

Free Schools in 2013

Application form

Mainstream and 16-19 Free Schools

Completing your application

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

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

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

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

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

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

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

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: [REDACTED].

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

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

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

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

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

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

Data Protection

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

Application checklist

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

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED] London [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other		
6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details: n/a		
9.	<table border="0"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: [REDACTED] – initial guidance and information regarding application process. [REDACTED] – initial advice and formation of company. Neither organisation was paid for their support and it is not envisaged that either has an ongoing role, save as respondent to any public tenders.		
Details of company limited by guarantee			
11.	Company name: The Archer Academy		
12.	Company address: [REDACTED]		

	London [REDACTED]	
13.	Company registration number: 7952786	
14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details: n/a	
<p>Company members</p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
16.	Please confirm the total number of company members: 12	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name:	[REDACTED]
	2. Name:	[REDACTED]
	3. Name:	[REDACTED]
	4. Name:	[REDACTED]
	5. Name:	[REDACTED]
	6. Name:	[REDACTED]
	7. Name:	[REDACTED]
	8. Name:	[REDACTED]
	9. Name:	[REDACTED]
	10. Name:	[REDACTED]
	11. Name:	[REDACTED]
	12. Name:	[REDACTED]

Company directors

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

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name:	
2. Name:	
3. Name:	
4. Name:	
5. Name:	
6. Name:	
7. Name:	
8. Name:	
9. Name:	
10. Name:	
11. Name:	
12. Name:	
13. Name:	
14. Name:	

19. Please provide the name of the proposed chair of the governing body, if known:

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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21. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	
	n/a	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes x No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes x No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes x No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	n/a
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N /a
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
	n/a	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
	n/a	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	
	n/a	

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

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

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

Signed:

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

Print name: ██████████

Date: 06/02/12

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

Section B: Outline of the school

1.	Proposed school name:	The Archer Academy
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input checked="" type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2017
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	n/a
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	n/a

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

Section C: Education vision

The Archer Academy: Vision and values

The Archer Academy:

Realising potential. Inspiring creativity. Engaging with our community.

The Archer Academy will be an outstanding secondary school at the heart of its community, providing pupils from a wide range of backgrounds with the education and inspiration they need to live fulfilling adult lives.

Why are we proposing this new Free School?

This Free School bid is the culmination of a long-standing campaign by successive MPs, councilors, primary school governors and local parents to address a significant lack of secondary school provision in East Finchley, West Finchley, Hampstead Garden Suburb and surrounding communities in N2, N3 and NW11.

The need is for a co-educational, non-selective and non-denominational school for 11-16 year olds.

Of the 22 secondary schools within the borough of Barnet, three are selective, seven are single sex and eight are faith based. This leaves few options, especially within East Finchley and the immediately surrounding areas in Barnet. For girls, there are no non-selective and non-denominational options available. For boys, one single sex school offers a non-selective and non-denominational option.

A faith school cannot hope to properly accommodate the diversity in beliefs that comes with the ethnic mix to be found in this part of the borough. Key primary schools in this part of the borough reflect the rich ethnic diversity that is enjoyed, ranging from Brookland (45%) to Tudor (81%). Indeed, the report of Barnet Council's Supply of Secondary School Places Overview and Scrutiny Panel (published December 2011) notes that 75% of parents applying for Barnet schools had a first preference for non-denominational provision. However current provision in the borough amounts to only 66.5%, representing a substantial shortfall and resulting in a failure to meet parental needs in the area.

The council's Scrutiny Panel report concluded by recognising 'the need ... *for non-denominational and coeducational school places in the East Finchley and Garden Suburb areas*'. However, while this need has been recognised by successive councils over the past 10 years, no viable alternative has been introduced. This is why we are applying for a Free School.

The strength of support for the Free School proposals has been overwhelming. In our survey, over 1,000 parents of children ranging in age from Year 5 to Reception have signed to say that The Archer Academy would be their first choice school. That would keep the school oversubscribed for its first six years of operation.

The Archer Academy will meet the needs and desires of parents, primary school governors, Barnet Council and the local community, for a first-choice, community, co-educational secondary school. If this application is successful, The Archer Academy will provide children in this area with an opportunity to continue their education in their local community, allowing children to remain with the friendship groups they have formed at primary school.

Vision

Staff and pupils will work co-operatively to ensure that each individual pupil:

- *maximises their academic potential*
- *becomes a responsible, respectful and contributing member of their various communities*
- *thinks critically and creatively about the world around them*

Together, these three elements will prepare our children for adult life.

We believe that all pupils at The Archer Academy should be given equal opportunities to **realise their academic potential**. We also believe that it is critical that pupils leaving The Archer Academy will respect the value of education, recognise the importance of hard work and possess high levels of literacy and numeracy. These are core skills for all members of adult society and they will take a central place in teaching and learning at the school.

We also believe that we should prepare young people to be **active members of their communities**. This involves developing a culture of respect and concern for peers, teachers and members of the wider community. It also involves our pupils recognising the value of participating in and contributing to local communities: starting with the school, but moving out to their social, cultural, faith or neighbourhood groups. We believe that this combination of respect for others, responsibility for their own actions and active participation in their local communities will be crucial to success in our pupils' adult lives.

Finally, we recognise that pupils will leave The Archer Academy to follow a range of different paths, whether in further or higher education, into apprenticeships or jobs, starting up their own businesses or engaging in the performing arts. We therefore believe that it is important to **develop their critical thinking and creative abilities**, to encourage pupils to analyse situations and create innovative products and solutions. These skills are valuable in all walks of life and in all sectors of society. They are often overlooked, but are clearly of value to the individual as well as to the economy and society at large.

Rationale

Community

When Henrietta Barnett drew up her vision for Hampstead Garden Suburb in 1907, she wanted to create a real community, to show how "...people, of all classes of society, of all sorts of opinions, and all standards of income, can live in helpful neighbourliness". Using the pioneering spirit of Henrietta Barnett as its inspiration, The Archer Academy, situated on the doorstep of the Suburb, will recognise the distinctive value that is generated in bringing together girls and boys between 11-16 years of age from the diverse range of social, religious and cultural backgrounds represented in this area of London, to learn with each other and about each other.

It will display a clear commitment to *equal opportunities*, which will permeate through all areas of the school. It will also have high expectations of all pupils, both in terms of academic achievement and standards of behaviour. In doing so, The Archer Academy will provide an outstanding and inclusive secondary education for the children in the community, regardless of their academic ability or social background.

It will also aim to be a true *community* school. The name of the Academy links it fundamentally to the local area – The Archer being the iconic statue by Eric Aumonier that kneels atop East Finchley station, and which has recently been selected to symbolise the borough of Barnet in the London 2012 Olympics celebrations. The school will integrate into the local community through communication and partnership with local residents, businesses, charities, religious groups and other organisations. This approach will be enhanced by our commitment to wrap-around education providing extended opportunities for learning and social development. Governance of The Archer Academy will be transparent, with open communication and accountability between the school and pupils, parents and the wider community. More generally the school building will be a hub of community activity.

Education: Academic achievement and creative skills

"[G]ood levels of English and Mathematics continue to be the most generally useful and valuable vocational skills on offer. They are a necessary precondition for access to selective, demanding and desirable courses, whether these are 'vocational' or 'academic'; and they are rewarded directly by the labour market throughout people's careers."
The Wolf Report, March 2011

"While employers continue to demand high academic standards, they also now want more. They want people who can adapt, see connections, innovate, communicate and work with others. This is true in many areas of work. The new knowledge-based economies in particular will increasingly depend on these abilities. Many businesses are paying for courses to promote creative abilities, to teach the skills and attitudes that are now essential for economic success..."
All our Futures: Creativity, culture & education, May 1999

Our educational vision is rooted in our concern to provide an outstanding, inclusive and aspirational education for local children, an education that prepares them for adult life, whatever that may bring. It also draws significant insights from key reports to recent Secretaries of State for Education.

Firstly, The Wolf Report, which documents the fundamental importance of English and Maths in all walks of life and in all vocations. The school will specialise in these disciplines to ensure that our pupils display high standards of literacy and numeracy. This will enhance their learning across the curriculum and will be of significant value to them whether they seek to enter work, apprenticeships, vocational education or indeed higher education.

Secondly, we take seriously the challenges presented by Sir Ken Robinson in his report on the development of creativity in young people. Therefore, we aim to foster an environment in which critical thinking and creative expression are encouraged in learning and teaching.

We are also conscious that we cannot know exactly what the future will bring for our pupils. But if we equip young people with both strong foundational academic skills and significant creative abilities, we will enable them to become adults with transferrable skill sets of great value to our economy and society, and that will expand their opportunities and enrich their adult lives.

What are our aspirations for the school and its pupils?

In the primary schools from which The Archer Academy expects to draw its intake, there is a rich diversity in pupil characteristics. In particular, there are high proportions of pupils with English as a second or additional language. Strategies for attending to this distinctive characteristic are emphasised in our education plan. In addition, it is clear that while the proportion of pupils with SEN is slightly below national average, the proportion of pupils eligible for free school meals is in line with national average.

Figure 1: Local primary school pupil characteristics (2011)¹

	% pupils with SEN with statements or on School Action Plus	% pupils with English not as a first language	% pupils eligible for free school meals	% pupils from ethnic minorities ²
National average	8	16.8	19.2	
Brookland	5.3	38.4	8.1	45
Garden Suburb	6.8	44.6	14.2	69
Holy Trinity	4.6	20.2	17.2	37
Manorside	5.3	61.8	33.8	77
Martin	7.2	48	30	64
Moss Hall	7.8	45.9	14	66
Tudor	7.7	76.6	29.7	81

The clear majority of these primary schools are working to a high standard, managing to support their pupils in attaining strong performances at KS2 (see Figure 2). This level of performance encourages us to set challenging targets of academic achievement at The Archer Academy (announced below and discussed in greater detail in D4).

¹ Data taken from Department for Education Performance Tables 2011: <http://www.education.gov.uk/schools/performance/>

² Profile of children and young people in Barnet, School Data November 2010 – <http://www.barnet.gov.uk/school-data-profile-2010.pdf>

Figure 2: Local primary school performance tables (2011)

	% achieving Level 4+ in both English and Maths	% achieving Level 5 in both English and Maths
National average	74	21
Brookland	94	64
Garden Suburb	90	52
Holy Trinity	89	21
Manorside	85	22
Martin	79	40
Moss Hall	69	30
Tudor	59	7

We believe that The Archer Academy will be an outstanding school that really fosters a love of learning and an ability to succeed. Therefore we aim to become one of the best schools in the area according the key metrics:

Figure 3: Local secondary school performance tables (2011)

	% achieving all English Baccalaureate subjects	% achieving 5+ A*-C GCSEs (or equivalent) including English and Maths GCSEs	% making expected progress in English – Maths	Value Added
National average	17	59	72-65	
Bishop Douglass (Catholic)	2	45	66-68	994.3
Fortismere	48	79	87-88	1006.4
The Compton	18	65	85-70	1020.8
Christ's College Finchley (Boys)	29	79	92-87	1018.9
Friern Barnet	8	54	79-64	1013.6
Alexandra Park	23	69	82-80	1015.2
Our targets for The Archer Academy	60	80	90-90	1015

In line with the themes of our educational vision, our aspirations are detailed below. Each set of aims is coupled with indicative measurement targets that aim to be, or equal, the best that the other secondary schools in the wider area have to offer. We have set realistic targets given the characteristics of the intake, coupled with the performance of equivalent local secondary schools.

Maximising academic potential

The Archer Academy will:

- Provide a highly stimulating and challenging learning environment
- Help pupils to develop independent learning skills and to value and take responsibility for their own education
- Build a culture in which academic achievements and ambitions are valued
- Support each individual pupil in identifying their unique skills and maximising their academic achievements

Measurement targets:

1. Awards of the English Baccalaureate at KS4: 60%.
2. % pupils with 5+ A*-C at GCSE or equivalent (including English and Maths): 80%.
3. Value added score (KS2 to KS4): 1015.

Fostering community participation and respect

The Archer Academy will:

- Promote a sense of social, moral and environmental responsibility
- Foster a community in which all members respect and appreciate others, both within the school and beyond
- Encourage all pupils to make a contribution to the life of the Academy and the local community
- Ensure that pupils recognise the importance of discipline and considerate behaviour in sustaining a happy and productive environment for teaching and learning

Measurement targets:

1. Active participation in community events (incl. East Finchley Festival).
2. Active work experience scheme in at KS4: 100% participation.
3. Well below average numbers of permanent and temporary pupil exclusions every school year.

Developing creative and critical thinking

The Archer Academy will:

- Encourage pupils to think critically about the topics and learning materials that they encounter
- Foster social and learning environments in which creativity in content and expression are valued
- Generate opportunities for creative expression both within and outside the core school curriculum
- Develop abilities to make creative connections between different parts of the curriculum

Measurement targets:

1. Successful enrichment programme: 100% participation in at least one club/society.
2. Successful cross-curricular projects: positive feedback through pupil questionnaires.
3. 95% good or outstanding lessons with 40% outstanding.

Fulfilling and challenging our staff

The Archer Academy will be an exciting place to work. The school will encourage staff to share their passion for their subject and will challenge them to develop innovative ways of communicating that passion. It will promote best practice amongst a community of teachers and will offer opportunities for leadership at all levels.

Measurement targets:

1. We aim to be accredited with Investors in People within the first year of opening.
2. Following recruitment interviews, we will aim for 100% of our first choice candidates to select The Archer Academy over other job offers.

Engaging and reassuring parents

The Archer Academy will offer parents a safe and secure environment in which their children will be educated. Parents can be sure that their children will be supported and stretched in equal measure at the school. It will be a first choice school for local parents.

Measurement target:

The school will be oversubscribed from year one, and for each year subsequently.

Embracing and enhancing our local community

The Archer Academy will be a hub of community life. It will develop partnerships with local community groups, faith groups, businesses and charities – partnerships that enrich the community and our pupils in equal measure. School facilities will be made available for use and school events will reach out into the community.

Measurement targets:

1. We will establish at least twelve formal partnerships with local groups and organisations.
2. We will survey our partners annually to measure satisfaction and aim for 100% good or very good.

How will our vision be reflected in the curriculum and wider education plan?

The education plan will outline in much more detail the ways in which our vision will translate into practice. However, it is worth highlighting some key practices in and through which our vision will be realised.

Academic achievement

- The Archer Academy will specialise in Maths and English in recognition of the importance for all pupils to express themselves well, both numerically and discursively, wherever their future takes them.
- The school will deliver a balanced and broad curriculum. While there will be a clear focus on the core skills of numeracy and literacy for all, pupils will be encouraged to develop an array of wider skills: in science, languages, the humanities and the creative disciplines.
- It will be an ambitious and aspirational school: our academic standards and expectations will be high for all pupils, ensuring all children thrive and develop self-confidence. Our more able and gifted and talented pupils will be encouraged by a passionate, dedicated staff team that nurtures their unique needs; and our provision for children with special educational needs (SEN) will be exemplary and thoughtfully delivered.
- In order to celebrate hard work and achievement of pupils in all aspects of school life, there will be a system of rewards and celebration assemblies. These will relate to academic, sporting, creative and social achievements.

