



## **Compass Schools**

Application for a New Free School

Southwark

June 2011

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## Section 1: Applicant details

<b>Details of Company Limited by Guarantee</b>
Name: Compass Schools Trust
Company address: [REDACTED] [REDACTED] [REDACTED] London, [REDACTED]
Company registration number: 7644380
<b>Main contact</b>
Name: [REDACTED]
Address: [REDACTED] [REDACTED] [REDACTED] London [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
<b>Members and Directors</b>
Please confirm the total number of (a) Company Directors <input type="checkbox"/> 4 and (b) any other members of the Governing Body <input type="checkbox"/> appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [REDACTED]
Position: [REDACTED]
Name: [REDACTED]
Position: [REDACTED]
Name: [REDACTED]

Position: [REDACTED]
Name: [REDACTED]
Position: [REDACTED]
Related organizations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Y I N
<p>If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:</p> <p>Subject to our application being approved, the Compass Schools Trust intends to establish strategic partnerships with:</p> <ul style="list-style-type: none"> <li>• Cabot Learning Federation</li> </ul> <p>CLF will be the education partner of Compass, providing educational leadership and expertise in the set up and operational phases of the school. In particular, CLF will lead on recruiting the Principal designate and initial staff.</p> <ul style="list-style-type: none"> <li>• The Transformation Trust (Registered charity no. 1134468)</li> </ul> <p>The Transformation Trust will provide a range of extra-curricular activities in the school.</p>
If your organisation is an existing independent school, please provide your six digit unique reference number: n/a

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

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

Signed: [REDACTED]

Print Name [REDACTED]

Date: 1<sup>st</sup> JUNE 2011

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

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

## Section 2: Outline of the school

Proposed school name:	Compass School, Southwark							
Age range:	Secondary School (11 - 16), with possible sixth from subsequently							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception							
	Year1							
	Year2							
	Year3							
	Year4							
	Year5							
	Year6							
	Year7	100	100	100	100	100	100	100
	Year8		00	100	100	100	100	100
	Year9			100	100	100	100	100
	Year10				100	100	100	100
	Year11					100	100	100
	Year12						50	50
Year13							50	
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	N/A							
Will your school have a religious character (i.e. be a	No							

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

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

## Section 3: Educational vision

### 3.1 Introduction

What does a great school look like? We believe that in an ideal school, students, teachers, administrators, parents, school staff, and business and community members all take an active and shared role in its success. An ideal school is created by balancing all the demands and benefits of creating and sustaining this model.

At Compass, we believe that the fundamental measure of a successful school is how it is rated by its current cohort of students and by those who can look back and judge- with the benefit of an informed hindsight - the contribution it has made to their lives and the value they attach to the opportunities it afforded them.

Ask young people and you will be surprised by how articulate they are in describing what a good school looks like for them. The analysis that can be drawn from the publicly available research shows a number of common threads:

- the learning environment should be safe;
- learning spaces should be bright and open;
- the curriculum should be comprehensive but student driven;
- activities should be hands on and related to real-world work;
- an array of tools and access should be available at all times, from home and school;
- excellent teachers who challenge and motivate students;
- varied learning styles should be understood and reflected in the teaching practice; and
- emotional, as well as intellectual support. should be readily available to students.

### 3.2 The Compass Trust's aims

At our core, we have a simple pupil-focused mission: to create a school environment that helps develop confident, balanced and rounded citizens who are equipped to reach the place in society to which they aspire.

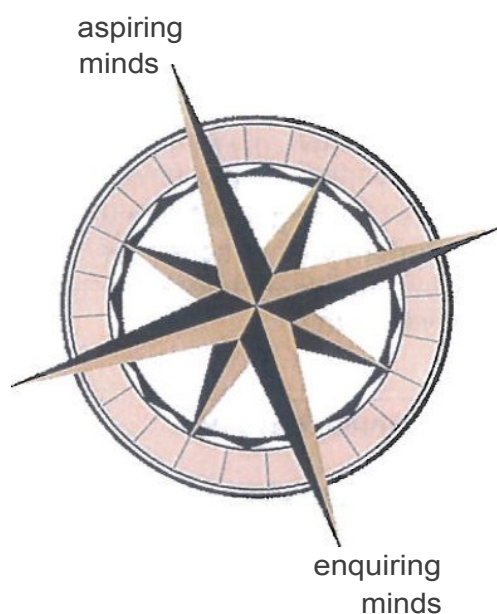
We are a promoter group based in London that aims to bring together business disciplines and rigor with - through our partnership with the Cabot Learning Federation - a proven track record in educational excellence.

The intention is that the Compass Trust will establish a chain of Free Schools, rooted in their local communities and targeting areas of greatest need in urban areas across the country. This vision is dependent on the success of the first school which we hope to establish in Southwark.



Our commitment to every child attending a Compass School, is "whoever you are, whatever you choose to become, our grounding will be the foundation for it".

In Compass Schools, we will create the conditions and the environment in which the naturally inquisitive minds of children are skillfully fed, nurtured, challenged and stretched so that "enquiring minds become aspiring minds".



The Compass Schools Trust is also concerned to ensure that all of its pupils are sought after both by Further and Higher Education institutions and by employers. The Trust has links with the CBI and is mindful of the many references made in recent publications to the concerns expressed by employers in relation to the quality of education provided by schools in preparing children for the modern work place.

In its report - Fulfilling potential: the business role in education (September 2010) -the CBI highlights the importance of the CBI and employers working more closely together with schools in deprived areas in a three-way partnership with young people to ensure that work experience placements and internships genuinely support young people in developing the correct skills they need for future employment.

In this report, the CBI notes that, despite there being a 120% increase in the amount of money spent on schools, this had not "delivered the returns" needed to drive the British economy. More recently, the CBI has pointed to serious concerns amongst its members surrounding school leavers' lack of literacy and numeracy, combined with the relatively

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<sup>1</sup> [http://educationandskills.cbi.org.uk/uploaded/fulfilling\\_potential.pdf](http://educationandskills.cbi.org.uk/uploaded/fulfilling_potential.pdf)

low number of teenagers studying vital science and maths subjects to a high standard.<sup>2</sup> Too many teenagers also enter the workplace lacking basic employability skills, such as the ability to analyse evidence, communicate with colleagues and solve problems.

More recently, the Evening Standard reported on research showing that 25% of children in London leave primary school at 11 unable to read or write properly, with 40% of 11 year olds from inner city primary schools having a reading age of between six and nine when they start secondary school. These statistics roll forward into the world of work, with 40% of London companies saying that their employees have poor literacy skills and report that this has an adverse impact on their business.<sup>3</sup>

This research, coupled with the broader view of the CBI on the paucity of skills that school leavers have, encapsulates the reason why the Compass Schools Trust will adopt the principles of the RSA's Opening Minds curriculum for our Year 7s with a view to cementing from this first important year of secondary school the foundations of an education that will serve both individuals and society - helping schools develop not just good citizens, but good employees too.

### 3.3 Southwark: the first Compass School

We have decided to base our first Compass School in the Southwark area with a view to this becoming a model for further subsequent applications in other inner city areas of London and other inner city areas in England.

We have chosen Southwark as the local circumstances and current educational provision exemplify the need for new and decent secondary school places that meet the needs and expectations of local families.

Our work locally has identified not only a clear statistical case for places, but one that is felt keenly on the ground by local parents and families. The following comments were made by parents when signing our petition to establish a new school (full details of the parental response are included in Section 5):

*"This is at last something that makes me feel we might not have to move. There are schools here but so few that really you want to entrust your children to."*

*(Parent of two, ages 9 and 10, [REDACTED])*

*"We have no school in easy travelling distance. There is a small primary school but nothing other. This whole area around Borough*

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<sup>2</sup> [REDACTED]

<sup>3</sup> "A City of Children who cannot Read" (31 May 2011) [www.thisislondon.co.uk/standard/article-23955131-scandal-of-the-homes-with-not-a-single-book-to-read.do](http://www.thisislondon.co.uk/standard/article-23955131-scandal-of-the-homes-with-not-a-single-book-to-read.do)

*and Bermondsey only has private or primary schools. So this is a really good idea."*

*(Parent of four, ages 3- 11, [REDACTED])*

*"It's hard here for school. There is nothing and what we have is 2 bus rides and a walk. Schools are rubbish and yours sounds so right."*

*(Parent of two, ages 11 and 13, [REDACTED])*

As well as local parents voicing their concerns over the lack of places, the call for additional educational provision is echoed by the Borough Council and the local MP, Simon Hughes. Both feel strongly that there is need for new places to serve the Rotherhithe area in particular and we are keen to work closely with Southwark to ensure that the Compass School helps meet this need, complementing existing provision rather than abstracting from it. It is for this reason, that our preferred site for the school is the Bermondsey campus of Southwark College. The college has been the focus of a local campaign led jointly by the Borough Council and Simon Hughes.

### **3.4 The Demand for School Provision in Southwark<sup>4</sup>**

We believe there is sufficient under-capacity to support the case for a good additional secondary school in Southwark and we feel it is a case that can - and should - be made. The breakdown in the population of children eligible for school in Southwark is (2001 census data):

<b>Ages 5-9</b>	15,614	7,964 male and 7,650 female
<b>Ages 10 -14</b>	14,045	7,172 male and 6,873 female
<b>Ages 15 -19</b>	13,836	6,796 male and 7,040 female

However, published data from the Department for Education shows that 23.8% of secondary school age children in Southwark are being educated in other local authorities.<sup>5</sup> We want to help ensure that Southwark families are able to choose a Southwark education provider as the school of their choice.

<sup>4</sup> A detailed analysis of demand-including relevant socio-economic factors and trends- is included in Section 5.

<sup>5</sup> [www.education.gov.uk/rsgateway/DB/SBU/b000951/b02-2010.pdf](http://www.education.gov.uk/rsgateway/DB/SBU/b000951/b02-2010.pdf)

Furthermore, not only do families have to send their children to schools outside of the borough, but data published by Partnerships for Schools shows a significant growth in the number of pupil places in Southwark over the coming six years, with demand set to outstrip existing capacity by some margin:

Year	Places required for pupils	Over current capacity
2010/11	5,841	9.59%
2011/12	6,174	16%
2012/13	6,445	21%
2013/14	6,442	21%
2014/15	6,662	25%
2015/16	6,934	30%
† 2016/17	† 7,230	† 35%

We believe this data shows there continues to be a need for additional, good places for Southwark families. This is underlined by the fact that only just over half of local families (52%) got their first choice of school in the last admissions round, while in other parts of London- for example, Bexley and Newham- around 80% did. The analysis put Southwark at the lower end of performance when benchmarked against the rest of the country.

The figures provided above do not include Academies or additional places provided through the BSF programme. They are based on pupil numbers in the year 2009/10 and school capacities at May 2010 (with no adjustment for any additional capacity being provided). However, the local authority has made clear its position that there is a real and tangible need for additional places.<sup>6</sup>

### 3.5 Performance of existing secondary schools in Southwark

The case for additional, decent, school places for secondary aged children is strengthened by the performance of the existing local secondary schools. Whilst some schools are performing above the national average (50% of children achieving five 'good' GCSEs), these are also the same schools that are currently over-subscribed. The chances, therefore, of a Southwark family being able to secure a place at an existing high performing school is slim, again borne out by the fact that only 52% of families get their first choice of school. This situation is exacerbated by the fact that the high performing schools are all faith based schools.

