagram to articulate this governance structure is below.



As described above, each Academy Council is made up of members of the National Education Executive and local representatives, including those from local businesses, churches, parents and the local authority. As this school's vision is to work with local employers to prepare young people for employment, the involvement of some of these businesses is crucial on the governing body.

Our proposed Academy Council would include the following types of people and organisations. Many of these have been spoken to and confirmed their support. Others have already confirmed their support for the new school, but have not confirmed their intention to become governors.

[REDACTED]

[REDACTED]

Peter Truesdale – Ward councillor

[REDACTED]

Various local reps of business/arts community – see enthusiastic letters of support in Appendix 4.

Parent/carer representatives

[REDACTED]

[REDACTED]

[REDACTED]

Local Authority representative

The National Forum

The purpose of the National Forum is to provide an opportunity for all our Principals to meet together once a term to discuss and develop Oasis policy. This national network enables us to share highly successful practice across the group and to consider matters that are of common interest. We also use the meeting to keep Principals up to date with the latest changes in legislation and DfE requirements. The Forum helps us respond to the needs of our Principals and enhances the way in which Academies work as part of the Oasis group. Presentations are given by national figures as well as by the National Education Executive and by Principals themselves.

Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

G1: Show how the school will be financially viable and offer good value for money up to the point where there are pupils in each year.

Scenario 1: Draft budget – based on capacity

Based on Oasis' experience of running 14 academies, the majority of which are Secondary Academies the financial model has been populated based on Oasis' current Academy costs.

A Pupil Teacher ratio of at least 15 is planned, as this will facilitate a sustainable staffing model.

Income

Minimal income has been included for prudence, with the opportunity to increase this in year, which will add to the budget position.

Costs

Teaching staff positions have been realistically set with a weighting towards higher end pay scales, to allow Oasis to be able to recruit better experienced teachers. In the event that a teacher is recruited on a lower pay grade, this will add more flexibility into the overall financial position. It was agreed to appoint the Head of English and Head of Maths as Assistant Principals. For staffing optimisation and curriculum efficiency, they will have an almost full teaching timetable in the first year of the school. The Deputy Principal and Principal will be required to teach in the first year to ensure a value for money model.

To recognise the incremental drift in staffing salaries, where teachers have an annual pay scale increment or move through threshold from M6 to U1, the model has been set up to capture these increments in the 'Other Payroll Costs' worksheet. This also applies to the non-teaching staff as they move

up the pay-scale.

Due to the synergies and local support of the Oasis National Centre, the expertise there will be relied on in the initial years to keep the running costs down without compromising on expertise. This is one of the many positive value for money opportunities that a multi-Academy sponsor is able to offer. Many of the costs have been set on a cost per student, and this has been based on the experience that the Oasis group brings e.g. £100 per student for curriculum resources, £20 per student for educational trips and rewards. (The model has been created with many formulas being shown in the relevant cell and where needed a cell comment has been added to help clarify any assumptions made).

The EFA reimbursable costs of insurance, rates and rent are estimates, but are consistently showing in both income and expenditure. At this point, generic premises costs are included based on typical secondary school costs.

The Catering and IT costs have been created from our providers on separate calculation models, based on the number of students and staff. Currently, Sodexo offer catering services to the group, and Oasis IT department have a detailed breakdown of IT costs.

Start Up Grant

All start-up costs requested are included in the non-payroll cost sheet too. Based on a 4 FE school, diseconomy funding is requested for 3 senior posts of Principal, Deputy Principal and Finance and Business Manager. It was decided not to request Assistant Principal diseconomy support following our interpretation of your guidance, but if this is something you would consider, due to the seniority of the post, that would be most welcome.

It can be seen that the diseconomy funding is crucial in ensuring the sustainability of the school in its opening years.

We would request assessed start up support for pre-opening recruitment, signage, prospectus, website internet & MIS. If these are funded elsewhere,

please do let us know.