Community engagement

- The Archer Academy will recognise the importance of respect for the community of teachers and learning in the school. Behaviour and discipline underpin a happy and productive learning environment, so pupils will learn that they will only be given the space to be creative if there is a strong adherence to the school's behaviour policy.
- The school is committed to ensuring that everyone has an equal opportunity to share in, and contribute to, the life of the school, to benefit fully from its facilities, and to be challenged and stretched by its curriculum so as to reach their potential. We will strive to remove any barriers that might diminish this equality of opportunity, so that everyone is welcomed and valued.
- An effective, pupil-led School Council will be an essential element of The Archer Academy and will be valued by the governors, headteacher and SLT for the contribution it will make to decision-making in the school. In their time at the school, all pupils will get an opportunity to participate and develop their leadership skills, and student representatives will be members of the governing body.
- Pupils will be expected to contribute to events and activities in the local community. For instance, partnerships with the annual East Finchley Festival will be set up to ensure that pupils can help to organise and manage aspects of the festival. More senior pupils will be encouraged to make regular contributions to local schemes and community organisations, such as playschemes, sports coaching, music instruction, environmental projects or care homes for the elderly.
- Pupils will also gain a strong understanding of the wider, global community and the impact that individual, local behaviours can have on our world and its resources.

Creative skills

- The Archer Academy will encourage creative teaching, be innovative and strong on self-review, constantly evaluating practice to ensure sustained improvement in teaching and learning. It will attract and retain the best staff because it will be an exciting and supportive environment in which to work. Staff will be employed imaginatively in a school in which their knowledge and expertise is valued and shared, their leadership skills utilised, and their professional development is prioritised.
- The physical space and layout of the premises will be designed as flexibly as possible to encourage and facilitate the creative thinking that is at the heart of the school's ethos.
- The essence of creativity is in making new connections and in considering different perspectives on an issue. Therefore The Archer Academy will encourage teaching across the curriculum, so that teachers work in cross-subject teams to develop mutually relevant project work. These projects may explore obvious links between English and Drama but also less obvious links between Science and Art or History and Technology, in order to enhance pupils' ability to make connections.
- The Archer Academy will build on the positive work of the Creative Partnerships programme by embedding similar activities within the routine features of the curriculum, drawing in local performers, professionals and businesses, as well as through the Speakers for Schools scheme.
- Managing uncertainty, or dealing with questions without known answers, is a core skill that will be encouraged within The Archer Academy. So, where possible, the school will encourage teachers to find a balance between formal instruction and independent pupil inquiry and experimentation, in which pupils are required to develop their own opinions and communicate those opinions with support from evidence that they have collected.
- While creative thinking will be fostered across the curriculum, The Archer Academy will develop a focal point for creative work through regular theatrical performances and shows, which will be open to the wider community. This will aim to engage a range of pupils in creative aspects of theatrical performance, from writing new material or interpreting classical texts, through to acting, dance, music, set design, lighting, stage management and the rest. It will encourage collaboration in creative enterprises and develop a range of skills that are key to any adult in any walk of life.

Section D: Education plan – part 1

Figure 4: Projected number of pupils on roll at The Archer Academy

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017
Reception						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						
Year 7		150	150	150	150	150
Year 8			150	150	150	150
Year 9				150	150	150
Year 10					150	150
Year 11						150
Year 12						
Year 13						
Totals		150	300	450	600	750

Section D: Education plan – part 2

D1: Set out a viable curriculum plan with appropriate focus on core areas of learning.

The Archer Academy will be an outstanding school in Barnet with high academic standards and a high quality of teaching and learning. It will foster an ambitious and aspirational environment in which all pupils will reach their full potential.

Our vision is for all pupils to develop the skills and competencies (academic and personal) that will hold them in good stead when they take their place in adult society. We believe that the potential of our pupils and staff is unlimited and we will remove any barriers put in the way by finding solutions that will enable success. Our most able students will be stretched and challenged to be as knowledgeable as possible, to give them the ability to follow any path of their choosing, whether it be university or straight into the world of work. Our personalised approach to learning means that we will have strategies in place to ensure that pupils with SEN, EAL or FSM will be enabled to reach their potential.

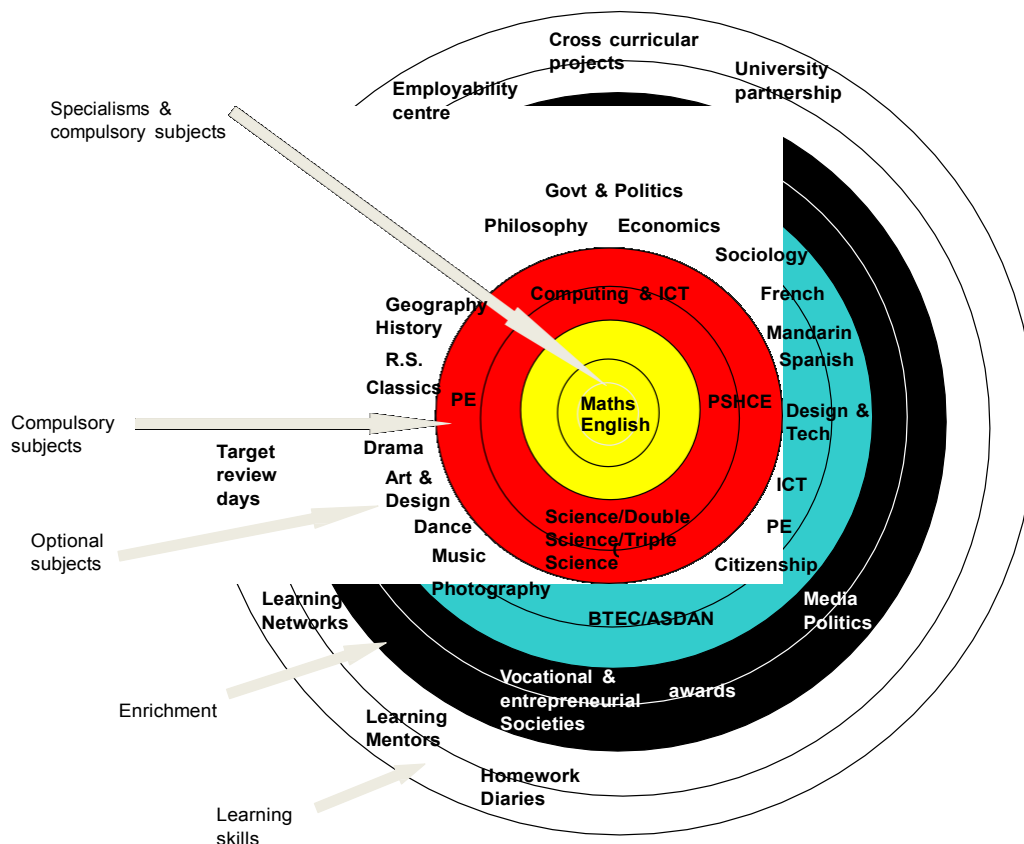
We will create a culture of high expectations and ambitions for all staff and pupils. Furthermore, we will foster a love of learning and discovery, and the recognition of how knowledge provides opportunities for creativity and for making a difference in our various communities.

The three strands of our vision – academic, creative and community – will be firmly bound together and drawn through all subjects, which will be offered in a broad and balanced curriculum. At all stages, and when choosing options in Year 9 for Key Stage 4, pupils will be encouraged to make informed choices to ensure their opportunities in later life are not constrained. Our recognition of the fact that we cannot know how the world will be in the future (if the past is anything to go by) underpins our mission to future-proof our pupils by enhancing their transferable skills and abilities, their creative awareness, their confidence, self-esteem, independence, dedication and leadership capabilities.

Lessons will be designed by our excellent teaching staff to bring out our pupils' abilities to think, to analyse, to apply and to create. Furthermore, partnerships with the local community, residents, businesses, charities, religious groups and other organisations will mean our vision is shared and teaching is not confined to the classroom, the school day or the presence of a teacher.

THE CURRICULUM AND ITS DELIVERY

Figure 5: Curricular and extra-curricular activities



The Archer Academy will offer a flexible curriculum to support all pathways and thereby meet the learning needs of our anticipated intake. The school will adopt the National Curriculum, and will aim to deliver a broad range of optional subjects that resonate with the offers from leading schools in north London. This is necessary due to our mission to make this a first choice school for local parents – one that is inclusive, but that pursues high academic standards.

In line with our vision we will:

- Prioritise English and Maths teaching. In Year 7, over 25% of the timetable will be devoted to these subjects in order to ensure good pupil progress in these key disciplines.
- Encourage able students to pursue the EBacc qualification, which will stand students in good stead as they move towards work or further/higher education.
- Prepare pupils for their future, in which languages will be key in the increasingly global worlds of government and commerce. In Year 7, pupils will be expected to take Spanish or French. If pupils display an aptitude for languages, they will be able to take an additional language from Year 7, Term 2. Here Mandarin is selected, as it is one of the three most important spoken languages in the world.

- Offer a comprehensive education, such that a select number of BTEC courses will be offered to supplement GCSE options and facilitate all needs. Where possible, these will be run in close partnership with local groups and organisations to provide meaningful work experiences in anticipation of working life.
- Develop the interdisciplinary thinking that is key to creative skills development, by running cross-curricular projects through KS3.
- Develop pupils who are able to think critically and creatively about the world around them, by offering courses on politics, philosophy, economics and sociology at GCSE level.

Our quality of teaching and learning will be high (95% good or outstanding lessons with 40% outstanding) because we will employ outstanding teaching practitioners.

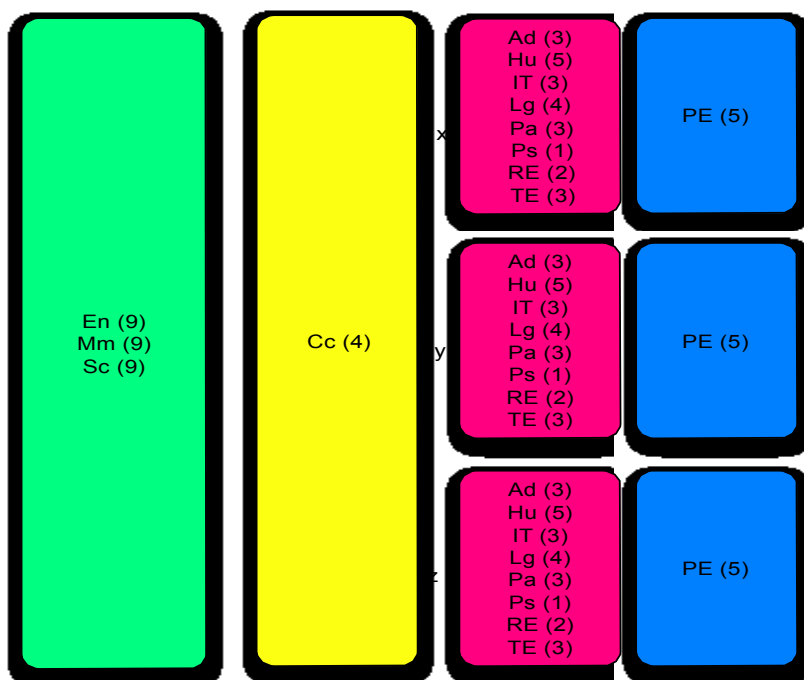
Key Stage 3

At KS3: English, Maths, Science, Drama, Computing & ICT, PSHCE, Religious Education, PE, History, Geography, Art, Music, Design & Technology and one or two modern languages (Spanish, French, Mandarin). Staff in our Languages Department will be expected to teach two languages, ensuring that our pupils are given real choice.

Year 7

The diagram below shows how Year 7 will be banded. Pupils will initially be taught in their mixed ability tutor groups, this will continue throughout the year for most subjects, with the exception of English, Maths and Science for which pupils will be placed into ability groups from the beginning of the Spring term. The addition of a sixth class will allow for lower sets to contain a reduced number of pupils in them.

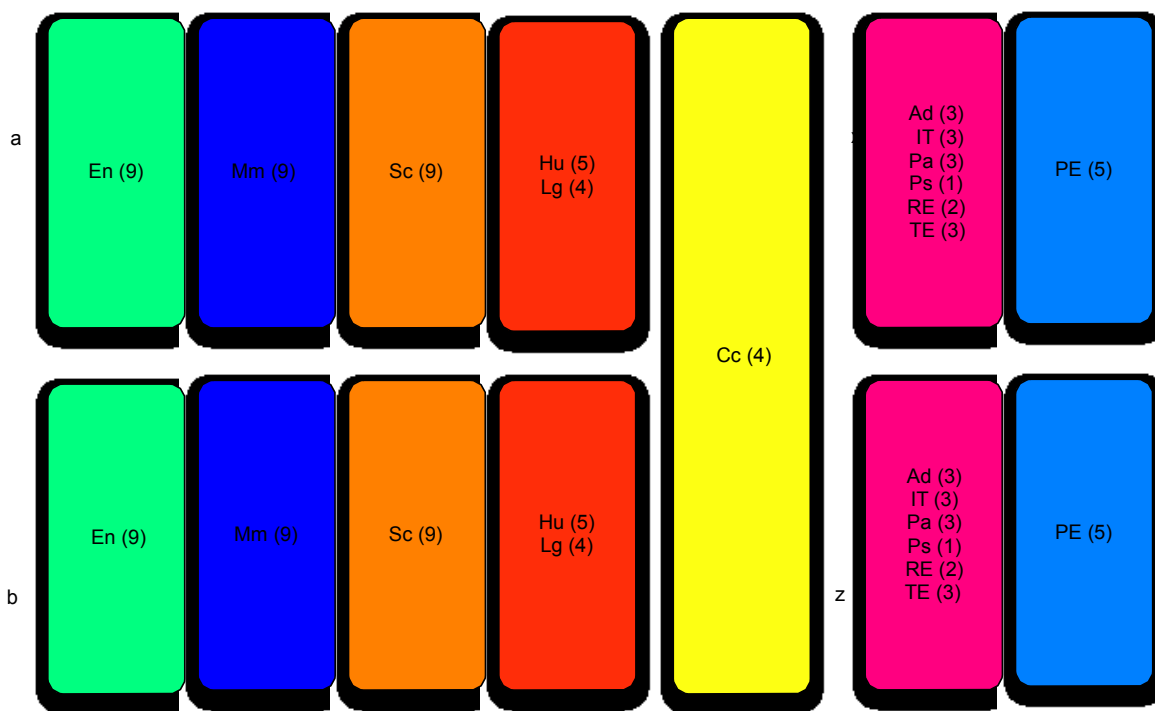
Figure 6: Year 7 banding



Year 8 and 9 plans

In Years 8 and 9, pupils will be banded into two half year groups for English, Maths, Science, Humanities and Languages. This will allow the core subjects to be taught to three groups at the same time and the setting of pupils in these groups to be based solely on the specific subject. The more creative pupils will be placed in two mixed ability bands containing three tutor groups in each band.