<sup>6</sup>[www.southwark.gov.uk/news/article/288/council\\_urges\\_government\\_to\\_let\\_it\\_get\\_started\\_on\\_rotherhithe\\_school\\_places](http://www.southwark.gov.uk/news/article/288/council_urges_government_to_let_it_get_started_on_rotherhithe_school_places)

School Name	% of pupils achieving 5 or more GCSEs at - C (including E&M)	%of pupils achieving the English Bacallaureate	Over or under role
Bacon's College	74%	32%	13% over role
City of London Academy	49%	4%	0%
Globe Academy	42%	5%	0%
Harris Academy Bermondsey	49%	2%	0%
Harris Academy Peckham	34%	1%	0%
Harris Academy East Dulwich (Girls)	38%	6%	0%
Harris Academy East Dulwich (Boys)	n/a	n/a	0%
Kingsdale	73%	n/a	0%
Notre Dame Roman Catholic Girls' School	68%	24%	2% over role
Sacred Heart Roman Catholic Secondary School	85%	34%	10% over role
St Michael and All Angels	46%	0%	0%
St Michael's Catholic College	74%	23%	13% over role
St Saviour's and St Olave's schoolgirls	73%	12%	18% over role
Walworth School	59%	2%	0%

### 3.6 Curriculum Model

#### *Our Curriculum- 'The 4Rs': reading, writing, numeracy, relating*

The fundamental objective of each Compass Trust school will be that every child leaving its care will have the basic tools to be able to lead a fulfilling life in a modern society to which they can relate on many levels. As unnecessary as it should be, we agree with the CBI's analysis that the following core disciplines are non-negotiable:

reading;

happen. A vibrant diverse school benefits everyone's children, and it can be a beacon for building a strong diverse community beyond the school walls. In the end, we all benefit.

In most cases, pupils have no choice on the school they attend. Attending school is a legal requirement and so as a society, we have an obligation to make sure children get the very best care, support and life-enriching education we can afford and provide them with. Anything less is not merely a failure of the 'system' - it is a catastrophe for both individuals and our society more widely.

Whilst engaging parents is essential -and indeed a non-negotiable in our vision - relying solely on their engagement cannot be the answer. Parents who are already engaged are well-equipped to 'work the system'. Those who may have had a more challenging experience of school themselves, are less likely to engage in their child's education and so a more rounded approach is needed to avoid simply reinforcing generational patterns. The Compass Trust believes children are a product of the collective responsibility of its society as a whole, and such we all have a role to play to discharge this responsibility.

We want our pupils - no matter their starting point or home-circumstances- to leave our care equipped to deal with the world around them as it is, in a balanced and self- confident manner. We want every child to become the very best version of themselves possible. We want each of them to take up their place in society at whatever level works for them; contributing either through being better prepared for parenting themselves, or more widely through their careers and vocational skills, their art or whatever aspect and skills they can apply in their lives having discovered them along their journey with us.

### **3.8 Age Range, Class Size and Accessibility**

The Compass school will provide a continuum of education and opportunity for children entering at the secondary school age of 11 in Year 7 through to the leaving age at 16 in Year 11. We hope to be able to add a small Sixth Form in future years, providing education and opportunity for maturing students between the ages of 16 and 19, either preparing them for further undergraduate education or specific skills-training with a vocational-direction in mind. We believe that the key to success in this latter stage of development is local partnership with other facilities and educational services providers.

If local demand requires it, we would also consider adding younger year groups too once the main secondary school year groups have been established.

We anticipate that our schools will be rooted in local urban communities. The total school size will be below 700 pupils so that the school remains of a size that enables every young person to retain their own identity and reducing the risk of becoming 'just

another pupil'. We place the highest value on being accessible to those with disabilities and learning needs across the SEN spectrum.

Similarly we want the governance of the school to be conducted by those with a stake in the societies and communities that the pupils emanate from. We have already had several offers of help from parents who have signed the petition in support of establishing the Compass School. We will also build partnerships with local third sector organisations to lend their expertise to the educational planning and development processes within the school. We also expect early engagement with professionals and organisations embracing all aspects of employment and social enterprise.

### **3.8 Adult education and local employer of choice**

In addition to the school operating a full timetable of extra-curricular activities, we also expect to offer our premises for the provision of an adult education facility. We will work closely with both the Borough Council and individual Further Education institutions in Southwark to identify any gaps in provision and to complement the existing offer.

As part of our vision, we want to see the Compass School become a significant employer in the local area, and wherever possible, will seek to employ local members of the community to roles within the school, so that they too develop a sense of ownership of the school.

## Section 4: Educational plan

### 4.1 Our admissions

The Compass Schools Trust is committed to following the School Admissions Code, the School Admission Appeals Code, and admissions law as it applies to maintained schools.

The admissions policy will be predicated on our ambition to provide good educational places for local children in the Southwark area.

Once we have satisfied the statutory obligations on allocating to places to children with SEN statements (who will be accepted regardless of whether we are oversubscribed) our oversubscription criteria will apply in the following order:

- banding (using the QC.A. Year 5 optional tests), allocating places to 20 pupils from each band;
- Children in Care; and
- Siblings.

Our tie-break criteria will be on distance from the school, with priority given to those who live in closest proximity.

The Governing Body of the Compass School will establish an Admissions Committee that will be tasked with making decisions on admissions for the school.

As required by the Admissions Code, we will consult with parents on an annual basis on our proposed admission arrangements, providing details of where comments should be sent and by when. This consultation will include:

- the Published Admission Number for each year group that we are admitting pupils;
- application procedures;
- our oversubscription criteria and the order in which they will be applied;
- any supplementary information or application forms to be used;
- information on any testing to be used;
- how long after the end of the Autumn term in the admission year the waiting list will be maintained; information on how late applications can be made; and
- details of any catchment areas to be used.

We are aware of the new Admissions Code that is currently being consulted on. We will look carefully at the outcome of this consultation and consider whether to apply Free Schools Meals criteria to our admissions policy.

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<sup>7</sup> More detail on the role of the Governing Body is included in Section 6.



## 4.2 Curriculum and Organisation of Learning

### 4.2.1 Our aim

Reflecting the ethos and culture that we envisage for the Compass School in terms of developing inquiring, knowledgeable and caring young people, we aim to adopt the International Baccalaureate curriculum. However, we understand that we will need to establish a track record of operations as a school before we are able to apply for accreditation from the International Baccalaureate Organisation.

In partnership with our education partner, the Cabot Learning Federation, we have therefore developed a Compass tailored curriculum initially around the International GCSE and supplementing this with recognised programmes such as the RSA's Opening Minds, that would build towards IBO accreditation.

As noted in the previous section, our curriculum framework is as follows:

- **Year 7**- using the RSA's Opening Minds curriculum with a particular focus on literacy and numeracy;
- **Years 8 and 9**- vertical learning with students organised into one of three Learning Pathways
- **Years 10 and 11** -vertical learning with students organised into one of three Learning Pathways

### 4.2.2 Year 7 –Opening Minds

We intend to use the Opening Minds approach for our Year 7s, helping smooth the transition from primary school and creating a framework in which rigorous schooling on numeracy and literacy skills can be embedded.

Ofsted describe the Opening Minds programme as "*an innovative 'competency curriculum' in Year 7 aids transition from primary school, using a thematic approach to support the development of learning skills*".<sup>8</sup>

The Opening Minds curriculum features five categories of competence:

- **Learning**
- **Citizenship**
- **Relating to people**
- **Managing situations**
- **Managing information**

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<sup>8</sup> Ofsted have recommended that RSA introduce an accreditation system for schools wishing to adopt the Opening Minds programme. We have already opened discussions with RSA, and should we be successful in our application to establish a Free School in Southwark, we will formally enter the accreditation process.

More detail on each of the competencies underpinning each of these categories is included in Annex A.

We will ensure there is an emphasis upon developing independent learners who have good thinking skills, are good researchers, can be team players and leaders within the same lesson and think innovatively to solve a range of problems. We will allocate 20% of the week to this. For 6 hours a week, Year 7s will focus on the core competences through special projects and events, together with immersion days throughout the year. Alongside this, competences will be integrated into subject based learning.

Using the Opening Minds principles, we will use curriculum content from the core subjects to ensure that a good grounding subject knowledge is covered at the same time as developing independent thought in each student. For example, a scheme of work based around the cause and effect of the 2nd World War focusing on the local community would engage students in debate, presentation skills, research, essay writing and note taking, blogging and site visits to national places of relevance on this topic. So whilst this scheme of work would be part of a humanities lesson, the Opening Minds competences will feature heavily.

We will promote English, Maths, Science, Humanities and MFL as key learning areas so that as many students as possible will have access to the English Baccalaureate courses. An emphasis on the sport and arts will give the week the balance it needs.

Therefore in Year 7, students will spend this proportion of the week in these courses

Opening Minds:	20%
English and Maths:	33%
Science:	13%
Humanities and MFL:	7%
Economics/Commerce:	7%
Arts and Sport:	13%

<b>Subjects</b>	<b>Allocation</b>	<b>7A</b>	<b>7B</b>	<b>7C</b>	<b>7D</b>
Opening Minds	6	6	6	6	6
English	5	5	5	5	5
Maths	5	5	5	5	5
Science	4	4	4	4	4
Humanities	2	2	2	2	2
Modern Foreign Languages	2	2	2	2	2
Economics/Commerce	2	2	2	2	2
Arts & PE-Performance	4	4	4	4	4
<b>Total</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>

### 4.2.3 Learning Pathways for Year 8 and beyond

In Years 8 and 9, having gathered data on the performance of our students, we will guide each child into one of three pathways. This will progress into Years 10 and 11. Whilst it is our aim that students can move between the pathways (which we anticipate will take place at the end of each academic year, unless there are exceptional circumstances), our expectation is that each child will find the requisite challenge and rigor in each route. We believe that this model offers a broad and balanced curriculum and one which will enable the Compass School to cater for a range of abilities, from Gifted and Talented, through to those for whom English is an additional language or who have physical, social, emotional or behavioural difficulties.

We describe below each of the three Pathways together with the allocation of subjects to each Year Group. This model will be refined further in discussion with our Principal Designate, should we be approved to move ahead with our plans.

#### ***Pathway 1 (circa. 20-25 students)***

Pathway 1 students will follow a curriculum that is based on all students gaining 5 A\*-C grades at GCSE with English and Maths with a more varied set of choices that enables them to use their RSA skills to good effect.

For this reason, the 25 students on this pathway will continue to have access to the Opening Minds curriculum as we believe that these students will need the most support as they move towards Year 11 and are likely to need more help to become independent learners.

In Years 10 and 11, Pathway 1 students will spend a day per week on high quality vocational learning and we will use our partnerships in the Southwark business community to find placements that will stretch and challenge our students but also where they can put their RSA skills into use in a real vocational context.

Therefore, the curriculum model for Pathway 1 students from Year 8 to Year 11 will be structured in the following way:

<b>Year 8 and 9</b>	<b>P1</b>
English	6
Maths	6
Science	5
MFL	0
History/Geography	0
PE	3
Option	4
Opening Minds	6
	<b>30</b>

<b>Year 10 and 11</b>	<b>P1</b>
English	6
Maths	6
Science	5
MFL	0
History/Geography	0
PE	3
Option	4
	<b>30</b>

*Pathway 2 (circa. 50-55 students)*

Pathway 2 students will form the largest cohort of approximately 50 students which will mean we will create two teaching groups to accommodate this. These students will achieve their 5 A\*-C grades with English and Maths and will also complete the English Baccalaureate. Many of the group will achieve their Humanities and Modern Foreign Language option by the end of Year 10. They will have access to an additional option which they will take in Years 8 and 9 as well as Years 10 and 11.