This school will be based in inner city London, and our students will need to be transported to local playing fields one day per week, so as to enjoy PE and sports outside. The timetable will be arranged to have all off-site sports on the same day, in order to only have to hire a bus once a week which can shuttle back and forth throughout the day with the different classes. This weekly cost is budgeted here, as it was deemed to be a cost that schools who had their own playing fields would not incur.

Surplus at Capacity

A surplus of 2 - 2.5% is targeted when the school reached capacity for the first time, but we would look to move to the 3 – 5% that is recommended as the school gets established.

Scenario 2: Sensitivity Analysis 90% cohort

As requested, the student numbers have been reduced to 90% of capacity of 120 in each of the 5 years of opening, assuming capacity is now reached in year 6 and not year 5.

According to the borough statistics, a School Action and School Action+ % has remained at 20% but the FSM % has been reduced from the borough average of 33 – 35% (33% prudently used in the capacity budget), to 28% in this model.

Income

As requested, all non-EFA income has been removed, which for Oasis Community School, Waterloo was forecasted lettings income of £46,000 over the first 6 years.

Costs

The start-up curriculum resources have been revised to reflect the lower student numbers, and reflected in both the costs and the start-up grant.

Two cost streams are directly linked to non-Pupil Premium EFA grant income, being the lifecycle replacement costs (2.0% of EFA grant income in years until we reach capacity, when we would move to 2.5% and review the

fund annually) and the Oasis National Support costs (4.5%), which have been adjusted to reflect the lower grant income. The lifecycle replacement cost in year 1 is not applied in the first year in order to protect the financial position in the most challenging year.

Many of the costs are linked to the numbers of students, and these have been adjusted accordingly.

Others are a combination of fixed costs and student-driven variable costs. Two examples of the latter that have been adjusted in source forecasting models (outside of this one) is the Oasis National IT support. The net cost of catering has been amended for both the reduced student numbers, and the lower FSM% in this model.

Discretionary spending has been cut.

Staffing changes

To recognise the challenge here, the Finance and Business Manager post has been deferred in year 1, and is replaced with a Finance & Admin Officer to process invoices. The Oasis National Office will offer financial support for the monthly and year reporting and forecasting. This decision can be delayed and could be made after the Year 7 student admission numbers are known.

We do not want to compromise on the quality of teaching in the early years, and will look to staff experienced teachers who are on the upper pay scale, as this will have the biggest impact on the education and transformation of our students. In later years though, with sufficiently established senior teachers, we would look to recruit less experienced and therefore cheaper teachers that we can develop internally, in line with the Oasis vision that 'Every Person Matters'.

Additionally, a number of non-core classroom facing appointments have been deferred to later years e.g. 3rd Assistant Principal, Mentors

G2: Show how the school will be financially sustainable once there are pupils in each year.

With the focus on an efficient curriculum model, where the PTR remains at or above 15, financial sustainability is crucial for Oasis alongside delivering exceptional opportunities for our students. Monthly reviews of the financial position are undertaken, which incorporates both income as driven primarily by student numbers, and costs. Early anticipation is key, with monthly forecasts being a standard report within Oasis. Finally 3 year plans are being produced annually to flush out any potential problems early enough to be able to influence them in a planned, controlled way.

Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

Section H Premises

The location of the premises for the proposed Oasis Free School is crucial to the school's success. The premises need to provide a learning setting that is part of the Waterloo community and in accordance with the Vision can be accessed on foot by the majority of pupils.

Oasis has had its headquarters in Waterloo since 2005 and in 2010 began to develop its eighth hub here. As a result of Oasis having been based at Waterloo for many years, the Oasis group has developed good working relationships and partnerships with many local businesses. Oasis' goal is to create a world class secondary educational environment which harnesses the huge cultural and economic richness of the surrounding environment for the benefit of our local children. We believe that this will also help create a much needed, stronger sense of community for young people here in Waterloo.