Figure 7: Year 8 and 9 banding



Curriculum models

Figure 8: Curriculum plan for Year 7

Band 7: a 150	60		C Core 27		Band 7: x 50	F Based on Tutor Groups 24		* Cross Curricula sets 4	P PE sets 5									
	1	25	En ₉ Mm ₉ Sc ₉	27		MX1	25			Ar ₃ Hu ₅ It ₃ Lg ₄ Pa ₃ Ps ₁ Re ₂ Te ₃	24	25	Cc ₄	4	BX	25	Pe ₅	5
	2	25	En ₉ Mm ₉ Sc ₉	27		MX2	25			Ar ₃ Hu ₅ It ₃ Lg ₄ Pa ₃ Ps ₁ Re ₂ Te ₃	24	25	Cc ₄	4	GX	25	Pe ₅	5
	3	25	En ₉ Mm ₉ Sc ₉	27								25	Cc ₄	4				
	4	25	En ₉ Mm ₉ Sc ₉	27								25	Cc ₄	4				
	5	25	En ₉ Mm ₉ Sc ₉	27								25	Cc ₄	4				
Band 7: z 150	60		C Core 27		Band 7: y 50	F Based on Tutor Groups 24		* Cross Curricula sets 4	P PE sets 5									
	1	25	En ₉ Mm ₉ Sc ₉	27		MX3	25			Ar ₃ Hu ₅ It ₃ Lg ₄ Pa ₃ Ps ₁ Re ₂ Te ₃	24	25	Cc ₄	4	BY	25	Pe ₅	5
	2	25	En ₉ Mm ₉ Sc ₉	27		MX4	25			Ar ₃ Hu ₅ It ₃ Lg ₄ Pa ₃ Ps ₁ Re ₂ Te ₃	24	25	Cc ₄	4	GY	25	Pe ₅	5
	3	25	En ₉ Mm ₉ Sc ₉	27								25	Cc ₄	4				
	4	25	En ₉ Mm ₉ Sc ₉	27								25	Cc ₄	4				
	5	25	En ₉ Mm ₉ Sc ₉	27								25	Cc ₄	4				
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	1	25	En ₉ Mm ₉ Sc ₉	27		MX5	25			Ar ₃ Hu ₅ It ₃ Lg ₄ Pa ₃ Ps ₁ Re ₂ Te ₃	24	25	Cc ₄	4	BZ	25	Pe ₅	5
	2	25	En ₉ Mm ₉ Sc ₉	27		MX6	25			Ar ₃ Hu ₅ It ₃ Lg ₄ Pa ₃ Ps ₁ Re ₂ Te ₃	24	25	Cc ₄	4	GZ	25	Pe ₅	5
	3	25	En ₉ Mm ₉ Sc ₉	27								25	Cc ₄	4				
	4	25	En ₉ Mm ₉ Sc ₉	27								25	Cc ₄	4				
	5	25	En ₉ Mm ₉ Sc ₉	27								25	Cc ₄	4				

Figure 9: Curriculum plan for Year 8

Band 8: a 75	<table border="1"> <thead> <tr> <th>E</th> <th>En</th> <th>9</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>25</td> <td>En₃ 9</td> </tr> <tr> <td>2</td> <td>25</td> <td>En₃ 9</td> </tr> <tr> <td>3</td> <td>25</td> <td>En₃ 9</td> </tr> </tbody> </table>		E	En	9	1	25	En ₃ 9	2	25	En ₃ 9	3	25	En ₃ 9	<table border="1"> <thead> <tr> <th>H</th> <th>Hum</th> <th>9</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>25</td> <td>Hu₃ Lg₄ 9</td> </tr> <tr> <td>2</td> <td>25</td> <td>Hu₃ Lg₄ 9</td> </tr> <tr> <td>3</td> <td>25</td> <td>Hu₃ Lg₄ 9</td> </tr> </tbody> </table>		H	Hum	9	1	25	Hu ₃ Lg ₄ 9	2	25	Hu ₃ Lg ₄ 9	3	25	Hu ₃ Lg ₄ 9	<table border="1"> <thead> <tr> <th>M</th> <th>Maths</th> <th>9</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>25</td> <td>Mm₃ 9</td> </tr> <tr> <td>2</td> <td>25</td> <td>Mm₃ 9</td> </tr> <tr> <td>3</td> <td>25</td> <td>Mm₃ 9</td> </tr> </tbody> </table>		M	Maths	9	1	25	Mm ₃ 9	2	25	Mm ₃ 9	3	25	Mm ₃ 9	<table border="1"> <thead> <tr> <th>S</th> <th>Science</th> <th>9</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>25</td> <td>Sc₃ 9</td> </tr> <tr> <td>2</td> <td>25</td> <td>Sc₃ 9</td> </tr> <tr> <td>3</td> <td>25</td> <td>Sc₃ 9</td> </tr> </tbody> </table>		S	Science	9	1	25	Sc ₃ 9	2	25	Sc ₃ 9	3	25	Sc ₃ 9												
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Figure 10: Curriculum plan for Year 9

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	2 25 Er ₂ 9	2 25 Hu ₂ Lq ₄ 9	2 25 Mm ₂ 9	2 25 Sc ₂ 9
	3 25 Er ₂ 9	3 25 Hu ₂ Lq ₄ 9	3 25 Mm ₂ 9	3 25 Sc ₂ 9
Band 60 9: b 75	E En 9	H Hum 9	M Maths 9	S Science 9
	4 25 Er ₂ 9	4 25 Hu ₂ Lq ₄ 9	4 25 Mm ₂ 9	4 25 Sc ₂ 9
	5 25 Er ₂ 9	5 25 Hu ₂ Lq ₄ 9	5 25 Mm ₂ 9	5 25 Sc ₂ 9
	6 25 Er ₂ 9	6 25 Hu ₂ Lq ₄ 9	6 25 Mm ₂ 9	6 25 Sc ₂ 9
Band 24 9: x 75	F Based on Tutor Groups 12	T Technology 3	Cross Curricula sets 4	P PE sets 5
	MX1 25 Ar ₂ It ₂ Pa ₂ Pr ₁ Rr ₂ 12	25 Te ₂ 3	25 Cc ₄ 4	B1 19 Pe ₅ 5
	MX2 25 Ar ₂ It ₂ Pa ₂ Pr ₁ Rr ₂ 12	25 Te ₂ 3	25 Cc ₄ 4	B2 19 Pe ₅ 5
	MX3 25 Ar ₂ It ₂ Pa ₂ Pr ₁ Rr ₂ 12	25 Te ₂ 3	25 Cc ₄ 4	G1 19 Pe ₅ 5
Band 24 9: y 75	F Based on Tutor Groups 12	T Technology 3	Cross Curricula sets 4	P PE sets 5
	MX4 25 Ar ₂ It ₂ Pa ₂ Pr ₁ Rr ₂ 12	25 Te ₂ 3	25 Cc ₄ 4	B3 19 Pe ₅ 5
	MX5 25 Ar ₂ It ₂ Pa ₂ Pr ₁ Rr ₂ 12	25 Te ₂ 3	25 Cc ₄ 4	B4 19 Pe ₅ 5
	MX6 25 Ar ₂ It ₂ Pa ₂ Pr ₁ Rr ₂ 12	25 Te ₂ 3	25 Cc ₄ 4	G3 19 Pe ₅ 5

Key Stage 4

Given the increasing importance placed on the English Baccalaureate (EBacc), pupils in Year 9 who display the potential to succeed in the required subjects will be strongly encouraged to pursue this qualification. We expect that a significant proportion of our pupils will aspire to the EBacc, but we will not enforce the qualification for those for whom it is inappropriate. Our recognition of the value of the EBacc is balanced with the knowledge that it will not be suitable for all.

Compulsory (assessed through non-accredited examination):

Computing & ICT, PSHCE (including specific lessons on creative thinking), Physical Education

Compulsory (examined by GCSE):

English Language, English Literature, Mathematics, Science/Double Science/Triple Science, ICT

Figure 11: Banding options

E1	English 2 GCSEs	Maths 2 GCSEs	Science 3 GCSEs	ICT 1 GCSE
E2	Language and Literature	Maths and Statistics	Biology Chemistry Physics	RE S/C GCSE PSHCE PE 13 Lessons
E3	8 Lessons	8 Lessons	11 Lessons	
E4	English 2 GCSEs	Maths 2 GCSEs	Science 2 GCSEs	ICT 1 GCSE RE
R1	Language and Literature	Maths and Statistics	Double Science	S/C GCSE PSHCE PE 13 Lessons
R2	9 Lessons	9 Lessons	9 Lessons	

Bands E1, E2, E3 and E4 will be expected to take the EBacc qualification and will have the opportunity to choose at least 1 Humanities and 1 Language subject as part of the option structure.

Bands R1 and R2 may be encouraged to follow the EBacc route, however we would discuss the options with both pupils and parents to make sure that the most appropriate qualifications are selected.

Options

Modern Languages: French, Mandarin, Spanish

Design & Technology: Product Design, Graphic Products, Textiles Technology, Food Technology, Applied Engineering

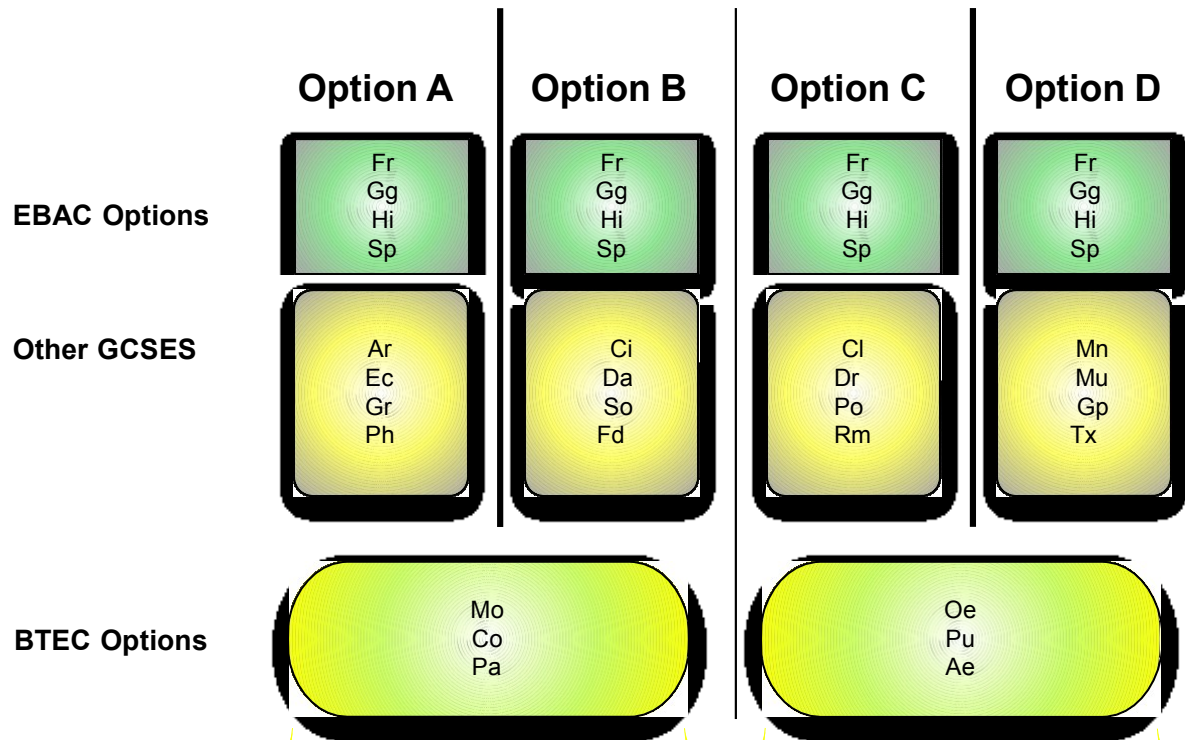
Creative Disciplines: Art and Design, Dance, Drama, Music, Photography

Humanities and Social Sciences: Classics, Economics, Geography, Government & Politics, History, Philosophy, Religious Studies, Sociology

Others: Citizenship, ICT, PE

Below is an example of how options may be allocated in blocks. The actual allocation of subjects will depend on both how popular individual subjects are and how we can best maximise pupil choice. As is current practice in schools, we do not envisage that all options will run and so pupils will also be asked to give reserve choices.

Figure 12: Option Blocks



Options blocks will be created to maximise choice and offer pupils following the EBacc pathway the opportunity to take BTEC options if these are the most appropriate qualification for future progression.

Figure 13: Curriculum plan for Year 10

Band	10: a	10: b																																																																																																																																																		
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Figure 14: Curriculum plan for Year 11

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ICT

We will work with PfS to specify and procure an ICT solution including MIS that meets the needs of all users (pupils, teachers, management and administration, parents and carers, and community users). The Archer Academy will ensure that overall provision is able to accommodate increases in pupil numbers, reflects value for money, and in addition to being financially sustainable has the scalability to cope with the on-going growth in demand.

We will also ensure that there is sufficient capacity for home access and for increasing numbers of school and community users, including parental access to a secure area of the Academy website designed for them. We will report to parents electronically and make relevant and appropriate information available securely online. A high speed reliable internet connection will facilitate on-demand use, providing access to filtered content. We will teach e-safety to pupils, so that they are as safe as possible when online at the Academy and at home, as we expect pupils (and parents) to access learning materials off-site.

Cross-curricular projects

Each half term a mini project (such as “The impact of global warming on our local community”, or “How languages emerge”, or “How inventions are shaped by society”) will be completed. This will be delivered across the appropriate departments which will allow pupils to see how different subjects can view the same topic from varying angles. Pupils will demonstrate their learning through the creation and delivery of a digital presentation, with the final version from each tutor group being shared and analysed by

staff and peers during the final week of the half term. All pupils will have participated in and contributed to the final presentation, be it through research, production, direction or by presentation. Pupils will also be given opportunities to develop leadership capacity in the course of these projects.

These classes will also be used as a vehicle for creative partnerships with local individuals, groups and organisations. In addition, occasional inspirational presenters on relevant topics will be arranged through the 'Speakers for Schools' initiative.

PHSCE

Tutors will cover sessions on a variety of topics that meet the national expectations of PHSCE. This will include focusing on "Learning to learn", and will continue to include sessions devised to enhance our pupils' critical creative thinking about, and understanding of, the community they live in and the development of essential skills such as basic home maintenance or how to open a bank account.

PE

As part of our vision for preparing pupils for adult life, we consider it vital that they are introduced to ways of being active, fit and healthy. This will be delivered through the Physical Education programme at the school. In addition to general fitness, which could incorporate visiting the local privately-owned gym, a range of sports will be introduced to pupils through timetabled lessons. These include indoor and outdoor sports, taught in single-sex and mixed groups: Athletics, Badminton, Basketball, Cricket, Dance, Football, Gymnastics, Hockey, Netball, Orienteering, Softball, Table tennis, Tennis, Trampolining, and Volleyball.

Schemes of work

All subjects will have in place a scheme of work which will contain curriculum mapping - writing out specific standards, learning objectives and assessments for the entire school year that each teacher is required to follow. They will also have *horizontal alignment*, ensuring that curricular objectives, instruction, and assessment (local or high stakes - i.e. provincial exams, standardised tests) are matched across each grade level throughout the school. In other words, all Year 7 teachers of English will be teaching the same material and will be using the same assessment tools to ensure that all pupils have equal opportunities to learn and to demonstrate their learning. As the school grows, *vertical alignment* will guarantee that curriculum objectives are specific and build one upon another from year to year. This will mean that prerequisites are mastered, gaps are eliminated, and there is an increasing sophistication and rigour to teaching concepts, processes, and skills across the grade levels.

Subject teachers will work closely as a team to agree upon what to teach (in line with the National Curriculum or examination board) and when and how to assess it, as well as exploring ways to innovatively introduce and navigate the materials. While subjects will be taught coherently across the teaching team, there will also be space for individual teaching styles to be expressed, and for individual teachers to find space to communicate their passion for the subject.