In Years 8 and 9 this may be a series of GCSE tasters before they choose a subject to take for iGCSE or GCSE. In Years 10 and 11 it is likely that the cohort will be able to make a new GCSE choice for Year 10 or Year 11 to compliment their other choices. The curriculum model for Pathway 2 students will therefore look like this:

<b>Year 8 and 9</b>	<b>P2a</b>	<b>P2b</b>
English	5	5
Maths	5	5
Science	5	5
MFL	4	4
History/Geography	4	4
Economics/Commerce	2	2
PE	3	3
Option	2	2
	<b>30</b>	<b>30</b>
<b>Year 10 and 11</b>	<b>P2a</b>	<b>P2b</b>
English	5	5
Maths	5	5
Science	5	5
MFL	4	4
History/Geography	4	4
Economics/Commerce	2	2

PE	3	3
Option	2	2
	<b>30</b>	<b>30</b>

### ***Pathway 3 - fast track (circa.20-25 students)***

Pathway 3 students will number up to 25 in total and will be taught in one teaching set.

Students in this pathway would progress to a GCSE/IGCSE/18 programme in Year 8. The curriculum would enable them to specialise throughout Years 8-10 and would see the GCSE courses all finish by the end of Year 10.

All Pathway 3 students would achieve the English Baccalaureate. Pathway 3 students would start their AS courses in Year 11 and would complete their A2 courses by the end of Year 12. In Year 13, students could choose an additional A2 to boost UCAS points scores as well as taking modules from Open University degree courses.

#### Year8-10

Subjects	Allocation
English	6
Maths	6
Science	4
Humanities	2
Modern Foreign Languages	2
Arts & PE	3
Economics/Commerce	2
Taster AS	4
<b>Total</b>	<b>30</b>

#### Year11

Subjects	Allocation
AS (Option 1)	5
AS (Option 2)	5
AS (Option 3)	5
AS (Option 4)	5
Arts & PE	3
Economics/Commerce	2
Additional IGCSE/mentoring	5

Total

30

#### 4.2.6 Suite of qualifications available to Compass students

The following qualifications will be on offer to students:

<u>Pathway</u>	<u>Qualifications</u>
<u>Pathway 1</u>	<u>At least 5 A* - C IGCSE (including English and Maths)</u>
<u>Pathway 2</u>	<u>At least English Baccalaureate</u>
<u>Pathway 3</u>	<u>At least English Baccalaureate plus AS courses</u>

#### 4.2.7 Meeting the needs of all students

Whilst the curriculum model is set up to ensure that students have a curriculum that is personalised to their needs and abilities, we recognise that we need to ensure that students for whom learning is a challenge, or where there is exceptional talent that needs developing, we will need to work far more creatively and effectively to ensure no child gets left behind. To do this we will create a Personalised Learning Centre that will have the following as its remit:

- Baseline testing of all students on entry including spelling, reading and speaking tests and numeracy audits. We will use the same model as our educational partners the Cabot Learning Federation.
- Our PLC Leader of Learning will visit every student in their primary school before they enter and work with the child and the family to ensure that the educational history of each child is understood. The benefit of year groups of 100 is that this becomes a task that is manageable for a small team.
- Every student in our school will have a personal mentor who will be a member of staff trained in coaching and mentoring techniques. In addition, we will identify students with a gift and talent in any area of the curriculum and will work with local Sixth Form Colleges, universities and work place mentors to ensure that these students are given the chance to work with outstanding role models. Every child who attends our school and who we believe to be vulnerable, will be reviewed weekly by the learning mentor team, the SENCO and a member of the SLT.

- Students with a SEN will be tracked from the moment they enter the school. In particular, we will ensure that they attend for at least 95% of the time, and our learning mentors will make sure that their work is differentiated appropriately and that marking and feedback is presented in a format that can be understood by the child and their parent.
- For students arriving at the school from other parts of the world, we will place them on our integrated nurturing programme, again using the strategies used by the Cabot Learning Federation in Bristol. This will include support from external agencies where appropriate, intense support for literacy and numeracy, rigorous baseline testing repeated weekly before any of our new arrivals are placed into our mainstream curriculum.
- Students who are being looked after will be a high priority for us as we are aware that the statistics of academic performance for these groups are low across the country. Every teacher will be made aware of the CIC in their classes and a set of professional expectations related to the marking of work, feedback, differentiation will be made explicit. All CIC will have a learning mentor and weekly review meeting for CIC will take place within our plan to carry out this monitoring for all vulnerable students on a weekly basis.

#### **4.2.6 Migrating from the IGCSE to the 180**

As noted earlier in this section, our intention is to move towards accreditation for the 180. Here, we explain how we plan to manage that migration. We will be supported by the Cabot Learning Foundation in our work towards accreditation.

The IGCSE is recognised as preparing students for further study, including progression to AS Level and A Level study, Cambridge Pre-U and the IB Diploma Programme. It is recognised by academic institutions and employers around the world. IGCSE is recognised as equivalent, grade-for-grade, to the UK GCSE.

The IGCSE is an internally based curriculum allowing teaching to be placed in a localised context, making it relevant in different regions. It is also suitable for students whose first language may not be English and this is acknowledged throughout the examination progress.

The IGCSE provides a broad and flexible study program and covers subjects from a variety of areas: Languages, Humanities, Social Sciences, Mathematics, Creative, Technical and Vocational. Most IGCSE subjects offer a choice of Core or Extended papers (in Cambridge), and foundation or higher papers (in Edexcel). This is designed to make IGCSE suitable for students with varying levels of ability. In some subjects, IGCSE can be taken with or without coursework.

The International Baccalaureate Diploma is progressive from the IGCSE. We aim to ensure that Compass IGCSE is designed to be completely compatible with the IB Diploma standard so that we are able to offer a fully integrated curriculum for our students in their last three/four years of secondary education.

More background detail on both the IGCSE and IBO are included in Annexes B and C.

#### **4.2.5 Homework**

At Compass homework is regarded as an integral part of the curriculum. While contributing to the full and appropriate coverage of schemes of work, it provides a framework for the development of sensible individual study skills and it fosters personal qualities such as responsibility, self-motivation and initiative. It also gives a regular opportunity for students to discuss their work with their parents.

The volume of expected homework per week for each year level is as follows:

- Year 7: 6 hours
- Year 8: 8 hours
- Year 9: 10 hours
- Year 10: 12 hours
- Year 11: 12 hours

Tasks set will be noted in a child's Student Diary, which will be monitored by the Form Tutor and which are also checked and sign on a weekly basis. Longer pieces of homework, for instance research projects, may be set over extended periods of perhaps two or three weeks. The timetable is then the guide for each student to pace such an assignment over the period available, rather than attempting to complete it on one evening.

#### **4.2.6 Assessment**

Subject departments will use a variety of assessment techniques throughout each year, including peer and self assessment, teacher assessment of group and individual work, and the marking of tests. In addition, there are internal examinations for all students in May/June. Reports will be issued to parents indicating levels of attainment and effort, and examination scores (where appropriate), with comments by the subject teachers and each child's Form Tutor at the end of the academic year.

There will also be Interim Reports issued at regular intervals throughout the academic year. These reports will provide parents with information regarding their child's attitude in a particular subject as well as their attainment. Students will also be given end of topic/unit tests in some subjects, which help to reinforce learning covered in class.

In general each subject will have an examination component that students will sit in



May/June. A number of subjects will also offer course work as part of their assessment. Most IGCSE subjects offer students the options of *Extended or Core Papers*. All students in Learning Pathways 2 and 3 at the Compass School will be undertaking the extended course.

#### **4.2.7 Length of School Day, Term and Year**

The school day will run from 8.00am- 5.00pm every week day, with core teaching and learning (including enrichment) taking place between 9.00am and 4.30pm, bar Fridays, where lessons will conclude at lunchtime to allow for dedicated staff planning time.

We recognise this is a longer than normal school day, but as noted earlier, there will be a heavy emphasis on additional support for literacy and numeracy and enriching extra-curricular activities that enable children to explore their own potential.

The year and terms will follow the model of the local authority's community schools. However, as noted in the previous section, we will seek to offer support and opportunities for our students during holiday times, particularly so to ensure that the most vulnerable are not set adrift.

#### **4.2.8 Our School Day**

The Compass School will operate an extended school day. Breakfast clubs will begin from 7.30am and we will encourage students to bring a parent with them.

The compulsory day will run from 9.00am - 4.30pm, comprising a mix of curriculum and enrichment, emphasizing the importance we attach to each, encouraging students to explore their potential by trying new and varied activities.

We recognise that some students- indeed, possibly the majority- will need additional support in the core subjects, and for these young people extra numeracy and literacy sessions.

Additional activities will run Monday- Thursdays 5.00pm to 6.00pm, and whilst these will be optional, there will be an expectation that every student takes part in at least one activity.

All staff recruited to the Compass Trust will understand that their school day extends way beyond the traditional teaching day and all will be expected to play their part in overseeing and running after school activities. Staff contracts will reflect this.

The School Day will finish early on Fridays, allowing staff valuable planning time, recognizing the extended school day from Monday- Thursday. From 1.30pm staff will meet to provide feedback on the week and to look ahead to the coming week. 2.30 - 3.30pm will be allocated to staff planning and preparation, with the day closing for staff

at 3.30 – 4.00pm.

Extra-curricular activities will range from drama and arts through to sports and careers related opportunities. Here, we will draw on our planned strategic partnership with The Transformation Trust, who deliver extra-curricular activities to state schools in some of the most challenged parts of the country. More detail on our partnerships with The Transformation Trust is included in Section 6. Project currently supported in schools by The Transformation Trust are included in Annex D.

As well as providing these activities during term time, we will seek to offer support and opportunities during holidays, helping ensure that vulnerable children are not cut adrift during these times when parents and carers may not be around. Again, our staffing contracts will recognise this commitment.

#### **4.2.9 Outward Bound Activities**

As well as extra-curricular activities offered on site at the Southwark school, we also recognize the importance of children learning in a non-school environment and channelling their energies through outward-bound activities. We place a high value on helping its children to discover themselves beyond the class and formal educational curriculum environment. We believe that every child has a talent for something, a value they can add to any society and therefore a role to play and as such find both an identity and a sense of belonging that will help make them citizens at ease with the world around them.

These are the attributes of personal self worth that deter children from being drawn into crime or following the wrong path.

We have already explained how by partnering with the RSA' Opening Minds programmes, we are preparing our children for the skills and personal qualities they will need in the work place, making them sought after both by employers and further education institutions.

The Transformation Trust will work with us to unlock the kind of extra-curricular arts and cultural opportunities that only the most expensive private schools afford the very smallest and richest minority of children, who benefit from these.

If our application is successful, we will also seek to partner with Black Mountain: an organisation formed by a group of professionals with sport and military background and complemented now by professionals drawn from the educational, personal self development, sports and occupational psychology backgrounds.

Black Mountain would work with Compass Schools to develop programmes that will enable our children to thrive in environments that they might not normally encounter in the City or the classroom. We intend to include in our curriculum an 'outward bound'

element. This will not be the usual model that fills any child with dread because we recognise that not every child can excel in sport or outdoor pursuits. Rather, we want children to be challenged and to find ways to benefit the way they express themselves through building a 'quiet inner self confidence' that an outdoor pursuit such as climbing, canoeing, sailing, and mountain trekking can often provide. They will learn the importance of teamwork and what their own natural team role and style is. They will learn to overcome their fears and insecurities and also understand the importance of helping one another. That for every strength there is a gift to share and aid others, and for every weakness an opportunity for development.



For those children who find they do excel in an outdoors environment we would hope to raise funding through our partnerships with the other bodies we are partnering with, to support them and foster an interest they could possibly not otherwise afford.

Some may go on to excel and become professional athletes or competitors, or consider careers in the Military or Emergency and Overseas Voluntary Services.

There are benefits to any school by getting involved with some form of outward bound activity and we fully subscribe to the aims and professional practices of the Outward Bound Trust. We have learned from schools that have participated and can broadly classify the benefits they say they have gained as:

**Significant personal development.** It is hard to pin down the huge benefits of the Outward Bound experience as it impacts on the students in so many ways. It builds teamwork, confidence, flexibility, responsiveness to challenges and an appreciation of nature and the wider world.