Oasis is experienced at developing sites for use as schools and other community projects. The Oasis Development Unit has extensive experience and resources to support the process of finding and developing a site. While appropriate facilities and accommodation is required to meet the curriculum needs, Oasis is happy to work around site constraints and limited funding envelopes to secure premises. The premises will need to be universally accessible to ensure that all children, including those with special educational needs can access the full curriculum offer.

Oasis has selected a Preferred Developer to start the re-development of the Oasis Centre which is located just across the road from Lambeth North tube station. We are at the beginning of a consultation process with the local community, and are looking to create a landmark building that will serve the

needs of the local community with state of the art facilities. We would expect that the Free School would have close links with the new building and have use of the facilities including the sporting, leisure and community facilities which are proposed in the development plans when it is built. The process we followed to find these two sites was initially to look at maps of the area to identify the ideal areas and any possibilities. Then [REDACTED] and colleagues from the Oasis Development Unit visited many of the local businesses with whom Oasis already has a relationship to discuss with them their estates strategies and if they had any suitable premises that could be made available. The results of this work are that we are proposing two different sites/options for further consideration. The Oasis group do not have any funding available to support site acquisition.

Option 1 [REDACTED], [REDACTED], London [REDACTED]

The reason for choosing this site is its ideal location, size and potential availability. It has limited outside play space – with some hard but no soft play, but it appears to have lots of opportunities to develop play space creatively on roofs and by remodelling some accommodation. Delivering the sport curriculum will be the biggest challenge, but these facilities could be accessed through a partnership arrangement with local leisure/sport providers as many other schools do. The site is suitable for the proposed school as it will deliver the vision by being located near where the children live and is large enough to have the potential to be remodelled as a suitable education setting.

[REDACTED] is currently occupied by the Central Office of Information (COI). COI closes at the end of March 2012, but holds a long term lease on the entire property until 2031. However, there is a break clause in this lease in September 2013 which COI intend to use to release themselves from the contract. The freehold is held by [REDACTED]. The building is some 10,000 sq metres in size and would require little work to make it suitable for secondary education. This building could also house Oasis' established

College of Higher Education which offers both undergraduate and post-graduate

courses in youth work, children's work and family practice. Both COI and [REDACTED] are open to the free school idea.

The accommodation is over nine floors in an L shape footprint, with a floating three storey L shaped element creating a quadrangle. Plans are attached at Appendix 12. The approximate size of the accommodation is set out below.

Ground Floor 800m2 reception, gym, café, meeting rooms

1st Floor 1400m2 will be available from October 2012

2nd Floor 1400m2 will be available from April 2012

3rd Floor 1400m2 will be available from April 2012

4th Floor 800m2 will be available from April 2012

5th Floor 800m2 has a rental agreement until September 2012

6th Floor 800m2 is available now

7th Floor 800m2 will be occupied until lease break

8th Floor 800m2 will be available from May 2012

Option 2 [REDACTED], [REDACTED], London [REDACTED] and [REDACTED], [REDACTED], Lambeth, London [REDACTED]

This option involves temporary premises for the new school until a permanent base could be delivered as part of a larger development. This obviously brings additional challenges for parents who are supporting the Free School and the staff and children in operation. It would also require some 'sacrificial' capital investment to the temporary site. The reason for choosing the temporary site is that it was a former primary school in the ideal location and so has much of the basic infrastructure to support the new school, therefore minimising costs.

[REDACTED] site is owned by Guy's and St Thomas'

Charity who have agreed in principal to lease it to us for the use of the new

free school for 2 years guaranteed (up to a maximum of 3 years). They are also keen to introduce us to [REDACTED], the long term lease holders of land (York House site), which Guy's and St. Thomas' holds the freehold for. This site is situated on the South bank of the River Thames, opposite the Houses of Parliament. This site could provide us with permanent premises for the new school. [REDACTED] are supportive in principal to hosting a new school as part of the proposed development as a complimentary use to the commercial development proposed.

[REDACTED]

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