Schemes of work will help us as a school to:

- Have a consistent and agreed generic approach to curriculum planning to ensure schemes of work are detailed and lesson delivery tight.
- Plan our curriculum including implementation of the school's vision.
- Monitor and evaluate our curriculum on a continuous basis including half-termly at link meetings and collectively within the department half a term ahead. There should be an agreed review plan for schemes of work, set up at the start of each academic year. This list will be provided for and discussed with SLT links in September.
- Identify curriculum overlap and potential links. They also allow implementation and audit of cross-curricular themes e.g. equal opportunities, PSHCE, ICT, differentiation, literacy, numeracy and homework with relative ease and accuracy.
- Provide consistency and progression within and across departments and year groups.
- Enable the work of departments and individuals to be monitored.
- Support and monitor the implementation of whole school policies.
- Inform decisions relating to the deployment of resources.
- Plan for equality of access irrespective of teacher.
- Ensure the structure and level of detail that the curriculum requires .
- Provide a structure for new staff including heads of departments.

D2: Provide a coherent and feasible school timetable and calendar.

SCHOOL CALENDAR AND TIMETABLE

School terms will match Barnet Council specified school terms and holidays to synchronise with other primary and secondary schools. Our term dates will total 195 school days. The school will be open to pupils for 190 days and operate Professional Development Days for staff on the additional five full days each year. We will confirm these as soon as they are published by Barnet Council.

The school week will consist of three days of 8.45am to 3.10pm and two days of 8:45 to 4:10pm. There will be a two-week timetable cycle of six periods a day. Six 50 minute periods will allow the opportunity for double lessons. The extended day on Tuesdays and Thursdays will allow for an enrichment hour at the end of the day.

Time	Activity
8.45	Registration Assembly
9.05	Period 1
9.55	Period 2
10.45	BREAK
11.00	Period 3
11.50	Period 4
12.40	LUNCH
1.20	Period 5
2.10	Period 6
3.00	Registration and tutor group feedback
3.10 – 4.10	Enrichment (twice weekly)

Lesson length

Lessons will be 50 minutes long, allowing the flexibility for double lessons for the older age groups.

Assemblies

Weekly assemblies will take place.

Key Stage 3: Year 7

Pupils will be shared into six teaching groups with an average of 25 pupils. Our emphasis on generating highly literate and numerate pupils will mean that English and Maths will share over 25% of the timetable in Year 7. This aims to ensure that all pupils have reached the absolute minimum expected National Curriculum level of at least a Level 4c by the end of Year 7, although our expectation is that all pupils should be aiming for at least a Level 5. We feel that this grounding will be critical to enable pupils to focus on enhancing their learning in future years. More able pupils will have differentiated work that will follow Bloom's taxonomy to allow creativity to be the norm not the exception.

Nine periods per two week cycle: Maths, English, Science

Five periods per two week cycle: Physical Education (including a fitness and skills target lesson), Humanities including History and Geography in rotation

Four periods per two week cycle: Languages including French and Spanish in rotation, cross curricular projects

Three periods per two week cycle: Art, Design & Technology (on rotation every half term), ICT

Two periods per two week cycle: Religious Education,

One period per two week cycle: PHSCE

Example timetables for Year 7

2013 Week 1

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	English	Science	English	Maths	PE
Period 2	Maths	Maths	Science	English	Science
Period 3	RE	Technology	Cross Curr	Humanities	Maths
Period 4	Languages	Technology	Cross Curr	Languages	English
Period 5	Science	Art	ICT	Science	Perf Arts
Period 6	Humanities	PE	Languages	PE	Humanities
Extra-curricular	Learning networks and Enrichment		Learning networks and Enrichment		

2013 Week 2

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Maths	English	English	Maths	PE
Period 2	Science	Science	Maths	English	Science
Period 3	Perf Arts	RE	Cross Curr	Science	English
Period 4	Humanities	ICT	Cross Curr	Humanities	Maths
Period 5	English	Maths	Technology	PSHCE	ICT
Period 6	Art	PE	Perf Arts	Art	Languages
Extra-curricular	Learning networks and Enrichment		Learning networks and Enrichment		

2017 Week 1

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	PE	English	Science	English	PE
Period 2	Maths	Science	Science	Maths	Science
Period 3	Perf Art	Technology	Cross Curr	Language	Maths
Period 4	Languages	Technology	Cross Curr	PE	English
Period 5	Science	Languages	Perf Art	Science	Art
Period 6	Humanities	Maths	Art	Humanities	Perf Arts
Extra-curricular	Learning networks and Enrichment		Learning networks and Enrichment		

2017 Week 2

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Maths	English	Maths	Science	PE
Period 2	English	Science	English	Maths	Science
Period 3	Languages	Humanities	Cross Curr	English	English
Period 4	Technology	Art	Cross Curr	PSHCE	Maths
Period 5	Science	Maths	Humanities	RE	Humanities
Period 6	RE	PE	IT	Humanities	IT
Extra-curricular	Learning networks and Enrichment		Learning networks and Enrichment		

Where possible core subjects will be taught in the morning to maximise pupils' focus and attainment. In addition ICT will be implicit across the curriculum.

Key Stage 3: Years 8 & 9

These subjects will continue to be taught throughout KS3 with adjustments made to the timetable.

During Year 9, every pupil will have an opportunity to discuss his or her own individual programme of study for the next two years with their tutor and a member of the leadership team.

Key Stage 4: 10 & 11

The curriculum will be personalised for each pupil. This is decided between individual pupils, parents and staff to ensure that the most appropriate programme is followed by each pupil.

The compulsory curriculum at KS4 consists of English with English Literature, Mathematics, Science (including Physics, Chemistry and Biology), PSHCE, Physical Education, ICT and Religious Education.

All pupils will take GCSEs in English, Mathematics and Science. The majority will also take a modern foreign language, a Design Technology subject and other subjects from a wide range.

Example timetable for Year 10

2017

Week 1

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Science	Option D	RE	Option B	Maths
Period 2	Option B	Option C	IT	Option D	English
Period 3	Science	Maths	Option C	Science	Option A
Period 4	Maths	Option A	Option B	Science	IT
Period 5	Option D	IT	English	English	Science
Period 6	English	PE	Science	Maths	PE
Extra-curricular	Learning networks and Enrichment		Learning networks and Enrichment		

Week 2

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Option C	Science	PE	Option A	English
Period 2	RE	Option B	IT	Science	Science
Period 3	English	Maths	Option C	PE	Option A
Period 4	Maths	English	Option B	Maths	Option D
Period 5	Option A	IT	Science	English	Maths
Period 6	Option D	PSHCE	Science	Option C	PE
Extra-curricular	Learning networks and Enrichment		Learning networks and Enrichment		

Employability Centre

The school's Employability Centre, with its team of information, advice and guidance experts, will be tasked to provide pupils with advice and guidance on careers, subject options, further/higher education and training opportunities. Employability and applied skills will be a component of the individual learning plans developed for pupils. From Year 7 onwards, pupils will be encouraged to consider the implications of subject and skills options in order that they can make informed choices to shape their educational/career path. This approach is intended to support their long-term objectives as well as opening up options that may not previously have been considered.

The Employability Centre will focus on providing a core range of skills and workplace-based learning including professional areas (such as law, architecture, accountancy) and more trade-based skills (including mechanics, administration, retail, child care and community work). Core competencies will include time-keeping, professional communication, team working and discipline-specific administration skills.

The Employability Centre will work closely with local businesses, community groups and public sector providers to coordinate the programme. It is important that workplaces are supported properly in order that pupils (and the employer) can gain from the experience. In this way, we intend to strengthen the employment prospects of our pupils and enhance the economic benefits to the community.

In addition to work placements, the Employability Centre will provide a forum for delivering engaging skills development during enrichment and non-term time teaching. We plan to offer intensive courses in a diverse range of subjects, including ICT skills (such as app development) and retail/food skills.

All pupils will be required to participate in the employability programme and will be expected to develop the transferrable skills required for working life.

In Year 10, all pupils will undertake a formal work-based placement of 10 days (minimum). Whether this is a two-week placement or a series of regular days will be dependent on the learning and support needs of the pupil and the requirements of the employer.

We aim to develop our employability skills training with Oak Lodge School (an East Finchley based SEN secondary school). It is intended that we develop a programme of vocational and personal development skills training that can support their pupils to engage and interact with The Archer Academy and the school resources and its community partners.

Whilst the employability programme is non-accredited, its outcomes will be assessed using the Bull's-Eye Target Scheme. Target Review Days, provided as part of the individual learning plans, will be a key vehicle to assess progression, ensuring that each pupil's personalised learning goals are met. Core competencies will be assessed and the workplace experience will be the subject of a mini-project as part of the English curriculum.

Enrichment programme

The design of the curriculum strongly encourages participation in non-academic groups and teams for all pupils in the school, providing opportunities to develop their particular skills. Twice a week, after the school day ends, pupils will take part in our enrichment programme, which will be designed to meet the needs of each cohort and will draw on staff interests and specialisms. Engagement in extra-curricular teams and groups will be monitored as part of the Bull's-Eye Target Scheme (see Section D3) in order to realise the school aim to build a culture of participation. We aim to ensure that pupils recognise the value of active participation and engagement in their communities.

There are five key types of activity that will be stressed through the enrichment programme, each of which reflect our school vision of ensuring that all pupils develop the skills they need to equip them for full participation in adult life.

Sports clubs and teams: We will encourage sport for fitness and participation, as well as competition at both intra-school and inter-school levels, and will participate in the Sports Leaders programme to encourage leadership skills in our young athletes. The selection of sports on offer will be based on sports teachers' expertise and student interests. However we have already explored potential links with major local clubs, such as the Finchley & Wingate Football Club and the Aquarius Archery Club.

Creative Arts societies: Here we will seek to match our staff skills with our pupils' interests and could include musical ensembles, or photographic societies, or art appreciation. Those societies with an exhibition or performance element would be encouraged to reach out to the local community – through involvement with the East Finchley Festival, East Finchley Open, or Finchley Youth Theatre. Furthermore, the school will develop as a focal point for creative work through regular theatrical performances and shows, which will be open to the wider community. This will aim to engage a range of pupils in creative aspects of performance, from writing new material or interpreting classical texts, through to acting, dance, music, set design, lighting, stage management and the rest. It will encourage collaboration in creative enterprises and develop a range of key skills that are essential to adults in any walk of life.

This element also provides a good opportunity to engage with pupils from Oak Lodge School, enabling our pupils and theirs to benefit from mixed ability interaction.

Media and politics: We will provide opportunities for students to explore ways of participating in aspects of contemporary media and politics. This will include debating and public speaking teams. It will also include opportunities to contribute to the regular school podcast and newspaper. There will be additional opportunities through Jack Petchey leadership and the UK Youth Parliament, as well as through partnerships with local newspapers.

Vocational and entrepreneurial societies: Again, these will be drawn from staff and student interests and should help to ensure that pupils recognise the value of learning and discovery through applying ideas and concepts in practice. One society will certainly be the 'Café Team', which will place pupils at the heart of the organisation of one aspect of the school. The team will be required to consider issues of budgeting, marketing, produce, menu design, café themes (according to season or local events) and so forth. Membership of the team will rotate on a termly basis in an attempt to bring fresh ideas and perspectives to the café, as well as providing a range of pupils with insights into what it takes to deliver a financially viable and operational service.

Voluntary work and awards: The school will build partnerships with local charities, community groups and voluntary groups, which will enable pupils to participate with the wider community. We will support the ***Duke of Edinburgh Award Scheme***, the ethos of which resonates closely with that of our school.

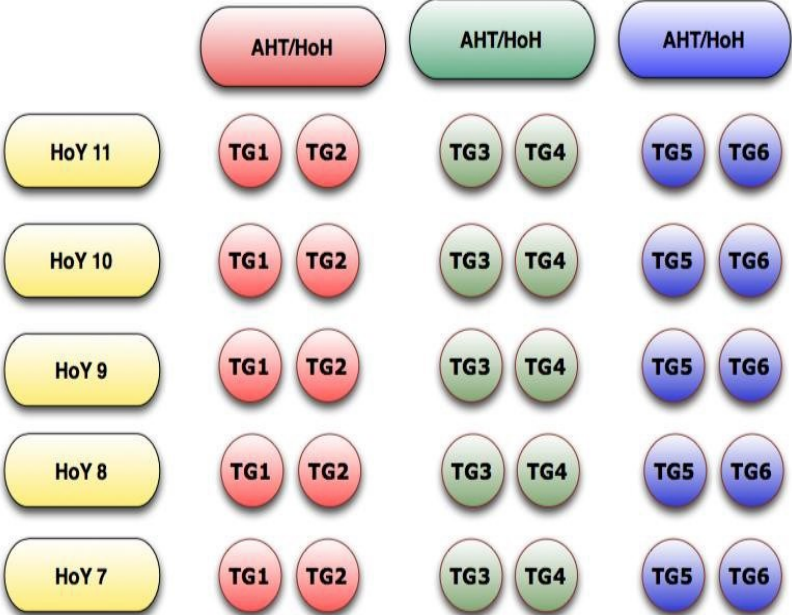
Pastoral care structure

The Archer Academy will nurture each child's potential, and it is with this potential that pastoral care is concerned. It will promote the academic, spiritual, emotional and social growth of the individual child through a structure that involves both teachers and external agents.

The structure within the school will consist of vertical houses and horizontal year groups. There will be three houses, to be named by the pupils themselves within the first six months of opening. Each house will have 10 tutor groups within it, two from each year group. An assistant headteacher will be responsible for each house and oversee the pastoral care of pupils within their house.

Each pupil will be in daily contact with his or her form tutor, who will record and check attendance and punctuality, deal with routine information and correspondence, and check the pupil's appearance. This daily contact will give the teacher a particular knowledge of the pupil's attitude to work, to authority and to his or her peers. Additionally, the heads of year will oversee the academic progress of all pupils in their charge. They will deal with problems referred by both subject and form teachers and act as a link between parents, other staff and external agents.

Figure 15: Pastoral care structure



D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

MEETING THE NEEDS OF ALL PUPILS AT THE ARCHER ACADEMY

The Archer Academy will be an inclusive school. We believe in the potential for learning of all our pupils and we aim to meet the needs of the entire range (including gifted and talented, most able and SEN pupils) by ensuring that they are given equal opportunities to access every aspect of school life.

Inclusion is a process by which the school develops its cultures, policies and practices to include pupils and ensure that there are no barriers preventing certain groups of pupils participating. We are also aware of the fact that parents are often concerned that 'average' pupils are disregarded in the concern to support those less able and to stretch those more able. Therefore we have put in place a series of strategies which we feel will encourage all pupils to reach their full potential; strategies which recognise that academic achievement and well-being go hand in hand.

Equality of opportunity

The requirements of Section 149 of the Equality Act 2010 will be met by the school as in addition to promoting equality of opportunity and eliminating discrimination, harassment and victimisation we will foster good relations, tackle prejudice and promote understanding via the pervading ethos of and the example set by staff and all who work and learn in The Archer Academy.

We will undertake Equality Impact Assessments on all major decisions or policy changes, to ensure that they do not adversely impact on any specific groups.

Pastoral care

Supporting transition

Transferring to secondary provision can be a daunting step. We will work with children, their parents/carers and primary schools to offer support for those joining our school from the Spring term in Year 6 to enable a smooth transition, especially for those with SEN.