**Developing student teacher relations.** Stepping out of the school environment allows teachers to build on their pastoral role with the students, increasing trust, understanding and promoting communication.

**Parental approval.** As with all schools our Schools need to attract students and show parents that they are committed to providing the highest possible standard of education

for their children. The inclusion of an Outward Bound residential in the schools' calendar is seen as a real positive by parents.

**Improved attainment.** Whilst it is difficult to measure the impact on pupil attainment, it is clear that attendance at Outward Bound definitely improves the way students perform and learn when they return to the classroom.



Black Mountain is based near Brecon in Powys. The team is recognised for their safe, professional and expertly marshalled outward bound and outdoor based team building activities. Programmes require physical and mental co-operation among groups of individuals in order to solve a task. Among the primary values of initiative activities are group cohesion, trust, communication and problem solving skills that result from attempting a solution.

A typical day begins with delegates being divided into small teams. After a safety brief and an explanation of the rules by the course marshals, the first challenge of the day begins. The teams have three hours to complete as many of the tasks as possible. Activities can involve land carting, raft building or high level ropes, canoeing, orienteering, mountain biking, hill walking, clay shooting or archery.

Our aim at Compass is to help every child find their own true potential, whatever that might be. We see this part of our programme as fundamental to achieving this.

#### **4.2.11 Disabled and SEN Pupils**

The Compass Schools Trust will have full regard to the SEN Code of Practice and our school in Southwark will seek to meet the learning needs of all individuals, recognising special educational needs across the ability range, and enabling each learner to maximise his or her potential. Our aim is to give access to a high quality education for all students, regardless of their abilities.

Any special needs will be identified prior to entry and then recorded on the SEN register and reviewed regularly. We will set targets and monitor progress carefully. Effective engagement with external agencies (including Social Services, Educational Psychology Service, Education Welfare and Connexions) will be key.

We intend to adopt the SEN policies employed by the Cabot Learning Federation across their four (shortly to be five) academies. An early appointment to the school will be that of an experienced Special Educational Needs Co-ordinator (SENCO). This role will be carried out initially by a member of the teaching staff. In conjunction with CLF, the SENCO will develop detailed strategies for School Action, School Action Plus and children who require referral and statutory assessment.

Key features of the approach we will adopt from the Cabot Learning Federation include:

- The Compass School SENCO will have overall responsibility for the day-to-day implementation of the approach to SEN pupils.
- Subject specialist teachers and learning support staff will work together in a co-operative approach which involves planning, producing and operating programmes of work for students experiencing learning difficulties.
- Learning support will be made available across all aspects of the curriculum.
- Students with learning difficulties normally spend their time working with their peers in mainstream class, helped by their class teacher or learning support assistant. Extraction from lessons will not normally be considered as an option at the Compass School.
- We will consult external agencies whenever it is considered to be appropriate.
- All staff at the school will have a responsibility to register any cause for concern they may have about a student's learning needs with the SENCO. A student's special educational needs may be identified by anyone involved with the student's education.
- We will undertake carry out our statutory responsibility to review students' statements of special educational needs annually, in conjunction with the Local Education Authorities.
- Heads of Department will be responsible for providing appropriate materials for students of all ability levels.
- The Compass School, its grounds and the facilities will be accessible to students who have physical disabilities.
- The Senior Leadership Team and Learning Family Tutors will be responsible for the pastoral care and tutorial provision for all students

#### **4.3 Organisation of Pupils**

As noted in the Section 3, we intend to introduce vertical learning groups beyond Year 7, which will be treated as an 'induction' year. During this year, each student will be mentored by an older student.

Beyond this, we will organise students into Learning Families, led by two Learning Family mentors (staff). Learning Family Mentors provide support and guidance, family links, tracking of performance and individual target setting for each child. In Years 8 and 9 (collective of 200 students), students will be divided into 10 Learning Families, with two adults in each.

Learning Families will meet first thing every morning and again before the end of the day to set up and review how the day has gone and to resolve any potential conflicts.

Learning Families will themselves be organised into Houses. There will be four Houses at the Compass School, with each House containing pupils from every year group. Weekly Assemblies, sporting competitions, theatrical performances and other activities will be done as a House.

	House A		House B		House C		House D		House E	
Year7	LF 1		LF 2		LF 3		LF 4		LF 5	
Year8	LF 6	LF 7	LF 8	LF 9	LF 10	LF 11	LF 12	LF 13	LF 14	LF 15
Year9										
Year10	LF 16	LF 17	LF 18	LF 19	LF 20	LF 21	LF 22	LF 23	LF 24	LF 25
Year11										

After Year 7, pupils will be organised into mixed year group classes. In some cases, total class size will be of up to 50 pupils, but will involve team-teaching and 'classes within classes' so that teachers and learning assistants can target smaller groupings of students, including individuals where necessary.

We believe that given the size of the year groups, that this will be an efficient way of running the school, whilst at the same time creating an environment in which older

pupils can act as role models for young pupils. The model also creates flexibility for teachers to form and reform class groups according to learning abilities.

#### **4.4 Pupil Development and Achievement**

The Compass School will offer a coherent and integrated sequence of education by promoting the education of the whole person through an emphasis on intellectual, personal, emotional and social growth.

In pure academic terms, we aim to achieve the following:

**By the end of Year 8, 100% of pupils will achieve Level 4 in English and Maths**

**Key Stage 3 - end of Year 9**

**80% will achieve Level 5 in English and Maths (as separate subjects)**

**70% will achieve Level 5 in both English and Maths**

**40% will achieve Level 7 in English and Maths (as separate subjects)**

**35% will achieve Level 7 in both English and Maths**

**Key Stage 4:**

**100% will achieve 5 A\*- C IGCSEs**

**60% will achieve 5 A\*- C IGCSE (including English and Maths)**

**50% will achieve the English Baccalaureate**

**20% achieve A or A\* in any subject**

However, the success of the school will not be measured purely in academic terms. Success for us has a much broader criteria. We want every pupil to become a confident, balanced and rounded citizen who is equipped to play a full and positive role in society. Measuring this will require monitoring and assessing the competencies that sit at the heart of the Opening Minds programme, but that will run throughout the Compass journey.

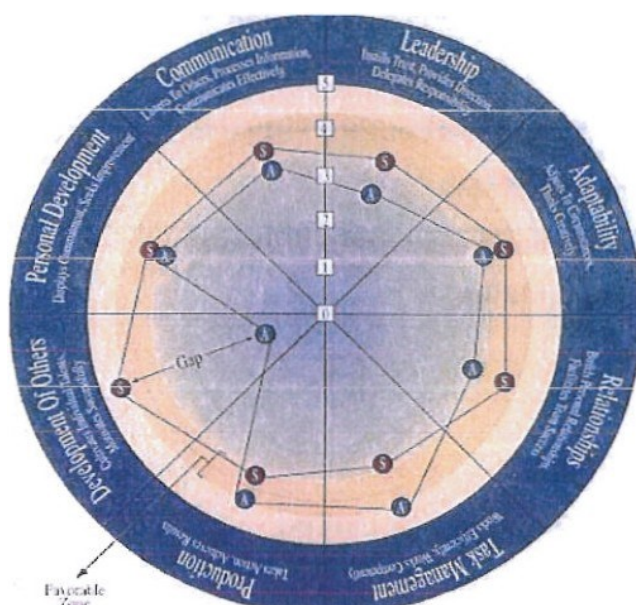
##### **4.4.1 Measuring attainment in these Competencies**

We intend to develop a "checkpoint 360" profiling tool that each pupil can use for self-assessment of the development of their competencies and provide an analysis of their own personal map of competence levels and preferences. This is not only a fun way to

learn about themselves but also helps in itself with IT, self-analytical and appraisal modelling skills which they will need for later life.

The toolkit will allow students to measure core competencies of thinking style, interests, behavioural traits and how they relate to the world around them. This process will also help students to begin to think about the kind of professions and jobs that might play to their own traits and strengths.

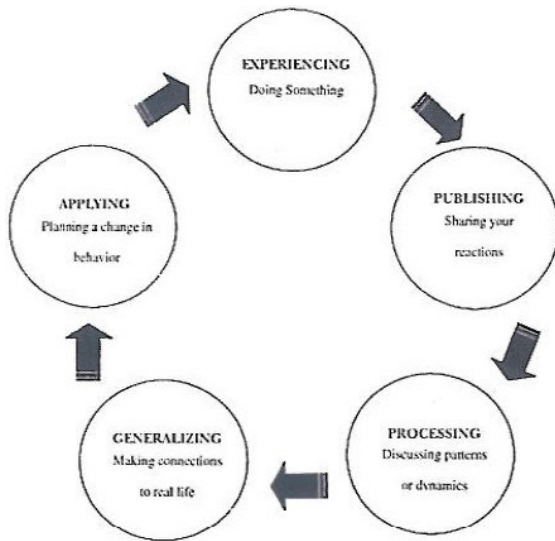
The chart below provides an illustration of a similar 360 degree model to that we are in discussions with a personal development specialist-partner in developing for our bespoke needs. The chart provides a map of the competencies against specific measurement criteria and how these are assessed in developing an overall 'personal checkpoint 360' of the individual's ability to relate.



Checkpoint 360 will offer an insight into how pupils' core competencies translate into soft people skills offering development suggestions and individual development plans.

We expect that what pupils learn from this can then be applied to helping them develop their personal styles and better develop relations with the people and world around them.





Once they have a better understanding of their relate-competencies they can make decisions about how to use this information to plan for changes in behaviour and do something about those they need to modify. This is a virtuous circle of self-improvement and one we hope will instil the tools of confidence building in preparing them for the modern world around them.

#### 4.4.2 UNICEF's Rights Respecting Schools Awards

In addition, we will seek accreditation from UNICEF's Rights Respecting Schools Awards (RRSA).

The RRSA recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos.

For a school to be accredited as rights-respecting it must show evidence that it has reached all four of the following standards:

- **Standard A: Rights-respecting values underpin leadership and management.**  
The best interests of the child are a top priority in all actions. Leaders are committed to placing the values and principles of the CRC at the heart of all policies and practice.
- **Standard B: The whole school community learns about the CRC**  
The Convention is made known to children and adults. Young people and adults use this shared understanding to work for global justice and sustainable living.
- **Standard C: The school has a rights-respecting ethos**  
Young people and adults collaborate to develop and maintain a rights-respecting school community, based on the CRC, in all areas and in all aspects of school life.

- **Standard D: Children are empowered to become active citizens and learners.**

Every child has the right to say what they think in all matters affecting them and to have their views taken seriously. Young people develop the confidence, through their experience of an inclusive rights-respecting school community, to play an active role in their own learning and to speak and act for the rights of all to be respected locally and globally.

#### 4.4.3 Holding Staff to Account

In addition to the academic standards, bespoke self-assessment tool and seeking accreditation to RRSA, there will be a clear accountability structure for the performance of both individual students and the school as a whole.

The lines of accountability will be clear from the first day that the school is opening. The four step flow chart below will operate in this way

##### **Stage 1**

The Board of Trustees will hold the Principal to account-this will include the Executive Principal of the Cabot Learning Federation who will support the performance management of the Principal

##### **Stage 2**

The Principal holds his/her leadership to account for the areas they are responsible for in the school

##### **Stage 3**

Each member of the Senior Leadership Team will be accountable for the performance of the middle leaders in the area of the school that they lead

##### **Stage 4**

Each leader of a curriculum team is accountable for the teachers in their team and the support staff that they have access to

#### ***What does accountability mean?***

Accountability means the following and can be described as the "Compass Way". We are responsible for delivering the following promise to our staff, students and parents. In a Compass school, we will ensure that:

- the safety of all staff and students in our team;
- the targets we set and the monitoring and support needed to achieve them;
- ensuring that no child is ever left behind;
- ensuring that staff in our teams carry out their professional duties to the best of their ability;
- challenging under-performance of students and staff; and

- communicating with parents and carers within the advertised calendar; and outside it whenever necessary.