At the end of their career at The Archer Academy, we will work with children, their parents/carers and further/higher education providers, workplaces and other establishments to ensure that their transition to the next step is as smooth as possible.

House system

As noted in D2, the house system will promote academic, emotional and social growth, which will be overseen by the head of each house.

Head of year

The heads of year will oversee the academic progress of each of the pupils in their year group.

Tutorial system

Pupils' and parents' first point of contact in the school will be their tutor, who will build up a relationship with the pupil and provide support and guidance to ensure their wellbeing during their time at the school. The tutorial system will form the bedrock of the pastoral care provided by the school, with the tutor accessing other support as necessary.

Parental partnership

We will aim to develop and maintain positive parent/carer relationships through effective communication and support. This will enable the school to deliver a considered plan of support, education and enrichment that takes into account parental/carer preference.

- Where appropriate, information and meetings will be available in community languages.
- Parents/carers will be notified early if we have any concerns and there will always be a willingness to listen to issues raised by them.
- Parents/carers will be invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

Academic support for all

Supporting individual learning plans (ILP)

As part of our ILP, pastoral care and SEN provision, we aim to deliver flexible, responsive and on-going support structures, in which each child will be supported to reach for realistically achievable high standards. We will provide regular assessment of learning that engages pupils in contribution to their progress and SEN provision, and we will use Special Educational needs diagnostic screeners for children who potentially might have a learning difference (e.g. dyslexia, dyspraxia).

Bull's-Eye Target Scheme (learning targets)

In order to help pupils to reach their full potential, teachers will set every pupil target National Curriculum levels to aim for at the end of Key Stage 3 and later, a further set of targets will be devised for Key Stage 4. These targets will be derived from evidence from prior (KS2) performance, as well as using assessment evidence from cognitive tests and class tests, lessons and homework.

Targets will be challenging and aim to indicate the pupil's potential if they work hard in lessons and beyond. They will be set higher than the national standards to reflect our high expectations and aspirations for all our pupils.

We will use our Bull's Eye Target Scheme to clearly indicate the progress that the student is making:

1. Bull's-Eye (if they are exceeding expectations – which should be rare as the initial targets will be challenging)
2. On Target

3. Borderline (in which case the Target Day will be used to explore ways to move back on target)
4. Off-target (which indicates significant underachievement and the need to introduce urgent interventions)

Target Days

Once per term we will hold Target Days, during which parents and their child will have a 15-minute appointment with their child's tutor. In advance of the meeting, the learning target for each subject, along with the targets set for the enrichment programme and the work in the Employability Centre, will be distributed to parents, and the meeting will provide an opportunity to discuss these.

Homework diaries

Pupils will be expected to fill out homework diaries either online or on paper. This will be one of the primary channels of communication between the student, his/her parents/guardians and the school. Pupils will use the diary to list homework, reflect on the homework, list grades and comment on progress, challenges and concerns. Space is available for teachers and parents/guardians to add notes. Parents should check and sign the diary weekly.

Learning mentors

Senior pupils in the school will be expected to adopt the role of learning mentors for more junior pupils in Years 7 & 8. They would be trained on how to meet with small groups of pupils over lunch once a term to discuss expectations for learning and experiences in different subject areas, as well as giving tips and advice on learning strategies.

Learning networks

During two after-school sessions per week, learning networks will be set up on a voluntary basis for pupils who wish to receive additional tutoring in core disciplines (Maths, English and Science). There will be two types of learning network. One will be open to pupils struggling with core materials and in need of further guidance as they undertake homework and so forth. The second will allow more able pupils to accelerate their learning with peers and tutors and explore areas beyond the core curriculum.

End-of-year exams

The nature of educational assessment at the end of Key Stage 4 and in later life will demand that pupils are able to perform in examination situations. Therefore the school will operate end-of-year exams to help to assess progress. This will help to build exam technique and time management, as well as teaching pupils to manage the stress that comes with a series of exams in a short time-frame. It will also help to ensure that pupils are more comfortable with preparing and sitting exams by Years 10 and 11. The results of these exams will feed into decisions regarding the Bull's-Eye Target Scheme and subject setting.

Setting

All pupils will sit cognitive tests on arrival at The Archer Academy. The results of these tests, coupled with KS2 SATS results, will be used to inform the creation of a personalised educational plan, setting aspirational targets for each student. Pupils and their parents will be invited to a meeting with their form tutor early in the Autumn term to discuss their targets and also to discuss with them the enrichment activities on offer and their aspirations for the future.

In Year 7, pupils will be taught in their mixed ability form tutor group for most subjects, and in ability groups for Maths and English from the beginning of the Spring term. These sets will be selected on the basis of assessments and reviewed each term on the basis of class contributions and homework. The desire to set at this stage is twofold: to accelerate more able pupils by ensuring that they are stretched and engaged in core subjects; and to ensure that less able pupils work at a pace that is conducive to successful and sustained learning and development. The lower the set, the lower the number of pupils in the class, to allow a more focused approach to their learning.

In Years 8 and 9, pupils will be placed in ability groups for the majority of the curriculum, but will continue in mixed ability groups for a minority of subjects (PE and PSHCE). This will continue through Key Stage 4.

If required, and depending on the ability of the pupils, the R2 group could follow a modified curriculum of English GCSE, Maths GCSE, BTEC Science and ICT OCR National on entry to KS4. Both Edexcel BTEC Level 2 Extended Certificate in Applied Science (QCF) and OCR Level 2 National Award in ICT are qualifications that will be included in performance tables for the final time in 2014. These qualifications are being redeveloped and the new versions would be included in performance tables if they fully demonstrate the required characteristics.

University partnership

We will work in partnership with one of the London universities to ensure that pupils with the academic potential are encouraged to apply to leading universities. We are especially keen to ensure that pupils without a history of higher education in their families are given sufficient advice and encouragement so that they can make an informed choice about the value of higher education.

Provision for pupils with special educational needs (SEN)

The Archer Academy is driven by its aim to be a school for the whole community. As such, support for pupils of all abilities is integral to our mission and ethos.

Every child is entitled to reach his or her full potential and as a school we aim to enable this across our teaching, pastoral care and environment. Our starting point is to value every student and to respect their background, needs and aspirations. We firmly believe that SEN provision is the responsibility of the whole school – not just specialist teachers.

The Archer Academy aims to promote excellence, inclusion and enjoyment for all pupils with SEN, whether with or without a statement. All pupils benefit from high self-esteem and we seek to promote this across our school, but specifically within SEN provision. We will achieve this in the ways detailed below.

Our approach

We are committed to identifying any additional needs quickly and providing suitable intervention/s to ensure that we support each pupil's emotional wellbeing including via social and emotional aspects of learning (SEAL).

- We will seek to provide opportunities for pupils of all abilities to learn together by differentiating the content or approach to ensure all can have access to the lesson. We will incorporate teaching which teaches to all different styles of learning (visual, tactile, kinaesthetic and auditory). We can find out how each child learns best by using a learning style questionnaire.
- In order to further facilitate successful inclusion, we will liaise with local authority specialists including: educational psychologists; behaviour support; sensory support; speech and language therapists; the English Language Support Service; disability advisors; special schools and student referral units.

A flexible environment

- We will plan for participation in learning, physical and practical activities, providing equipment and specialist aids where necessary.
- We will use up-to-date technology, where appropriate, to assist participation, and will encourage pupils of all abilities to attend enrichment activities

Practical support

The Archer Academy will follow closely the procedures laid down in the Code of Practice (2001) and any future revisions.

- We will make full use of local authority expertise and other expertise with intervention, and will work in partnership with parents/carers, keeping them informed and seeking permission when needed.
- Our primary aim will be to support children in mainstream classes as inclusively as possible, and to support children according to their needs whether or not they have a statement.
- We will seek effective ways to assess and accredit the achievements of pupils, varying course provider and examining boards where appropriate and possible.
- SEN assessments will be completed within the statutory timetable.

- We will seek to work in effective partnership with Oak Lodge SEN School to develop opportunities for pupils and staff to learn and socialise together.

Staff

The Archer Academy will ensure appropriate training for the headteacher, SENCO, SEN specialist teachers, LSAs and teaching staff.

- SEN staff will be able to advise on current progress and provide relevant ILPs and information to teaching staff.
- Teaching staff will be informed of the needs of SEN pupils in order to maintain progress and deliver a broad, balanced and differentiated, but sufficiently challenging, curriculum.
- We will have regular SEN-themed staff meetings where SEN issues are discussed. These will be related to any specific concerns or needs that have been identified and will ensure that all members of staff are kept up to date with information and legislation.
- They will also be given every opportunity to enhance their skills in teaching children with SEN and to access training that is necessary for their professional development.

School Action

School Action (SA) support will begin when there is diagnostic evidence that a pupil is not making expected levels of progress and that action needs to be taken to meet their specific learning needs. SA will include the involvement of support teams and the use of different learning materials and/or a different teaching strategy. Parents will be involved in and informed of decisions and ramifications relating to pupils on the SA support regime.

School Action Plus

Where SA is slow to achieve gains in learning, and progress remains below expectations, School Action Plus (SA+) will be used. This involves more detailed diagnostic interventions alongside the use of external specialists working in unison with the SENCO and teaching teams. Again, parents will be involved and informed at all times.

Statemented pupils

Provision for these pupils will be identified in their statement and the school will work closely with outside agencies to ensure interventions and support are being provided as required, and that the individual education plan (IEP) is reviewed and updated here as with all SEN pupils.

EBD

Pupils with emotional and behavioural challenges will be supported via the Academy's approach to SEAL, and via teaching assistants (TAs) working under the guidance of class teachers and the SENCO. Typically, the reasons behind challenging behaviour will vary, as with the way in which it is displayed, and so our diagnostic, supportive approach will form an integral part of our personalised learning approach.

English as an additional language (EAL)

As noted in our vision, it is likely that a relatively high proportion of our intake will have English as an additional language. Many of these pupils will already be multilingual and will be performing to a high standard across the curriculum. However, pupils new to English will be supported socially and academically to ensure that they can maximise their potential across the curriculum.

- EAL pupils will be integrated within lessons for the bulk of the day. However supplementary classes will be used to raise levels of literacy in English for relevant pupils. These will be provided through our learning networks.
- We recognise that some EAL pupils come from countries and communities with different understandings and expectations of education. Therefore, we will ensure that pupils and parents are properly introduced to the requirements of The Archer Academy and the wider educational system.
- Self-esteem is important for all children, so for pupils learning English as a new language, the language skills that they already have need to be recognised, valued and, where possible, used as a stimulus for the rest of the class. Additional languages are strengths and it is important that EAL pupils recognise that they have valuable contributions to make.
- It can be more difficult to assess learning difficulties with EAL pupils. Similarly there is the potential that EAL pupils may be overlooked by provision for gifted and talented pupils. Careful monitoring will be undertaken by staff to ensure that the learning needs of all bilingual EAL learners are met. This will be based on individual pupil diagnoses and lesson analysis using the Cummins Quadrants approach.

Gifted and talented pupils

We will take a whole-school approach to supporting pupils who are more able or gifted and talented, recognising the strengths of all pupils. We will ensure rapid, accurate and sensitive diagnosis by maintaining vigilance for signs of high ability academic, sporting and personal performance.

Students who show a particular aptitude for a subject or a skill will be encouraged to develop their talents. The school will provide a diverse range of opportunities to allow children to enhance their interests, knowledge and abilities. These will take place within the curriculum or as part of the enrichment programme.

Teaching materials and methods will allow for differentiation to challenge the most able, and extension materials which provide depth and breadth to studies will be available if appropriate. This approach will ensure that high-order skills such as synthesis and evaluation can be developed fully, and will provide a rich variety of tasks including open-ended investigations, independent learning and peer mentoring.

Furthermore, gifted and talented pupils will be encouraged to:

- Engage in relevant extra-curricular activities
- Enter competitions, at community, regional and national levels
- Participate in masterclasses at centres of excellence or run by organisations for the most able
- Pursue curriculum routes such as Fast Tracking which provide sufficient challenges for the most able students in academic areas such as English, Mathematics, Languages and ICT

D4: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

PERFORMANCE MEASURES

The Archer Academy will offer a broad and balanced curriculum which can be accessed by all pupils. Pupil outcomes will be rigorously monitored by staff and the governing body, to ensure that every pupil is being suitably stretched and that no pupil is falling behind in their learning. We will have a comprehensive mechanism for tracking the progress of all individual pupils. They will be assessed at regular intervals on the work they have covered, with extra-curricular involvement also being monitored and recorded by tutors to ensure all groups of pupils are participating.

When pupils arrive at The Archer Academy, we will use a variety of credible measures such as CAT and writing tests and KS2 SATS scores to assess them. During the course of their time at the school, we will use a range of performance measures to monitor their progress and ensure the curriculum is meeting the needs of all pupils. The headteacher, senior leadership team, staff and governors will have a clear focus on school improvement and self-review to ensure the needs of all pupils, and groups of pupils are met, with trends noted and acted upon.

Specifically, the school will focus on attainment and how this compares to national statistics and measures. Attainment does not take into account prior achievements or context. We will measure how many pupils are achieving the EBacc to ensure our most able pupils are reaching their full potential.

We will look at progress, from results at the end of KS2 to KS3, and then KS3 to KS4.

We will focus on narrowing the gap measures, such as examining the performance of those pupils on free school meals, those with BESD (behaviour, social and emotional difficulties), those with English as an additional language (EAL) and our special needs pupils (SEN), using national indicators from RAISEonline, Fischer Family Trust and MIDYIS.

The Archer Academy will be a high-achieving school, held in high regard by both parents and the community. We believe the target set of 80% A*-C including English and Maths is ambitious but realistic based on the KS2 SATS results of local primary schools, and the results achieved by other Barnet and nearby Haringey schools e.g. Fortismere on the border in Haringey and Christ's College, a single-sex boys school, in Finchley. The school leaders at The Archer Academy will work tirelessly to achieve these high standards. Our target to be in the top 10% of schools nationally for pupils achieving the EBacc is achievable.

The Archer Academy aims to be in the top 5% for pupil progress. Staff will put in place regular intervention strategies (such as catch-up for underachieving pupils) or strategies for particular groups of pupils (for example, high ability boys) and will measure progress through a variety of channels, such as excellent tracking systems, controlled assessments, and comparisons with schools locally and nationally. We will use a wide range of data systems to help us track the progress of the pupils and it will be the responsibility of the leadership team to ensure these are used consistently and effectively.

The Archer Academy will set challenging and relevant targets for each pupil so that underachievers are pulled up towards the aspirational targets. We will track KS4 pupils based on teacher-initiated predications in Year 10, with data rigorously analysed by the data manager and members of the senior leadership team. We will repeat tracking processes monthly until the end of Year 11. We will use rigorous formative data to map out pupil progress on short timescales, enabling early intervention – we should be able to give pupils progress reports on a daily basis.

We will maintain the accuracy of predications to a very high standard, and use them to reassure and inspire pupils. At The Archer Academy we will not allow pupils to give up, and nor will we give up on any pupil.

We will encourage the development of professional judgement by not challenging grade predictions after results are known. Accountability in staff will be paramount and very importantly, we will challenge poor teacher performance in terms of results through effective performance management systems and regular monitoring of lessons.

Senior leaders will deploy teaching assistants effectively to allow booster groups of pupils and individuals. We will develop an exciting ICT based learning platform to boost pupil exposure to exam techniques and to monitor pupil progress. There will be a clear whole school policy on pupil progress, which will include communication with parents, with attitude to learning and motivation at its heart. All monitoring, evaluation and review systems will have the progress of pupils and teachers at their core. The progress of our teachers will be tracked, celebrating the success of teachers whose practice moves from good to outstanding.

In the case of poor staff performance, early identification of problems through performance review and monitoring will help to avoid the need for formal capability procedures. In many cases, improvements can be achieved informally with appropriate support and attention. It is important that all reasonable support, including advice, assistance and further training where appropriate, should have been explored before resorting to formal procedures.

Employees who continue to fall short of the required standards of performance may eventually be dismissed. If it becomes apparent that ill health may be a significant factor to poor performance, the school will suspend this procedure and consider any reasonable adjustments that could assist the employee to achieve the required level of performance.

At The Archer Academy, achievement will take account of pupils' attainment and their progress over time, together with the quality of learning and progress by different groups of pupils including those with SEN or a disability. We will also include broader aspects of achievement, such as the spiritual, moral, social and cultural development of pupils, which should be observed and taken into account when reporting the overall effectiveness of the school and the extent to which it is achieving its vision.

Education key performance indicators

To set realistic but ambitious targets for pupil performance at The Archer Academy, we tracked the predicted performance of a notional cohort drawn from the local primary schools. The proportion of the cohort drawn from each school is based on that school's intake, so that primary schools with larger pupil populations are more highly represented. We have tracked

the predicted performance of this cohort at The Archer Academy based on their actual performance at KS2 (see Figure 15). This data forms the basis for our performance targets listed in Figure 16.

Figure 15: The predicted progress for a projected school cohort

Local primary School	Predicted numbers of pupils in The Archer Academy	% Pupils with Level 4 or above at KS2	% Pupils with Level 4 or above at KS2	Number of pupils who achieved L4	Number of pupils who achieved L5
Brookland	26	94%	64%	8	17
Garden Suburb	26	90%	52%	10	14
Holy Trinity	9	89%	21%	6	2
Manorside	18	85%	22%	11	4
Martin	27	79%	40%	11	11
Moss Hall	26	69%	30%	10	8
Tudor	18	59%	7%	9	1
	150			65	56
Key Stage 2 Results		National average 3 level progress	The Archer Academy 3 level progress target	Projected number of pupils who will achieve 3 level progress	
Below L4	29	58%	70%	20	
Level 4	65	73%	88%	57	
Level 5	56	80%	96%	54	
			87%	131	

Figure 16: Key performance targets for The Archer Academy

Key Stage 3 and 4	Performance target
5+ A*-C GCSE or equivalent	Above local authority average at all times
Awards of the English Baccalaureate at KS4	60%
% 5+ A*-C at GCSE or equivalent (including English and Maths)	80%
Pupils making expected progress across the Key Stages 3/4/5	90% making expected progress in both English and Maths
Progress measures for secondary SEN pupils involving P levels	In line with student body as a whole
Comparison with local and national benchmarks	We will remain above floor targets
Performance of gifted and talented pupils via measures including 3+A*/A at GCSE	In line with student body as a whole
Measures that compare performance of deprived pupils (FSM) in school with the national average, including destinations (NEET) as well as in-school performance	In line with student body as a whole
Value added measures KS2 to KS4	1015
Participation rates in clubs, societies, productions, sporting activities, trips, visits	At least one club/society: 100% At least two clubs/societies: 75%
Applications to The Archer Academy	Oversubscribed year on year
Ofsted Rating	Outstanding

Attendance

Attendance will be high (95% or above) because pupils will be happy and valued by the school.

Parent and pupil questionnaires

Pupils will complete termly anonymous questionnaires on-line that will enable the monitoring of their perceptions on issues such as teaching, school environment and their own enjoyment and safety.

Parents will be asked to complete termly questionnaires on-line that will enable us to assess the successes of the school and to address any areas of concern.

Other measures of success

The Archer Academy will also judge its effectiveness by other measurable indicators such as the degree of participation in extra-curricular activities and by external validation, such as Duke of Edinburgh award scheme results.

D5: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

The Archer Academy is committed to a fair and transparent admissions process and to abiding by the Schools Admissions Code.

In line with our stated vision, to meet the demand for co-educational, non-denominational, mixed community secondary school places in East Finchley, West Finchley, Hampstead Garden Suburb and the surrounding areas, applications from the N2, N3 and NW11 postcodes will be given priority if the school is over-subscribed, as these are the areas with the greatest need.

As an inclusive school, The Archer Academy is committed to providing an outstanding education for children with special needs and those children who are “looked after”, and as vulnerable children, these two categories are given priority in place allocation.

The Archer Academy is a community school and as such, believes that admitting siblings will help it become a first-choice school in the community. In assessing demand for the school, one of the complaints made by parents about other schools in the locality is the inability of siblings to attend the same school. With its sibling policy, The Archer Academy aims to address this dissatisfaction.

In our first year of opening, if the proposers find that applications are outside of Barnet local authority co-ordinated admissions, we will work with Barnet Council to ensure that admissions are done appropriately. The council has experience of working with a Free School (Etz Chaim primary) and therefore can advise The Archer Academy on its first year admissions.

**THE ARCHER ACADEMY ADMISSIONS POLICY
(In accordance with the Schools Admissions Code)**

The Archer Academy’s admissions limit will be 150 places.

All pupils with a statement of special educational needs which name the school will automatically get a place.

Potential offers of places up to the relevant admission limit will be made to all those who apply unless the school is over-subscribed. When this occurs places will be allocated in the following order:

1. Pupils applying who are in the care of the local authority (‘looked after’ children) and pupils who were previously in the care of the local authority (as ‘looked after’ children) but now cease to be so because they were adopted, or became subject to a residency order, or special guardianship immediately following having been ‘looked after’ (Draft Admission Code) .
2. Pupils who, at the time of admission, have a sibling living at the same address in years 7 – 11 of the school (this criterion will apply from 2014 onwards). Siblings would

include half, step, adoptive and foster siblings provided they also live permanently at the same address as the applicant as part of the same family unit.

3. Children of staff (teaching or support) of The Archer Academy, provided they have been directly employed by the school for a minimum of two years at the time at which the application for a place is made (this criterion will apply from 2016 onwards), or have been recruited to fill a post where there is a demonstrable skills shortage. (The definition of a direct employee is an employee holding a contract of employment with the school).

4. Pupils applying for places from addresses in the priority catchment area which is postcode areas N2, N3 and NW11. If over-subscription occurs, places are offered on a geographical basis measuring distance in a straight line from the school, with priority given to children who live closest to the school. Distances are measured between the front door of the pupil's home and the main school gate. The distance between these points is calculated using the council's computerised geographical information system.

5. Remaining places are offered on a geographical basis measuring distance in a straight line from the school, with priority given to children who live closest to the school. Distances are measured between the front door of the pupil's home and the main school gate. The distance between these points is calculated using the council's computerised geographical information system.

Tie breaker – distance will be used as a tie-breaker within each category.

Final tie breaker – applicants from the same block of flats, or applicants who live the same distance from the school will be selected in random order and places will be offered accordingly.

Applications within each year group made on behalf of twins or triplets – where the last child to be offered a place is one of multiple birth siblings, The Archer Academy will admit over the published admission number (PAN) in order to support the family.

Waiting list

Unsuccessful applicants may be placed on a waiting list and considered for any places that may arise in the future. These places will be awarded in accordance with the criteria listed above.

Appeals

Where an application is unsuccessful, parents have the right to appeal to an independent appeals panel. The details of this process will be sent out at the time of the decision to refuse a place.

Fraudulent addresses

The offer of a place under any of the oversubscription criteria may be withdrawn if the address given by the parents is found not to be the permanent address.

The policy will be reviewed annually and where necessary adjustments made.

D6: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

The Archer Academy aims to prepare pupils for adult life. We aim to treat pupils as adults in the sense that they should take responsibility for their actions. Therefore, we must ensure that pupils recognise the **value** of key behavioural skills – the link between effort and attainment and the link between responsible behaviour and novel opportunities. It is only possible to progress students in all three areas of our vision if we have in place a strong sense of the importance of discipline and good behaviour. If students do not attend or if they do not participate effectively in their lessons, then they will not meet the ambitious academic targets that we have for them and that we want them to have for themselves. If they are disruptive or non-participative, then the ability to deliver innovative lesson plans or explore more creative associations between parts of the curriculum is much more difficult. Finally, our foundational concerns with community demand that students learn the value of respecting others and taking responsibility for their own actions. These values run through our behaviour management, attendance and pupil well-being policies and practices.

Behaviour management

There will be a clear behaviour and anti-bullying policy, including a rewards policy and a sanctions policy.

The rewards policy will help create a positive ethos through effective recognition of achievements. This includes rewarding pupils who demonstrate behaviour for learning inside the classroom and those who are excellent members of the school community outside of the classroom. In addition to this, it will ensure practice is consistent across the school.

Fostering positive behaviour

Pupils will be expected to:

- Arrive on time
- Listen when the teacher or other pupils are speaking
- Respect the opinions and values of others
- Focus on the learning task at hand
- Do their homework to the best of their abilities and on time

Uniform

The sense of discipline will also be fostered through the use of a school uniform. We

believe this will help balance out inequalities, as deviations in dress are constrained. It helps to promote a sense of community and belonging towards the school, and establishes a visual identity for our pupils, both within the school grounds, in the local community and on school trips. It also enables pupils to focus on their studies and their creative endeavours, rather than on what they are wearing. However, it is equally important that students have a voice in selecting the uniform – therefore initially and whenever the uniform is updated we aim to have student representation on the design team. Uniform must also be practical and affordable.

Learning contracts

At the start of every academic year, all pupils, parents and school will sign a learning contract setting out key behavioural expectations: on pupils, on parents, on staff. This will happen every year to act as a reminder for all parties.

The Arrowhead Reward System

Rewards will be delivered through praise, positive emails/letters/postcards and end-of-term celebration assemblies. Spontaneous day-to-day praise is a key factor in motivating pupils and establishing a positive climate for learning at The Archer Academy.

Celebration assembly awards will be used to reward all kinds of contributions to the school community: academic, sporting, artistic, progress, contribution to school life, or contribution to charity.

Sanctions for poor behaviour

It is understood that the majority of pupils will choose to spend their time operating within the rewards framework. However, the school sanctions system will share and employ effective practices and strategies which promote positive behaviour. This is to ensure that rules and sanctions are applied consistently across the school.

We believe that young people should learn self-discipline and responsibility and be given every opportunity to think about their behaviour and its impact upon others.

Therefore we will train staff to administer restorative justice, which has been proven to minimise the risk of re-offending, be it low-level disruption or more severe situations. Consistency will be maintained through weekly assemblies and personal development teaching activities which will cover areas such as current affairs, community matters and so forth. We will ensure that staff members demonstrate a commitment to properly investigating incidents, discussing unacceptable behaviour, encouraging empathy for the victims and practices to redress grievances.

If discussions with the pupil concerned prove insufficient, then graded sanctions will be used. The vast majority of pupils are unlikely to operate beyond Stage 3.

Stage 1: Rule reminder

Stage 2: Verbal warning

Stage 3: Incident recorded, detention (e.g. set during the enrichment programme)

Stage 4: Removal from classroom
Stage 5: On call
Stage 6: Meeting with head of year
Stage 7: Internal exclusion
Stage 8: Fixed term exclusion
Stage 9: Governing body disciplinary
Stage 10: Permanent exclusion

Pupil well-being

Bullying and harassment

At The Archer Academy, a high value will be placed on the wellbeing of pupils. As mentioned earlier, the main point of contact for the delivery of pastoral care in the school will be the form tutors. However, tutors can refer to the head of year if a matter is serious. An assistant head will have overall line management responsibility for pastoral care and inclusion.

The Archer Academy will create a strong partnership with parents so that together, parents and the school can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. We will value pupils for who they are and give them the support they need, when they need it.

Our preventative work, through the teaching of life skills and emotional wellbeing, will mean that pupils are better equipped to deal with problems in a mature way when they arrive, and help to ensure that emotional and other problems do not interfere with concentration and participation in lessons or academic progress.

Sometimes, and for a range of reasons, pupils may not feel confident about reporting incidents to teachers, parents or other responsible adults. The school will therefore use the S.H.A.R.P (School Help Advice Reporting Page) web system, which provides a confidential web-based environment in which pupils can report unacceptable incidents which occur within the school and local community. It will be monitored by selected members of staff in the school who will then deal with any incidents that arise.

Bullying of any kind will not be tolerated.

School Council representatives

Each term, pupils will have an opportunity to be elected on to the School Council. Pupils in Years 10 and 11 will have an opportunity to take on additional leadership opportunities which are key to the culture of the Academy, such as mentoring younger pupils, assisting staff as part of a student consultation group, organising charity events and welcoming visitors. Pupils will also be elected to sit on the governing body.

Attendance policies

The Archer Academy will have a clear attendance policy, and persistent non-

attendance at school will be tackled by the headteacher.

The school is aiming for a 95% attendance record each and every year.

Attendance rewards

We recognise the important of good attendance and would hope that by engaging pupils through excellent teaching, we will ensure that most pupils attend school regularly and punctually. However, as an incentive, attendance certificates will be awarded to individuals at the end of each term: Gold – 100%, Red – 95%, Blue – 90% (based on the central colours of an archery target).

An award and prize will be given to the tutor group in each year group with the highest average attendance, with special recognition to the highest average in the school.

All formal rewards will be recorded on the school intranet achievement log, so that they are viewable by pupils, teachers and parents.

D7 Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.

Local community

In our collaborative work with the wider community, we will ensure that our duties under the Equality Act 2010 are fully met. This will include actively promoting equality of opportunity, eliminating discrimination, harassment and victimisation, together with the fostering of good relations and removal of prejudice through mutual understanding and tolerance.

Our approach will be to work in partnership with other education institutions, including FE and HE, as well as businesses and local community and voluntary groups. Beyond this, we will reach out to the global community via the internet and e-mail including use of web 2.0 technology. From the participation and feedback we receive, we will develop and improve as a result of wider involvement in the life and work of The Archer Academy.

Our understanding of the community that our pupil intake will come from

East Finchley, where The Archer Academy will be located, is a mixed area containing both affluent households and more deprived areas, and an ethnically diverse population, with 30% of residents having been born outside of the UK. The Index of Multiple Deprivation (IMD) data highlights this variation at a Lower Super Output Area (see Figure 17). The 2001 Census data suggests East Finchley is fairly typical of the London Borough of Barnet (which itself displays many characteristics in common with outer London boroughs).

Figure 17: The Index of Multiple Deprivation of the area surrounding The Archer Academy proposed site.



Socio-economic classification is broadly consistent with the borough's average (see Figure 18 below) and the area has relatively low levels of crime (see Figure 19).

Home ownership is lower than average for the borough, with more people in social housing and private rented accommodation (see Figure 20). This figure reflects the fact that there are a number of housing estates in East Finchley, which help make the area the mixed community it is.

Though the majority of the community are in good health, the figures for those not in good health (8.1%) is slightly higher than the borough average (7.3%), as is the figure for residents with a disability – 15.5% compared with 14.6% average for Barnet.

More people in East Finchley (19%) said that they had no religion than any other Barnet ward in the 2001 Census (see Figure 21).