### ***How will accountability take place?***

Staff and students will be held to account in the following way:

#### **Staff**

- Performance Management meetings
- Team Meetings
- One to One meetings to monitor performance targets
- Raising Achievement team meetings where the performance of individual students is monitored and where students needing extra support are paired with key staff
- In training sessions where skills are reviewed and developed

#### **Students**

- In Academic mentoring sessions where students will meet every two to three weeks with their mentor to review targets
- For vulnerable students this will take place more regularly
- In internal and external tests and exams

## **4.5 Our Behaviour and Attendance policies**

We will never give up on a Compass school pupil. Our commitment to each of them is absolute and every child will have a support network to help them to excel and to tackle life's challenges.

We plan to adopt the Behaviour and Attendance policies of our education partner, Cabot Learning Federation as these have proved effective in the four academies within their federation. The policies are summarised below.

### **4.5.1 Behaviour Policy**

We are committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

We aim to hold an important position in the wider community, educating the young citizens of tomorrow in a way which will ensure that they take a positive and proactive role within their community in the future. It is therefore important that the individual has high self-esteem and confidence reflected through a good education, smart school uniform and working in a quality learning environment.

The aim of the Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

Overall, the policy will:

- promote self-discipline and proper regard for authority among students;
- encourage good behaviour and respect for others and prevent all forms of bullying among students;
- ensure students' standard of behaviour is acceptable; and
- regulate students' conduct.

Students should be encouraged to develop:

- *respect for others*; their feelings, opinions, cultures, limitations and the right to their individuality;
- *respect for themselves*; pride in their own achievement and that of others within the school, high standards of dress and behaviour and the desire to produce their best work at all times;
- *respect for the environment*; their own, the school and other people's property and the community in which we live; and
- *respect for the future*; the belief that we can all make a difference by our contribution to the local, national and global community.

### **Teachers**

Teachers will be expected to draw on the following principles of good practice:

- setting good habits early in order to help students establish regular punctual attendance and good behaviour from the start, involving parents in the process;
- *early intervention* with prompt intervention is needed where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated;
- *rewarding achievements* through positive recognition of individual students, classes or year groups achievements in good attendance and behaviour, and through mentions in assembly, certificates or prizes;
- *supporting behaviour management* by behaviour management techniques such as assertive discipline and circle of friends to help improve and maintain high standards of behaviour and discipline;

- *identifying underlying causes* since poor behaviour may be linked to a student's problems in understanding lessons and so additional literacy or numeracy support may be required to address poor behaviour effectively; and
- *study support*, including activities from homework clubs to thinking skills workshops, can help to reinforce school work. Family support services may help parents support their own children with school work.

### ***Students***

Good behaviour can be reinforced through involving students, encouraging them to contribute ideas through the Student Council and in class discussions.

### ***Parents***

We will encourage parents to support good attendance and behaviour through home- school agreements, parents' meetings and newsletters. Parents and students will be aware that the school has an equal opportunities policy and will monitor the impact of their policies and procedures on different groups by race, gender and disability.

### ***Positive responses to good behaviour and achievement***

It is important that students are recognised when behaving and achieving well. The following should be considered to acknowledge this:

- Oral praise
- Written comments on individual pieces of work
- Recording of positive comment in Planner
- Merit
- Card/letter home
- Positive comment for 'Record of Achievement'
- Telephone call home to parent
- Certificate of Achievement
- Publicise in assembly

### ***Responses to misbehaviour***

Sanctions are only effective if used rarely, appropriately and consistently. If generous approval is normally given, the withdrawal of approval is an effective sanction for most students. Confrontation is rarely an effective way to solve a problem.

Teachers are expected to deal with the following in the first instance:

- Attendance and punctuality to lessons
- Equipment
- Organisation of work
- Monitoring of effort and achievement
- Monitoring of homework
- Chewing in class
- Removal of outdoor clothing
- Manners
- Litter/care for the environment
- Bad language
- Misuse of mobile phones

Teachers should make every effort to solve any discipline problems themselves as they arise. The option of referral should not be taken too quickly. However, it is recognised that in certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues. Even the most experienced teachers can need help and advice. It is not a sign of failure to have disciplinary problems but it is a mistake to pretend all is well, when in fact it is not

Students displaying poor behaviour which: disrupts the education of peers; does not allow the teacher to teach; or undermines the calm respectful ethos of the school, may be referred to a manager.

All staff should refer students to a senior manager for the following behaviour:

- Use of obscene/offensive language directed at a member of staff including racist language
- An assault on a member of staff
- An assault on another student
- Fights between students
- Theft
- Vandalism
- Truancy
- Wilful disobedience
- Smoking/drug/alcohol abuse
- Suspected possession of a weapon

### ***Bullying***

It is essential that students can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is

unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at schools.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (hitting, kicking, theft);
- verbal (name calling, racist and homophobic language); and
- indirect (spreading rumours, excluding someone from social groups).

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Students must be encouraged to report bullying in schools.

School teaching and ancillary staff must be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

Teachers may take the following steps when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- a clear account of the incident will be recorded and given to the appropriate member of SLT;
- the appropriate member of SLT will interview all concerned and will record the incident;
- form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject teachers;
- parents will be kept informed; and
- punitive measures will be used as appropriate and in consultation with all parties concerned.

Students who have been bullied will be supported by;

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice;
- reassuring the student;
- offering continuous support; and
- restoring self-esteem and confidence.

Students who have bullied will be helped by:

- discussing what happened;
- discovering why the student became involved;
- establishing the wrong doing and need to change; and
- informing parents to help change the attitude of the student.

#### **4.5.2 Attendance**

It will be the Compass School's policy to establish good links and a working partnership with parents in order to establish and maintain good attendance. We expect students to have a 100% attendance record. Our target, however, will be for at least 95% attending across the student body.

Parents will be informed of term dates and any additional days when students are not expected to attend (i.e. In Service Training days). Student's attendance will be recorded twice during the day - at the start of the morning session and at the end of the afternoon session. In addition, teachers will take class registers for each lesson.

Students should arrive at school on time. If, for any reason, they are unable to arrive on time they should sign in at Student Reception.

Attendance figures will be recorded for analysis by the Governing Body and forwarded to the DfE, as required.

We will require all absences to be explained by a parent/guardian. Students should not be absent for reasons except illness. Medical, dental and optician's appointments should not be made during term time.

It will not be our policy to grant leave of absence for holidays during term time. Any requests for absence should be forwarded as early as possible.

Tutors will look for pattern of absence and lack of punctuality. They will seek an explanation for all absences according to the procedure detailed later.

Parents of students whose attendance is less than 90% will be contacted to discuss the reasons for the students absences and to establish and agree strategies for improving attendance. Where such strategies are tried and attendance does not improve the matter may be referred to the Principal. Parents will be informed when the Principal is to be contacted.

The Principal may be involved when students



- attendance is less than 90% in one term;
- have more than 6 consecutive days absence; or
- have a regular pattern of absence.

Students who are also absent for more than one term for medical reasons, even with GP authorisation, may be subject to review by the Principal.

### ***Absences***

If a student is absent and no message has been received from home a text message will be sent to the parent/carer. If an absence is longer than 3 days the tutor will ring home to enquire if this is likely to be an extended absence and whether work needs to be sent home.

All absences must be explained by a note or phone call from home. An explanation should be received by the tutor on the student's first day back at school.

If an absence is not explained the following procedure should be followed by the tutor:

- ask the student to bring a note the next day;
- send an absence explanation form on the following day;
- send an absence explanation letter home in the post; and
- ring parents.

### ***Lates***

Any student who arrives late to school will be required to sign in the late book, all lates should be entered on the Lesson register. After 3 lates a lunchtime detention should be issued.

When the late is caused by reasons beyond the student's control e.g. the school bus breaks down he/she should be marked late but this should not count towards the three lates equals a lunchtime detention.

### **Students' rights**

All students at the Compass School will have the right to:

- be able to fully participate in all of the school's activities, both within and beyond the curriculum;
- be assisted in identifying the causes of problems and be helped to remedy them. to be monitored and supported in their attempts to attend;
- receive praise for their efforts and improvements made;

- be helped to catch up with any work missed through illness or non-attendance; and
- have full access to the National Curriculum and to have work provided for them in cases of exclusion

### *Students' responsibilities*

It is the responsibility of students to:

- report to tutor base for registration at the designated times at the start and end of the school day;
- sign in at reception if late for school for whatever reason to bring a note from home explaining the reason for any absence; and
- arrive promptly and with all necessary books and equipment for the start of each lesson.

### *Involvement of Parents/carers*

Good links and a working relationship with parents is an important prerequisite to good attendance.

We will make it clear to parents/carers why students need to attend regularly, what action will be taken by Compass when students are absent, how parents/carers are expected to notify the school of their child's absence and, in particular what are to count as valid reasons for absence. The school will arrange for parents/carers of students with unsatisfactory attendance to be fully involved in the setting of attainment goals.

## **4.6 Our Community Engagement**

The ethos of Compass is predicated on the firm belief that each school should be genuinely rooted in its local community; serving that community and enabling its young people to be the very best version of themselves that they are able to become. We are also very clear that we do not want to abstract from existing local schools and instead want to work closely with them, complementing the work they are doing to support local children.

We do, however, believe that far too many Southwark families are opting to educate their children outside of the Borough and we want to attract those families back so that they chose a Southwark school for their child. Key to this will be systematic and ongoing dialogue with the local community, so that the school is seen as a valued partner in the local area. Over and above specific parent evenings, we will hold termly open evenings for the local community to come and meet the school- its staff and its students. We will

also open our doors for community based activities- be that adult education, or clubs and societies.

#### 4.6.1 Our Community Engagement Objectives

Our Community Engagement Strategy delivers an effective and coordinated approach to community engagement for the benefit of those communities in and around [REDACTED] and [REDACTED] who we hope to serve through our school. We will:

- **strengthen, develop and sustain opportunities** for local people and groups to influence what happens in terms of the relationship between our school and the community and enrich those communities by doing so;
- provide opportunities for communities to **shape and influence** the development and delivery of the quality our school's services and policies that reflect local needs and priorities;
- **manage and coordinate** engagement activities to ensure consistency, quality and partner participation and avoid duplication;
- ensure that community engagement activities **provide opportunities** for participation for all sections of the community, particularly people and groups that are often missed out of community school engagement activities; such as those affected by schools but not directly involved with them or parents of pupils;
- listen to communities and ensure **feedback** to participants about the outcomes of consultation and engagement;
- provide **variety and flexibility and choice** in community engagement activities; and
- listen and learn from our own and others' experience (for example the Cabot Learning Federation) and share community engagement skills and knowledge of putting good citizenship at the heart of decision-making about our curriculum.

#### 4.6.2 How we will achieve the objectives

A detailed Action Plan is being developed which sets out how we will achieve our objectives set out above. The Action Plan will be continually monitored and reviewed to ensure it is a flexible and evolving plan that responds to the changing needs of our communities and community engagement activities.

Our initial priorities include:

- improving **coordination** and governance of community engagement activities, by the development of appropriate protocols and feedback mechanisms;
- **developing our web-site to accommodate** a consultation facility;
- **developing expertise** in finding the views and opinions of people and groups who are centrally interested in community school engagement activities;

- improving ties with **partners such as Young Enterprise, Bankside and other Residents Forums;**
- raise awareness of **volunteering** opportunities in and around our locations and the City;
- developing and enhancing **skills and expertise** in engagement and participation; and
- developing a community engagement toolkit for any of our key staff involved in community engagement activities.