Compared with most of the surrounding area, East Finchley is less well served by schools, with 0.89 schools per 1,000 people (see Figure 22).

Figure 18: Socio-economic classification of East Finchley residents (Census 2001).

Occupation	%	Barnet average
Large employer, higher managerial / Higher professional	16.30%	14%
Lower managerial & professional/ Intermediate	36.40%	33.60%
Small employer & own account worker / Lower supervisory & technical	10.10%	11.90%
Semi-routine/ Routine	11.90%	11.80%
Never worked/ Long-term unemployed	4.40%	4.80%
Full-time student/Unclassified	21%	23.90%

Figure 19: Crimes per 1000 people by ward.



Figure 20: Housing tenure of East Finchley households (Census 2001).

Housing tenure		%	Barnet average
Owner Occupier	Own outright	23.20%	30.10%
	Own with mortgage/loan	32.50%	48%
	Shared ownership	0.70%	0.90%
Rent from	Council	12.30%	10.50%
	Housing Association/Registered Social Landlord	10.00%	4.50%
	Private Landlord	18.20%	15.30%
	Other	3.00%	3.20%

Figure 21: Stated religion of East Finchley residents (Census 2001).

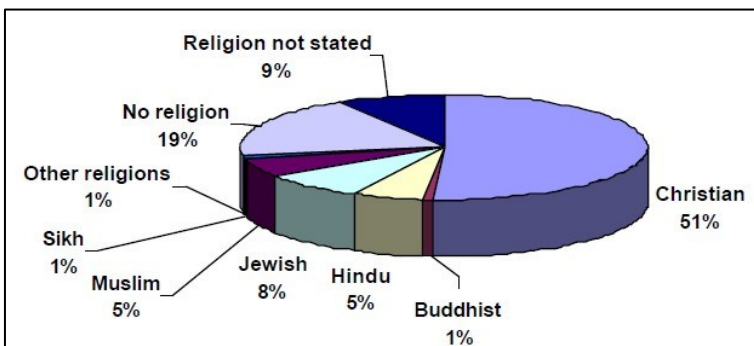


Figure 22: Number of schools per 1,000 head of population for East Finchley and surrounding wards



Our anticipated pupil intake

We have researched the profile of pupils at our local primary schools, where the vast majority of our intake will come from, in order to understand our constituency and ensure it is reflected in our plans. Data from Barnet Council³ and the Department for Education⁴ has been used to develop a detailed understanding of our anticipated student profile. This provides the basis for us to develop appropriate engagement mechanisms and the provision of additional support that may be required if particular disadvantaged groups are to realise their potential.

We have looked at the statistics for key indicators including; eligibility for free school meals, pupils with SEN, children with English as an additional language and ethnicity. This has provided us with an important understanding of our likely pupil intake and helped us to develop our vision and plans.

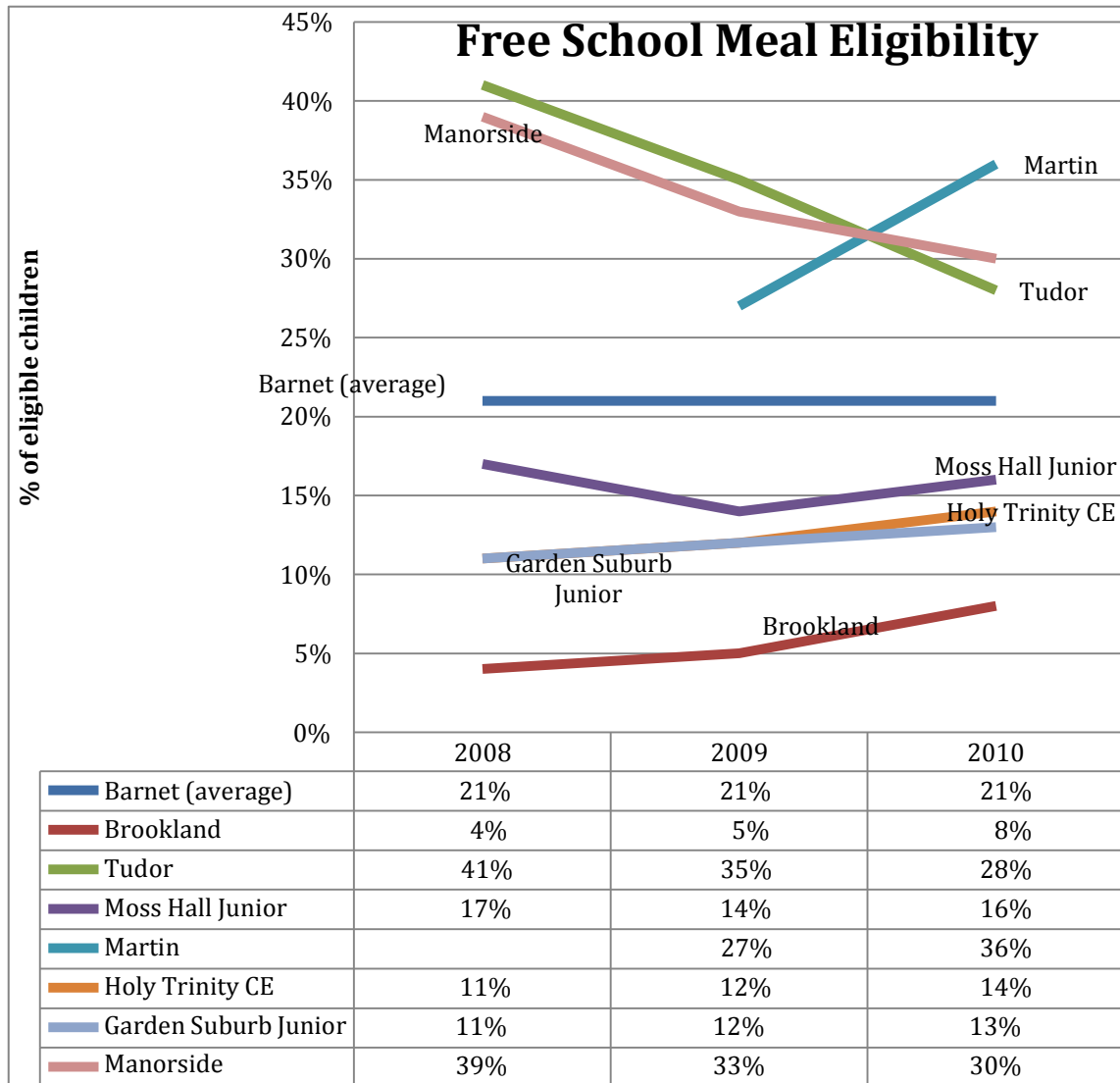
Data from Barnet Council for 2010 shows that, for the primary schools from which we expect the intake of The Archer Academy to be drawn, free school meals eligibility varies considerably from below the national average (18.5%) and local authority

³ Profile of children and young people in Barnet, School Data November 2010 - <http://www.barnet.gov.uk/school-data-profile-2010.pdf>

⁴ SCHOOLS, PUPILS, AND THEIR CHARACTERISTICS, JANUARY 2010, DfE Statistical First Release - <http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>

average (21%) to well above them. They range from 8% at Brookland Junior School, to 36% at Martin Primary. The difference in the percentages reflects the varied socio-economic backgrounds of the families that form our communities in N2, N3 and NW11. However, whilst the most recent figures are important, we are also conscious of the need to understand the trends over time. We have therefore looked at changes in the figures over the last three years (2008-2010), as set out in Figure 23 (below).

Figure 23: Percentage of children entitled to free school meals at local primary schools (2008-10)



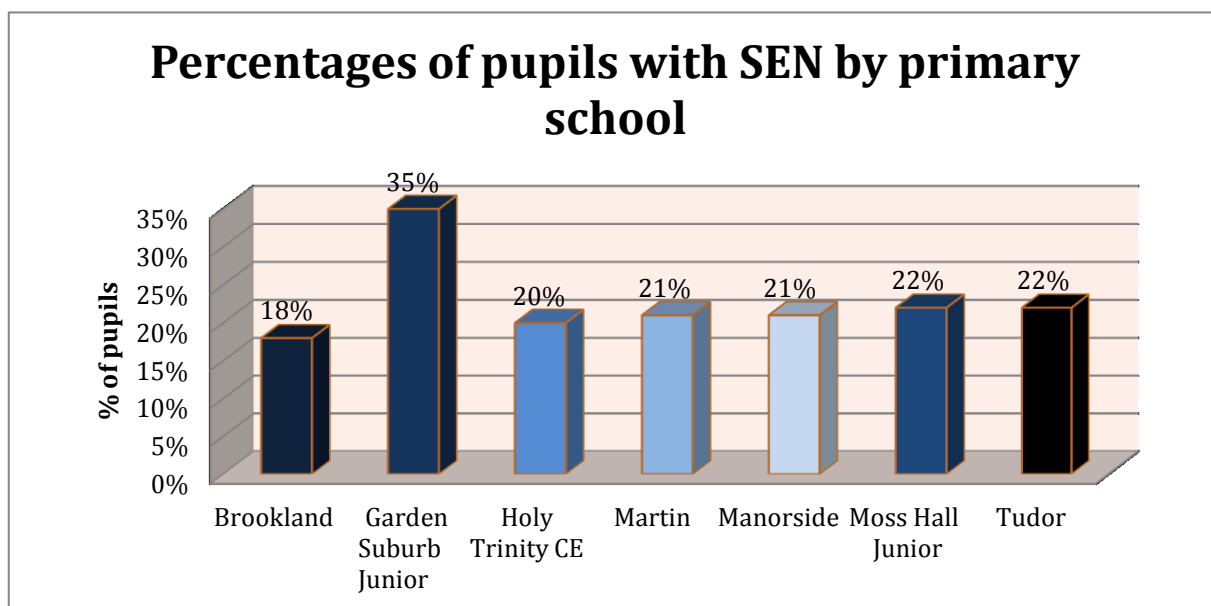
Whilst some schools with higher numbers of children entitled to free school meals have seen the proportions come down, other schools with initially lower figures have seen significant increases:

- Tudor reduced by 32%.
- Manorside fell by 23%.
- The percentage at Brookland Junior doubled.
- Martin increased by 33% in the last year [no figure is available for 2008]
- Holy Trinity increased by 27%.

Overall, the average across local primary schools is approximately 21%, consistent with the average for the borough and slightly above the national figure of 18.4%.

The percentage of children with special educational needs at local primary schools is similarly spread above and below the borough average of 22%, from Brookland Junior with 18% of pupils, to Garden Suburb Junior with 35%. We expect The Archer Academy intake of children with SEN to be consistent with the local average of 22-23%.

Figure 24: Percentage of children with special educational needs (SEN) in 2010 by primary school.



The number of pupils who have English as an additional language (EAL) varies considerably in our local primary schools, from well above the borough average (43%) to well below it (see figure 25). Our strategies for addressing the particular issues of pupils who are new to English are set out in Section D3.

Figure 25: Percentage of children with English as an additional language (EAL) 2008-2010.

	2008	2009	2010
School			
Brookland	30%	38%	37%
Garden Suburb Junior	49%	48%	46%
Holy Trinity CE	14%	14%	16%
Manorside	66%	69%	64%
Martin	43%	42%	40%
Moss Hall Junior	55%	51%	48%
Tudor	61%	65%	67%
Local primary schools average	45%		
Barnet Council average	41%	41%	43%
National average		15.2%	16%

The ethnic mix of the children expected to apply to The Archer Academy is varied. In Barnet overall, roughly 65% of primary pupils are from an ethnic minority. In the primary schools from which The Archer Academy expects to draw its intake, the figures are as follows: Holy Trinity (37%), Brookland Junior (45%), Martin Primary (63%), Moss Hall Junior (67%), Manorside (78%), Garden Suburb Junior (79%) and Tudor (80%). In 2010, Holy Trinity, Manorside and Martin Primary schools all welcomed a small number of Gypsy and Traveller children.

How the education plan reflects the community whilst retaining high expectations for pupil achievement

With such a diverse anticipated pupil intake, it is essential that The Archer Academy serves the needs of all children, regardless of background, ability or other factors. That is why the school's vision and curriculum reflect our commitment to enabling all children to realise their full potential.

Our vision and plan set out how we will seek to create a school that will allow every child to develop the skills they will need in adult life. Central to this – and reflecting our understanding of our community – are our enrichment programme, learning networks, learning mentors, house system, tutorial system, individual learning plans, Bull's-Eye Target Scheme, Target Days, homework diaries and our SEN, EAL and gifted & talented policies. This comprehensive set of systems and procedures will ensure that every child from the local community is given the right support, at the right time, to help them fulfil their potential.

Plans for working with other schools, educational establishments and the wider community

We have been working closely with other schools, educational establishments and the wider community from the outset and we are committed to doing so in the future.

Our current activity and future plans include:

- Working with the governors and heads of our local primary schools, and involving them in the development of our plans for The Archer Academy. We will continue to maintain a close working relationship with the Primary Schools' Governors Group, to ensure The Archer Academy continues to serve the needs of the local community and in particular children attending local primary schools.
- Maintaining close contact with the heads of local secondary schools in the area, who have provided useful insight into their experience of local provision that have informed our proposal. We are committed to being an active part of the Barnet family of schools in the future, which will allow us to enjoy the benefits of collaboration, whilst maintaining our independence.
- Establishing an in-principle agreement with the local SEN provider – Oak Lodge – about partnership working and ensuring we support good practice in SEN, within the Academy and beyond.

- Developing links with a number of HEIs, for example King's College London and the University of East London. We have already initiated discussions over ways to encourage capable pupils, who might otherwise not do so, to aim for university. Through visits to university campuses and talks from university staff and students, as well as a range of other activities, we will develop pupils' skills and ambitions and help us realise our vision for the school.
- Forging links with local businesses, voluntary and community groups and other local community organisations, such as the local paper (the *Archer*). These include plans to work together, to deliver services and provide facilities and ways of contributing to local community life.

The relationships we have started to develop with local educational institutions, voluntary and community organisations, universities and local businesses have led to a range of in-principle agreements and informal plans. These provide an excellent foundation for connecting The Archer Academy to the area it is based in, and demonstrate our commitment to the school being a valued part of the local community.

How we will promote good community relations

We have a well-developed community engagement strategy that is central to ensuring that the school is an integral part of the local community.

From our outreach work to support community learning networks that extend beyond our school pupils, to the involvement of pupils in community festivals and events, The Archer Academy will be fully immersed in community life.

Our links with local businesses, community groups, other schools, elected representatives and local authority officers provide the ideal basis for on-going dialogue and a continued ability to be sensitive and responsive to local circumstances.

E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child

Demand for The Archer Academy

The Archer Academy is desperately wanted by local parents, and our proposal is the culmination of over 12 months of work to address longstanding dissatisfaction with the lack of adequate choice and provision of secondary education in the area.

The high level of demand for the school can be clearly evidenced by the results of a survey we conducted to quantify the level of support amongst local parents for the school.

The survey provided a summary of our vision for The Archer Academy and asked parents whether, on the basis of this, they would select it as their first choice for their children. It asked for details of their children's year groups and current schools as well as postcode and contact details.

A template of the survey we used is included below, including the information it contained about our vision for The Archer Academy.

The Archer Academy – a new school to serve Finchley Families

We are currently conducting a survey to measure support for a new secondary school in our area. We may share this information with the Department for Education as part of our application for a new school.