#### 4.6.3 Target Stakeholders

We recognise that we alone cannot achieve the aims set out in this strategy. We need the support of a wider network to make our Community Engagement Strategy work, particularly:

- local residents;
- our Members, who play a key role in delivering the aims in this strategy;
- the Local Education Authority- everyone is involved in community engagement activity in various forms it is no good us competing with each other or undermining each other. We must work together and support each other's aims;
  - community and voluntary sector organisations, who provide local services, work directly with local groups and organisations and with members of usually excluded groups and represent the views of their sectors; and
- partners, by working with other organisations such as the New Schools Network, the Transformation Trust, Young Enterprise, and partnerships to make sure that we achieve our aims.

We will work with our stakeholders, partners and supporters to help influence the future direction of the school.

## Section 5: Evidence of demand and marketing

### 5.1 Evidence of Parental Demand

The Compass Schools Trust launched its website, together with an online survey for prospective parents to complete in early April. Since then, we have received e- signatures for our petition from the parents of 237 children all from [REDACTED] or [REDACTED]:

Year Group	Number of Children
Year 1 (Age 5/6)	7
Year 2 (Age 6/7)	11
Year 3 (Age 7/8)	18
	-
Year 4 (Age 8/9)	59
Year 5 (Age 9/10)	63
Year 6 (Age 10/11)	36
Year 7 (Age 11/12)	24
Year 8 plus (Age 12/13 +)	19
Total	237

The descriptor of our planned school, together with specific questions asked (as guided by the New Schools Network) on our website were as follows:

"Just over half of Southwark parents currently get their first choice of secondary school for their child. We want to open a state school that creates more choice for local parents and becomes the first choice for many. The Compass School will guide and support every child, helping them become good citizens at ease with the modern world. - be that through an academic or more vocational route.

We will ensure that every child attending the Compass School is confident in the basics - reading, writing and counting. But we will also ensure that they are equipped with the tools to relate and engage with others and the wider world.

We will offer a range of after-school activities, to support the curricular or non-curricular agenda of the school, international exchange trips, Further Education opportunities, and success in entrance to Universities in the UK. As well as being an excellent school for local children, we want the Compass School to become a facility for the community, including for the provision of adult education.

The Compass School will be a truly inclusive school: it will be a school for everyone, whether your child is the brightest in the class or finds school difficult. We want to open our doors in September 2012. Show your support and come join us.

- Would you like to send your child to our proposed Free School?
- How many children do you have?
- What are their Year Groups?
- What is your postcode?
- Would you like to be updated on our progress? (Please include your email address and any contact information that you would like so that we can keep you updated on our progress!)
- Would you like to be updated on our progress? (Please include your email address and any contact information that you would like so that we can keep you updated on our progress!)
- Would you be interested in joining the campaign or assisting the school in any capacity? (Please describe any potential ideas)"

A full set of comments from parents, together with their postcodes is included in Annex E.

## 5.2 Demography and the Statistical Case for Demand

Our analysis of socio demography and population statistics has focused on the Borough of Southwark. The post code SE1 reaches into the environs surrounding Southwark as far as the Southbank, Bankside, Bermondsey and Waterloo districts. But for the purposes required, Southwark serves well.

Southwark is an inner London borough covering 11 square miles. The population of 244,866 derived from the 2001 census occupies some of the most densely populated parts of London; in fact Southwark is ranked as the UK's 8<sup>th</sup> most densely populated borough

Some areas are subject to central government and EEC improvement funding and regeneration. However, the index of local deprivation still shows Southwark to be the one of the most deprived authorities in inner London and in England generally.

In a recent publication by the End Child Poverty campaign, Southwark was ranked as the 18th worst local authority area for child poverty, with over a third (34%) of all local children a falling below the poverty line.<sup>9</sup>

Real and underlying unemployment has in the last 10 years or more been as high on average as 18% and amongst the highest in London, with certain parts of the borough having been as high as 30%. This has substantially improved over the last decade although the current recession has reversed a good deal of this and Southwark is currently ranked the 6th borough in the UK for highest unemployment.

The most recent data from the ONS indicates that of the entire population in the age range qualifying for work, only 102,857 are employed (not including students) only 60% are in any way employed.

There are 40% of lone parent households in Southwark: this is more than twice the national average. Southwark has a long-established ethnic and culturally diverse population where almost 30% of adults are from black and ethnic backgrounds. Southwark has an established Caribbean community, a more recent African community and sizeable Irish and Asian community groups. Southwark is now receiving a high number of asylum seekers and their families as well as "unaccompanied children".

Of the adult population of Southwark, the numbers of people holding no qualifications at all are 44,853 which rank's it the 277<sup>th</sup>/376 in the UK.

The number of households with residents is 105,806 with owner-occupiers only amounting to 33,235 (ranked 375 in the UK) and the degree of overcrowding in the borough puts Southwark as the UK's 8th most overcrowded borough.

- Southwark's population increased by 9% to 269,200 between 2001 and 2006 and is projected to increase to 305,600 by 2016 and 329,300 by 2026
- Population density across the borough as a whole averages around 84 persons per hectare, nearly double the Greater London average of 46
- Proportionally, there are far more adults aged 25-44 years in the borough than for England and Wales;
- Nearly 12% of Southwark households are overcrowded, with overcrowding highest amongst households who rent from the Council;
- here are over 15,000 households registered with the Council as wanting a council or housing association (social rented) home, while last year only 3,691 social rented homes became available for letting;
- 15% of households on Southwark's housing list require three-bedroom homes and 6% need homes with four or more bedrooms
- The London Plan sets very challenging targets for Southwark. At 1,630 additional housing units per year 2007/8 to 2016/17, 50% of which should be affordable housing, they are among the highest in London;

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<sup>9</sup> [REDACTED]

- Over 50% of households living in social rented housing in Southwark do not contain anyone in employment. This means many children are growing up in an environment where they have no direct experience of people in paid employment, making it more likely that the cycle of deprivation will continue
- In addition, the new Mayor revised upwards, to 2,453, Southwark's gross affordable housing target for the three years 2008-2011

### 5.3 The Demand for School Provision in Southwark

The breakdown in the population of children eligible for school in Southwark is (2001 census data):

<b>Ages 5-9</b>	15,614	7,964 male and 7,650 female
<b>Ages 10 -14</b>	14,045	7,172 male and 6,873 female
<b>Ages 15-19</b>	13,836	6,796 male and 7,040 female

From 2006 to 2014, Southwark Council will have overseen around £400m of capital expenditure on schools, nurseries and children's centres. This is the largest school renewal programme in Southwark since Victorian times and a credit to the local Council but underlines the on-going shortage of good school facilities in the area of Southwark.

This programme of investment and the creation of a number of new Academies is helping address some of the increase in pupil numbers, but nonetheless there does appear to be additional need for places in good schools. Published data from the Department for Education shows that 23.8% of secondary school age children in Southwark are being educated in other local authorities.<sup>10</sup>

#### Secondary School Pupil Places in Southwark

Data published by Partnerships for Schools shows a significant growth in the number of pupil places in Southwark over the coming six years, with demand set to outstrip existing capacity by some margin:

<sup>10</sup> <http://www.education.gov.uk/rsgateway/DB/SBU/b000951/b02-2010.pdf>



Year	Places required for pupils	Over current capacity
2010/11	5,841	9.59%
2011/12	6,174	16%
2012/13	6,445	21%
2013/14	6,442	21%
2014/15	6,662	25%
2015/16	6,934	30%
2016/17	7,230	35%

Whilst these figures do not include the additional provision of new Academy schools, we believe there continues to be a need for additional, good places for Southwark families. This is underlined by the fact that only just over half of local families (52%) got their first choice of school in the last admissions round, while in other parts of London- for example, Bexley and Newham -around 80% did. The analysis put Southwark at the lower end of performance when benchmarked against the rest of the country.

The local authority has also made public its position that there is a real and tangible need for additional places.<sup>11</sup> We want to help ensure that Southwark families are able to choose a Southwark education provider as the school of their choice.

We believe there is sufficient under-capacity to support the case for a good additional secondary school in Southwark and we feel it is a case that can - and should- be made.

#### 5.4 Statutory Consultation and Equalities

We will carry out a formal consultation (as required by Section 10 of the Academies Act 2010) if we are given approval to proceed with our proposal and will take guidance from the Department for Education on how to improve our plan.

We will invite the following groups to share their views of our proposed new school:

- parents and carers;
- the London Borough of Southwark;
- the London Borough of Lambeth;
- Community Groups (including Bermondsey and Rotherhithe Community Councils and Better Bankside)

<sup>11</sup>

[http://www.southwark.gov.uk/news/article/288/council\\_urges\\_government\\_to\\_let\\_it\\_get\\_started\\_on\\_rotherhithe\\_school\\_places](http://www.southwark.gov.uk/news/article/288/council_urges_government_to_let_it_get_started_on_rotherhithe_school_places)

- local businesses;
- potential feeder schools and nurseries (particularly those in SE1 and SE16);
- existing local secondary schools;
- 6<sup>th</sup> form and FE colleges; and
- Higher and Further Education institutions.

In engaging with each of these groups, we will make clear our mission and vision for the school, including ethos and curriculum and our admissions policy. We will focus the consultation on a series of questions, including "Do you support the Compass Trust setting up a new secondary school in Southwark?", "Should we enter into a Funding agreement with the Department for Education" and "Would you like to be involved in the new school?"

We will make full use of our website as the primary channel for this consultation, but will also attend public meetings, run coffee morning and use existing faith and community groups to ensure that all stakeholders have the opportunity to engage with us and raise any concerns. We will give consideration to all views and comments raised by respondents and commit to responding publicly to each of these.

The consultation will run from September for twelve weeks in line with DfE guidance, culminating in a public meeting, which we aim to host at our preferred site for the school at Southwark College in Bermondsey.

## **5.6 Marketing Plan**

The aims of our marketing strategy are to:

- generate a greater volume and frequency of enquiries;
- a higher quality of enquiry;
- achieve full enrollment;
- generate demand leading to waiting lists; and
- embrace and enrich the community by utilising and strengthening existing activities and community groups that will build a long-term relationship between Compass and its 'target' audience.

Our Marketing Plan will address:

- a professional and thorough encapsulation of what our school stands for and the benefits that it offers to the parents and pupils of Southwark;
- the articulation of our message clearly to our internal and external community through a school specific marketing plan;
- an interactive communications strategy that is influenced by-as well as influencing- our target groups. This will be achieved through online access and periodic community research groups with existing and potential parents;
- further Website effectiveness and optimization;
- a Comprehensive Social Media strategy;
- a viral, no cost PR strategy;
- assessment of appropriate, cost effective media buying;
- planning and coordination of media campaigns;
- consistency in message and branding throughout all school materials;
- guidelines for the creation of any content for media, printed or electronic; and
- development of metrics to evaluate marketing effectiveness.

Schools are a business just like any other business, and must compete with other independent, state and private schools. A solid marketing plan is essential for success.

Our plan will start with a comprehensive competitive analysis of the other public and private schools local parents can choose for their children in the Southwark area, including OFSTED scores, financials, enrollment statistics, and demographics.

We will compare these results, and see how we can drive the demand towards our own school. For example we will see if locally available music programs are weak? Are maths scores flagging? We will make sure that our school addresses the missing areas that demand attention, and emphasise these in our promotional materials.

Next, we will talk to the parents of existing schools. What was it about these schools that made them choose these over all the alternatives? We will address the lessons learned from this analysis in our marketing materials.

We will develop a detailed background section of our plan. This will discuss what is missing in the local area, and what we provide that is unique and different.

We will write a financial section setting out our forecast marketing expenditure and the results we expect this investment to achieve, including goals for increased enrollment. We will develop financial projections showing where we will be if we hit our enrollment goals.

We have already invested in basic key elements of our strategy:

- We have a website (██████████), and will create a strategy for search engine optimization to include beefing up keywords, enhancing our positioning with Google, Yahoo and other directories, etc. We need to do more work to make sure it is inviting, and shows pictures of our students enjoying the

school. We will add further detailed curriculum sheets for every grade that are easily downloadable.

- We have already created an informational flyer and have begun mailing it to prospective parents in the SE1 and SE16 area;



- We have attended informational meetings in our area (SE1 and SE16) to describe our curriculum, and to meet prospective parents. We intend to do more of these.
- We are considering the planning an annual school carnival, publicising the event, and inviting the community to attend. We would invite the PTA to help plan this event and assist with any fund raising necessary. We will have plenty of informational flyers about the school available.
- We have already begun to invest in an advertising plan to include local papers and websites. We have been in Southwark News and on SE1. We intend to create an inviting ad to drum up further interest in our school.
- We have already asked potential parents to blog about the school, and post the reasons why they might choose our school over others.

Our marketing strategy is to create a desirable community focal point and will be delivered in adherence to the following principles:

- The school as a service and parents and pupils as 'buyers'. This will ensure an absence of any tendency to assume gratitude on the part of the parents. The balance between school and parent- as set out in this application- is predicated on respect and engagement; as exemplified by any strong brand, product or service. This is not to trivialise the place of a school in its community, it is the recognition of the fact that trust is earned through consistent behavior and reliable delivery between, in this case, school and parent/pupil.
- With this starting principle in mind, The Compass School will be established as a focal point in the lives of parents and pupils: not as an '8-330' facility but as a source of security and stimulation. This includes adult education and the school as a local employer of choice.
- Welcoming, although not coveting, local authority support. We have met with the Chief Executive of Southwark and plan to work closely with the council in the establishment of the school to ensure the provision supports and complements existing community and Academy schools. This relationship will allow The Compass School to play a full and active part in the education infrastructure of Southwark whilst defining and maintaining a unique position within it.
- Establishing the Compass School with all stakeholders in the community with a commitment to engage particularly with businesses of scale based in the area. This will provide a set of key relationships for the school and its pupils which goes to the heart of the mission of the school: to give pupils a sense of their self-worth within the wider world including the world of work.

As an institutional citizen of Southwark, we will put great store by effective on-going communication with parents in the Borough. In addition to using the school itself as a venue for meeting and debate and engagement, we will use the following channels to communicate with local stakeholders:

- Use of media- press, radio, online, local community groups, public meetings- to share and explain the vision and ethos of the Compass School.
- Primary schools- t target local parents with children in Years 4&5 on a rolling basis, moving to younger year groups in subsequent years enabling parents to register their interest earlier.

- Local health centres and drop-in centres in the community to build a dialogue with those family units most likely to benefit from the opening of the Compass School. We see Sure Start centres as important centres for communication about the school and its ambitions.
- Local businesses of scale to invite meaningful involvement- work-place experience; staff visits and similar.
- Talent drawn from the community- or familiar with it- either to teach or to support the core work of the school with expertise beyond the curriculum. By doing so we will actively develop an active and virtuous network of local relationships feeding and feeding off The Compass School.
- School Open Evenings will be seen as a celebration of pupil achievement but also as an opportunity to share that achievement with the wider community, in turn providing the best marketing and communication opportunity of all- successful delivery.

## **Section 6: Organisational capacity and capability**

### **6.1 Capacity and capability to run a school**

The Compass Schools Trust will be working closely with the Cabot Learning Federation as our education partner on all aspects of setting up and moving into mobilisation stage of our first school.

With the Principal in place at the start of 2012, recruitment of the leadership team and wider staff will begin. The immediate priorities for staffing will be as follows:

- Outstanding Head of English (also covering Opening Minds) (FTE 1.0)
- Outstanding Head of Maths (also covering Opening Minds) (FTE 1.0)
- Head of Science (also covering Opening Minds) (FTE 1.0)
- Head of Humanities/MFL (Humanities Specialist) (FTE 1.0)
- English teacher (FTE 0.5)
- Maths teacher (FTE 0.5)
- Science teacher (FTE 0.5)
- Humanities/MFL (FTE 1.0)
- PE/Dance/Arts (FTE 1.0)
- Commerce/Economics (FTE 0.5)
- Teaching Assistants (FTE 1)

Heads of Department will initially teach a full timetable in the first years of operation. One teaching post will also cover the role of SENCO.

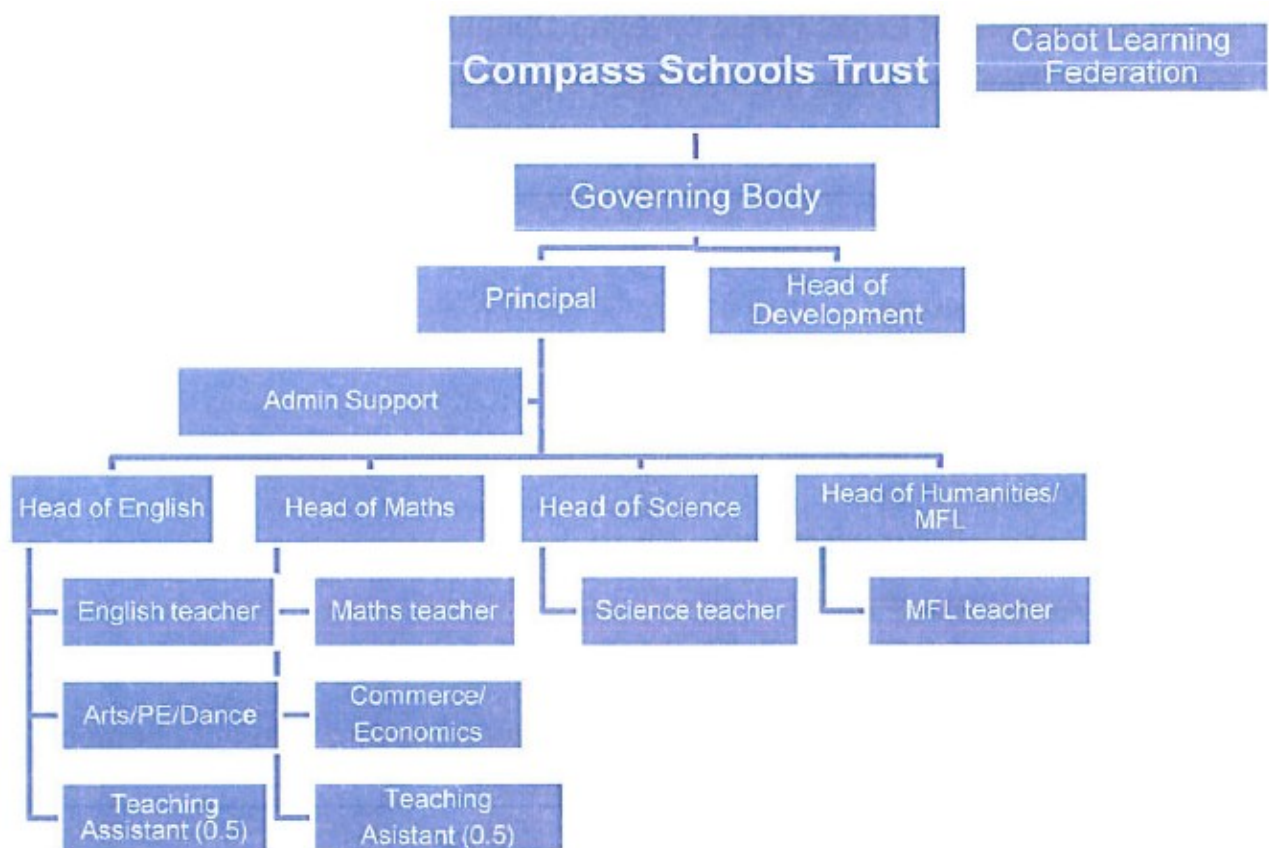
In addition, we will be recruiting the non teaching staff roles:

- Personalised Learning Center Co-ordinator (FTE0.5)
- Technicians (FTE 0.5)
- Cover Supervisor (FTE 0.5)
- Admin support {FTE 2}
- Catering Staff (FTE 1.0)
- Librarian (FTE 0.5)
- Schools attendance officer (FTE 0.5)
- IT Technician (FTE 0.5)
- Caretaker (FTE 1.0)
- Schools Finance Manager (FTE 0.6)

In addition, the proposal is predicated on appointing a Head of Development. This role will work alongside the Principal and will lead on developing partnerships, community relations, links with business, the arts, media and sports creating a network of linkages for the Trust to the benefit of the school and its pupils. The role will also co-ordinate enrichment activities.

More generally we will draw on both teaching professionals and those from wider backgrounds, including business and sport.

The core teaching staff will be structured as follows for the set-up phase:



### Staffing at full capacity

We anticipate being at full capacity with a student body of 600 by 2017/18. Our staffing will reflect this growth in numbers as follows:

- Principal (FTE 1.0)
- Assistant Head (FTE 1.0)
- Head of School Development (FTE 1.0)
- Deputy Head of School Development (FTE 1.0)



Head of English (FTE 1.0)  
Head of Maths (FTE 1.0)  
Head of Science (FTE 1.0)  
Head of Humanities/MFL (FTE 1.0)  
English Teachers (FTE 7.0)  
Maths Teachers (FTE 7.0)  
Science Teachers (FTE 6.0)  
MFL/Humanities Teachers (FTE 6.0)  
PE | Dance | Arts Teacher (FTE 5.0)  
Economics/Commerce (FTE 5.0)  
Teaching Assistants (FTE 6.0)  
Administration Support (FTE 4.0)  
Catering Staff (FTE 3.0)  
Personalised Learning Centre Co-ordinator (FTE 1.0)  
Cover Supervisor (FTE 1.0)  
Technicians (FTE 3.0)  
Librarian (FTE 2.0)  
School Attendance Officer (FTE 1.0)  
IT Technicians (FTE 3.0)  
Caretakers (FTE 3.0)  
School Finance Manager (FTE 2.0)

## **6.2 Recruiting the Principal Designate**

We are currently inviting informal Expressions of Interest from prospective Principals. Qualities that we will be looking for in this role include:

- an enthusiast for education and a belief in the potential of young people and staff and their capacity to succeed
- understanding the mission and purpose of the Free Schools programme and how the independence can be exploited to its full extent;
- outstanding leadership qualities that have had an impact upon whole school improvement;
- extensive experience of developing staff and building teams;
- in depth knowledge and understanding of current educational priorities/developments, including the changes implied in the White Paper ;

- developed philosophy to include a range of different models of support for students with SEN, EAL and Gifted and Talented;
- school development planning that engages the whole community in effective strategic planning;
- successful management of monitoring and evaluation strategies of quality of teaching and learning, and target setting to improve learning outcomes; and
- excellent classroom practitioner, able to make judgements about the quality of teaching and learning;

The successful individual will have:

- experience of full 11-19 age range;
- experience in at least two different secondary schools;
- a minimum of three years senior management experience;
- proven record of significant senior management achievement;
- a vision for how student attainment can be improved and maintained;
- successful establishment of links with the local community;
- excellent track record as an effective innovator of education and manager of change;
- experience of successful behaviour for learning strategies;
- degree and teaching qualification; and
- recent and relevant leadership development training.

Subject to our application being approved, we aim to have the appointment confirmed and the individual in place for 1 January 2012. The Principal Designate will play an instrumental role in setting up the school and recruiting the Senior Team and wider staff. He/she will take the lead in ensuring that the Compass Schools Trust vision is translated into reality. The successful candidate will be held directly accountable by the Governing Body.

We will work closely with [REDACTED], [REDACTED] to secure the appointment of a Principal Designate in 2011-12. [REDACTED] has successfully appointed five Principals to his organisation since 2008 and will use his recruitment process to achieve this. The process includes the following:

- Outline vision for Years 1 to 3 of the new school agreed
- Job and Person Specification written and agreed
- Job advert placed in the Times Educational Supplement
- The Cabot Learning Federation HR Team can assist with the recruitment process if necessary which will give us access to an existing team with the capacity to deliver this service

- Once applications are received, a long list of candidates will be drawn up. [REDACTED] will then visit each candidate in their current school and provide written feedback for the board to inform the short list
- Once the short list are invited for interview, [REDACTED] will help to design the process for the two days to test the skills needed
- After the final interview and the Principal Designate is appointed, [REDACTED] will lead and design the induction programme for the new head.

### **6.2.1 Staff Recruitment**

Staff will be recruited from national and local adverts with the job and personal specifications making the following clear:

- the vision of the school and what it is we are trying to achieve;
- the contribution we need staff to make-for example, being an outstanding teacher, working beyond the traditional school day to provide outstanding opportunities for our students, a willingness to continue with their professional development and experience of working in contexts and schools similar to our own. We will be particularly interested to interview staff who have had professional experience beyond education;
- each staff interview will require candidates to either teach, work with students, show evidence of their success in previous roles with young people and their ability to be a team player; and
- we will use leaders from the Cabot Learning Federation as interview panel members to bring an external quality assurance to the process.

### **6.3 The Team**

Compass Trust has brought together a group of dedicated professionals, each expert in their own field. We have sought to establish a team that brings together high calibre individuals representing the following spheres of discipline: education, the arts, healthcare, commercial, legal, property and finance. Members of the team, together with their respective experience is as follows:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Each of the four founding Directors/Members have committed to supporting the establishment and operational running of the Compass School by taking posts on the Governing Body for the long term. In addition, the following individuals have agreed to become Members of the CLG should the Compass Schools Trust be given approval.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#### **6.4 Specific Expertise**

We believe that through the combined expertise of the individuals described above, we have all relevant disciplines covered. Educational expertise is provided through

██████████ and our relationship with CLF more broadly. Financial expertise is provided through the ██████████ who has extensive experience of running companies and working in the financial services industry.

We believe that the wider supporting skills set are met through the following individuals and organisations:

- ██████████
- ██████████
- ██████████
- ██████████

We recognize that we will need to contract for buildings and site expertise to ensure we have professional support as required.

## 6.5 Strategic Partnerships

Subject to receiving approval for our application to set up a free school in Southwark, the Compass Schools Trust will seek to establish a number of strategic partnerships with the following organizations.

### *Cabot Learning Federation*

The Compass Trust has formed a strategic alliance with the Cabot Learning Federation (CLF), with ██████████

CLF is a well-established and highly successful Federation that has an impressive track record in turning around 'failing' schools. The performance of the CLF schools shows a trajectory of continued improvement over the past three years:

Academy	2008		2009		2010		2008-2010	
	5 A-C	Inc Eng and Maths	5 A-C	Inc Eng and Maths	5 A-C	Inc Eng and Maths	Imp in 5 A-C	Imp with Eng and Maths
John Cabot Academy	85	60	94	62	97	74	+12	+14
Bristol Brunei	62	35	62	25	82	45	+20	+14

Academy								
Bristol Metropolitan Academy	47	34	43	30	85	39	+38	+5

In addition to the three schools above, Hans Price Academy in Weston Super Mare joined the Federation in May and a fifth Academy- Kingsfield School in South Gloucestershire- will join in September 2011.

Our partnership with CLF will be built on the following components:

- representation of a 'movement' and a force for good in the role of education, schools management (and teaching/self-learning methods) in the wider development of good citizens to shape the future of a better balanced and more tolerant modern society;
- knowledge sharing, initially in school establishment and mobilisation and latterly in general operational practices and exemplary schools management and leadership;
- best practice exchange and benchmarking;
- sharing of professional development and support both 'corporately' but also in the development of teaching skills, teaching practices, curriculum and learning models/methods;
- sharing of networks (in further education, student coaching and self-development programmes, educational and developmental outreach); and
- development and 'leadership' in ethical and moral governance of schools operated under Charitable Trust status.

### ***The Transformation Trust***

Compass will also form a strategic alliance with The Transformation Trust, a children's charity that funds extra-curricular activities in state schools in some of the most challenged parts of the country. The Trust works on the principle that all children deserve the same opportunities in life and seeks to offer activities and experiences that are often found in the independent schools sector but typically scarcely so in state schools.

Working with Compass, The Transformation Trust will aim to make its activities available to the school, and in some cases seek to use Compass as an 'incubator' to pilot new schemes and opportunities where there is a good fit with the cohort of pupils.

Some of the existing projects supported by The Transformation Trust are included in the description of "Our School Day" included in Section 3.

### ***Black Mountain***

We will also establish a partnership with Black Mountain, an organization based in the Brecon Beacons National Park in Wales. Outdoor education provides an exciting, physical medium for learning, aimed to develop each pupil as an individual, a member of society and a future adult member of the community. The one to five day courses are designed to support Key Stages 2-4 of the National Curriculum using the outdoors. Activities for Compass School pupils which aim to develop self-esteem, problem solving, team working and resilience include: climbing, canoeing, kayaking, raft building, high level ropes, hill walking, orienteering, mountain biking and gorge walking.

Health and safety is clearly of paramount importance, and all Black Mountain instructors are qualified and hold current National Qualifications in each of the relevant fields they teach, together with First Aid skills and are all CRB checked.

## **6.5 Governing Body**

The Governing Body will comprise of 11 individuals. Six will be appointed by the Compass Schools Trust and five will be elected from the local authority, staff and parents. There will be at least two parent governors. [REDACTED] will chair the Governing Body. Membership of the Governing Body will be drawn from the Members and Directors of the Compass Schools Trust, with additional members recruited from the local community.

The skills set that we aim to cover through membership include:

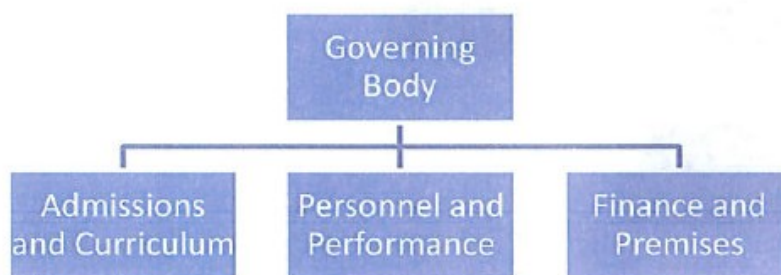
- educational expertise (including school improvement);
- finance;
- strategic planning;
- legals;
- marketing;
- HR; and
- health and safety.

Ahead of opening, the Governing Body will establish an Executive Committee to oversee the set up of the school; recruit the Principal Designate; and put in place policies and practices that will determine its operations post opening.



Post opening, the Governing Body will oversee the strategic direction of the school. It will monitor and evaluate performance and be the key decision maker on policies.

In the summer term of 2012, the Governing Body will establish the following committees:



The Governing Body will also appoint a clerk to administer all meetings. This individual will have a sound understanding of relevant legislation and regulatory matters and will have accredited training.

## 6.6 Governance and Leadership

The School will be run as a free standing Trust which is enshrined in the articles of a charitable company limited by guarantee. We intend to create a governance structure made up of a Board of Trustee Directors supported by an Executive team made up of the heads of department from each teaching discipline.

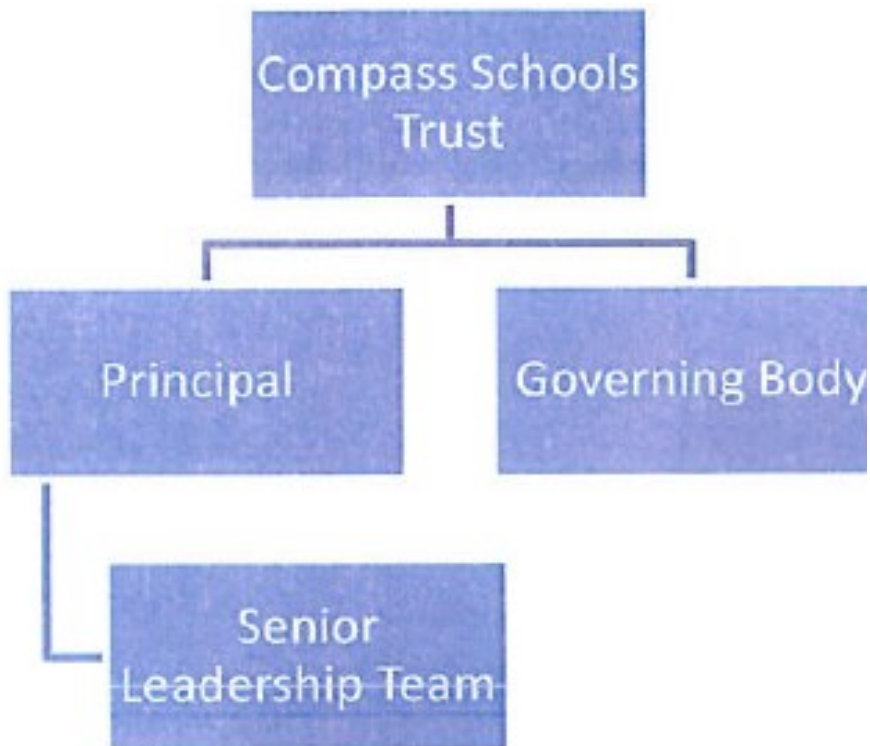
The Trustee Directors will be volunteers who come from all walks of life and bring to bear the benefit of their collective experiences, contacts and networks to create a pool of wisdom and access to partnering and sponsoring resources and facilities as well as undertaking a continuous audit of the school's delivery of the Trust's stated aims for it.

The Chairperson will be selected for their breadth of professional and societal experience as well as outstanding personal leadership credentials.

In terms of lines of accountability:

- The Directors and Members of the Compass Trust will appoint and hold the Principal of the Compass School to account. They will also appoint the Chair of the Governing Body and the majority of its members.
- The Chair of the Governing Body will be a 'critical friend' of the Principal and will be responsible for the quality of education in the school.

- The Principal will be responsible for the implementation of the Trust's strategy and through his/her Senior Leadership Team the day to day performance of the school.



## Section 7: Premises

### 7.1 Identifying potential sites

We are working closely with Partnerships for Schools to identify the site for our school. We are currently considering two options:

- o Southwark College on [REDACTED], alongside the proposed University Technical College. This would address the specific shortage of places in the Rotherhithe area that the Council have highlighted
- o Tower Bridge Business Complex on [REDACTED] in [REDACTED]. Again, this site would help address the localised shortage of places.

### 7.2 Viability of Options

Southwark College is our preferred site, situated on [REDACTED]. It has been the focus of a local campaign led by [REDACTED] to develop a new secondary school alongside a new University Technical College, which we understand will also be housed on the Southwark College site. A copy of the Land Registry documentation is included in Annex F.

Partnerships for Schools have carried out a site visit and we await a full report from them. In the meantime, we have initiated contact with Southwark College Further Education Corporate, who own the site.



More images of the site are included in Annex G.

## **Section 8: Financial Viability**

The financial template is included as a separate document. We have produced our budget in conjunction with the Cabot Learning Federation, drawing on their significant experience in running four Academies (soon to be five). We have included the assumptions underpinning the budget in the appended spreadsheet.

We have carried out a sensitivity analysis on the budget, testing the viability of the model if we only attract 90% of our expected pupil numbers. In light of our size (100 pupils in each year group), this analysis showed a negligible impact on the budget.