The Archer Academy will provide co-educational, non-denominational, non-selective, secondary schooling and qualifications for pupils in our community.

The school will specialise in Maths and English. We aim to open in 2013.

We aim for it to be an **outstanding school** enabling **pupils of all abilities** to:

- **Achieve** their **full academic potential**,
- Become a **responsible and respectful** member of our various communities,
- **Think critically and creatively** about the world around them.

Name:

Postcode:

Email:

Please tell your child's/children's age(s), school(s) and year group(s):

I would be prepared to put The Archer Academy as my first choice:

Yes

No

I am not a parent of pre-secondary age children, but I fully support the drive for a new school in our community -

Yes

No

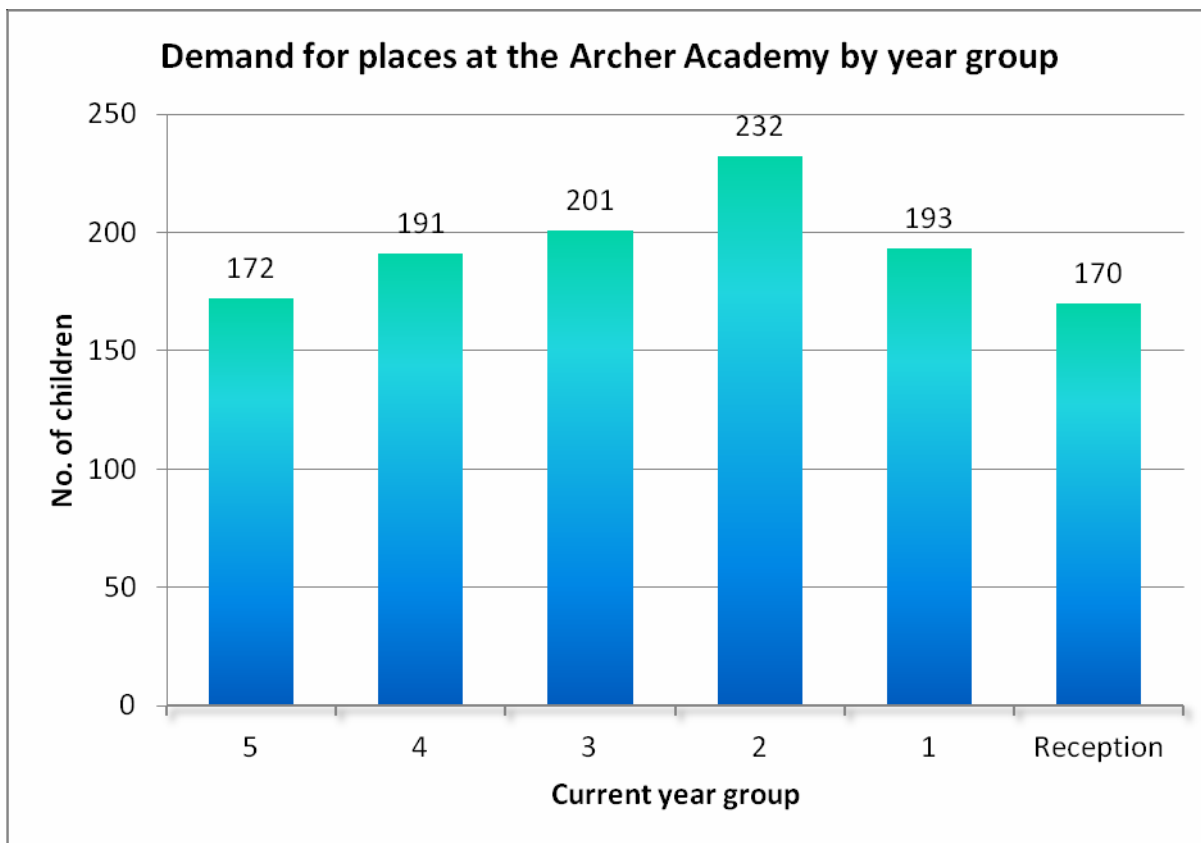
Please give your reasons (optional):

The results from the survey highlighted the considerable local support for our proposal, with over 1,000 parents taking the time to complete our survey. In total, parents of over 1,200 children across all year groups said that The Archer Academy would be their first choice school. Of these children, 172 were in the current Year 5 and 191 were in the current Year 4.

With a proposed intake of 150 children per year, demand in the first two years would therefore exceed places by almost 15% in the first year (starting September 2013) and 27% in the second year (starting September 2014). Just 32 parents (less than 0.5% of the total survey responses) said The Archer Academy would not be their first choice. This amounts to just seven children in the current Year 5 and five children in the current Year 4.

The number of children whose parents said The Archer Academy would be their first choice is set out in Figure 26 (below) by year group. As Figure 26 shows, support was not confined to current Year 5 and Year 4 pupils, but continues through all year groups, including Reception, highlighting the long-term commitment of local parents and the high demand for the school.

Figure 26: Number of children by year group, whose parents said The Archer Academy would be their first choice school.



We have plotted parental demand, by postcode, onto a map of the local area (Figure 27), which demonstrates the close proximity of our anticipated intake to our preferred site.

Demand for The Archer Academy comes overwhelmingly from the immediate vicinity of the site, with two-thirds of children living within a one mile radius and 90% within a 1½ mile radius. These boundaries are shown in Figure 28.

A table showing the full postcodes of all the respondees to our survey can be found in the Annex 1.

Figure ZT: Location, by postcode, of parents who said The Archer Academy would be their first choice school



-y-

At

Figure 28: Boundaries of a 1 mile and 1.5 mile radius from our preferred site for The Archer Academy



Community engagement and support

From the outset, plans for The Archer Academy have been led by, and developed with, the local community.

Our proposals have been developed over many months through a series of consultative events and the proactive engagement of a wide range of local stakeholders, including local parents, secondary and primary schools, the local authority, ward councillors and our MP, local businesses and voluntary and community groups. The positive response from parents to our survey was therefore a result of many months of active engagement in our local community.

One of the ways in which we engaged local parents was to hold four large public meetings, with between 100-200 parents attending each one. These meetings have been crucial in creating an opportunity for parents to engage with and shape the proposals, identify and recruit supporters and provide regular progress reports. The attendance of our MP and ward councillor at two of the public meetings has also helped demonstrate to parents how well supported our proposals are by local politicians.

We have also used the internet to engage local parents, through our website – www.thearcheracademy.org.uk – and through a dedicated email list, which currently has over 700 households registered, with more being added every week. We have also made the most of social media such as our Twitter account and Facebook page, enabling online interaction and discussion and providing opportunities for parents who are less likely or able to come to meetings to participate in shaping our proposals.

Furthermore, we have been very active in establishing a visible presence in the community, by publicising our proposals at local community and school events throughout the year. These have included stalls at the East Finchley Festival (the largest community event of the year, attended by over 5,000 people), as well as summer fairs at two of the largest local primary schools.

We have also held weekly planning meetings to discuss and develop our proposals, and these have been made open to any parent who wishes to get involved. We have actively sought to promote these meetings to ensure we are as inclusive as possible. In recent months we have secured coverage in our local papers, including the *Archer*, the *Ham and High*, the *Barnet Press* and the *Hendon Times*. This media coverage has helped to highlight both the issues that have driven our proposals and the progress of our work.

We have undertaken a programme of promotion and engagement particularly targeted at local primary schools, including holding coffee mornings, regular leafleting and continuous informal communication in the playground every day. As momentum and support for the school has grown, this has created a ripple effect as information about our proposals has been cascaded throughout the community. It's no exaggeration to say that The Archer Academy is the subject of much interest at the school gate in the areas it is intended to serve.

Our proposals are firmly supported by the governors from the local primary schools that will provide the majority of pupils to the school. Indeed, we have been working closely with the governors from seven local primary schools in developing our plans, to ensure that The Archer Academy addresses the needs of local children.

So far, we have sought to establish links with parents, governors and headteachers at Brookland Infant & Nursery School and Brookland Junior School, Garden Suburb Infant School and Garden Suburb Junior School, Holy Trinity Church of England Primary School, Martin Primary School, Coldfall Primary School, Manorside School and Moss Hall Junior School. We have included letters of support from a number of these with our proposals.

The Parent and Teacher Associations at local primary schools have also actively supported the engagement process, by regularly disseminating information via text message, email and printed newsletters to every parent.

Mike Freer, the Member of Parliament for East Finchley, and Ward Councillor Alison Moore, both actively support our proposals and have provided letters of support. Both Mr Freer and Ms Moore have been approached by a steady stream of concerned local parents raising issues of a lack of choice and provision of secondary education in the area, providing further evidence of the need for The Archer Academy.

Barnet Council have also provided evidence that demonstrates support for The Archer Academy. A recent survey conducted by the local authority, of parents with children in Year 5, demonstrated widespread support among parents for mixed-sex, non-denominational, non-selective schooling. Over 50% of parents felt there was insufficient provision of mixed-sex schooling and a similar figure wanted more non-denominational provision in the area.

Finally, of course, our own survey results show that the vision for The Archer Academy has attracted overwhelming support from local parents, from those with Year 5 children right through to those with Reception and pre-school children. The number of parents that would select The Archer Academy as their first choice is significantly greater than

the number of pupil places we need to fill the school. Demand for places is tightly concentrated in our community, in the immediate vicinity of our proposed site, highlighting the fact that The Archer Academy would be a genuine community school, serving local parents and acting as a focal point for community life.

E2: Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities.

Attracting and supporting a diverse intake

The Archer Academy will be a focal point for life in the local community and our approach to community engagement reflects this. It is central to our ethos that our school is both attractive to, and supportive of, children from a range of social, religious and cultural backgrounds, and with differing academic abilities. As such, it will reflect the mixed demographic of our local community.

We recognise that different methods are required to engage different groups - reflecting our understanding that certain groups face particular barriers to participation and have different preferences and requirements. We are therefore employing a wide range of methods for engaging the local community, including face to face meetings, online engagement through our website and the use of social media, written materials, working groups, and market research. Opportunities for participation are provided at different times of the day and in different ways; written, verbal, one-to-one or in a group – reflecting the different needs and preferences of particular groups.

Furthermore, we are employing leading engagement methods incorporating community development, co-production and community organising to empower parents, children and the local community and give them a meaningful say over all aspects of our planning and delivery.

In keeping with The Archer Academy's principles of inclusivity, we have taken particular steps to actively encourage the involvement of parents from a diverse range of backgrounds that reflect our community. We have focussed considerable effort on engagement through all our local primary schools, which have very diverse pupil profiles, and that has given us direct links to the wide-ranging backgrounds, abilities, faiths, ethnicity and socio-economic profiles that will ensure The Archer Academy is truly inclusive.

Indeed, we have researched the local profile of pupils at our local primary schools, where the vast majority of our intake will come from, in order to understand our constituency and ensure it is reflected in our plans. Data from Barnet Council for 2010 [Profile of children and young people in Barnet, School Data November 2010⁵] has been used to develop a detailed understanding of our anticipated student profile. This provides the basis for us to develop appropriate engagement mechanisms and the provision of additional support that may be required for particular disadvantaged groups to realise their potential.

On the basis of demand identified through our survey and the profile of our local primary schools, the intake of The Archer Academy will be ethnically and socially mixed and representative of the local community.

⁵ See: <http://www.barnet.gov.uk/school-data-profile-2010.pdf>

The Archer Academy will be based in an area in which some children experience social deprivation whilst others come from families with economic security and privilege, and the social, economic and ethnic diversity of our community will be reflected in the student intake.

Our local primary schools' diverse pupil demographic and their attractiveness to both affluent and deprived families, gives us confidence that The Archer Academy will be similarly accessible and inclusive to all. However we refuse to be complacent about this and so have actively sought to ensure that our proposals reflect the ambition and interests of the whole community.

To support this, we have overlaid Index of Multiple Deprivation (IMD) data with the location of parental demand for places at The Archer Academy, to ensure we are actively engaging parents from areas where disadvantage is greater. This has helped us to identify a small area in a more deprived part of the locality where parents are under-represented in overall levels of demand for places at The Archer Academy. We have used this insight to develop specific strategies to proactively engage families in that area. The children of one of our group had previously attended a local pre-school nursery, so they took steps to let parents and members of staff at the nursery know about our plans and to invite them to get involved. This combination of data mapping and analysis coupled with locally grounded practical action is indicative of our approach to community engagement.

We are also keen to provide support for children of all levels of ability, and so we have also engaged with a local specialist SEN school, Oak Lodge School, as well as providers of services at our local Children's Centre. We are currently exploring a range of potential areas for collaboration, including supporting good practice on SEN provision and developing employment opportunities and skills development for post-16 children within The Archer Academy. A local model for this type of arrangement already exists, with a local café working with a specialist school for children with autism, and we are keen to adopt a similar approach at The Archer Academy.

To ensure we realise *our* ambition of enabling all students to realise *their* full potential, we will use innovative approaches to create a supportive learning environment within and beyond school. Within the curriculum, our PHSE classes will incorporate lessons and exercises that promote 'learning to learn.' The use of cross-curricular projects with mixed ability groups will also allow each individual to bring their own skills and expertise to interdisciplinary projects.

We will use outreach models such as 'Learning Dreams' to support pupils who are struggling, or who face particular barriers to realising their full potential, by developing learning networks within the community to complement the school's curriculum. These networks will provide additional learning support for those who struggle, as well as additional learning opportunities for those who excel or who simply wish to pursue topics in more detail. This approach will also reinforce the schools links with the local community and help build social capital and learning targeted at pupils from deprived backgrounds.

Further, we understand that many children can lack opportunity as a result of poverty and challenging home environments. We plan to support these children as part of the whole school community by providing wrap-around provision, from breakfast clubs, homework clubs and enrichment activities to holiday-time activities designed to continue

their engagement during breaks from term-time teaching. Such activities would include both academic and vocational skills development, such as 'crash courses' in curriculum subjects as well as practical skills like bicycle/motorcycle mechanics and website/software development.

Finally, in order to widen opportunities for children who show academic promise, we will work in partnership with London universities to ensure that pupils in Years 10 and 11 are encouraged to progress to higher education and to make informed decisions about their academic futures.

We are particularly determined that our pupils will be supported to overcome barriers, such as being the first in their family to go to university or living with a disability, which might prevent them from pursuing higher education. This should start well before sixth form in order to motivate pupils in their GCSE studies.

We will therefore seek to organise talks from university students and staff and visits to university campuses and lectures in order to break down barriers to higher education that could inhibit some pupils from realising their academic potential. Our established connections into networks at King's College London, the University of East London and other London universities mean we will be able to realise these plans.

Putting the school at the heart of the community

In keeping with our vision for The Archer Academy, we intend that the school will become a hub for community life and that the school's resources will be made available for wider community use.

The provision of community facilities and extra-curriculum activity at the school will be managed through a variety of methods, in order to generate income, minimise costs and crucially to provide valuable resources to the local community. For example:

- A business manager will be responsible for marketing the school's facilities, administering bookings and maintaining the rental diary. Any business development activity will be underpinned by a lettings policy, to be approved by the governors, which will set out our legal responsibilities, child protection expectations and costs.
- The retrofit/refurbishment of the school will be undertaken through a community-led design process, allowing stakeholders to influence the design of space that is appropriate to need. As well as pupils and staff, this will include community organisations and other agencies we have established partnerships with, to ensure the school is equipped to provide genuine community benefit and provision of valued facilities.
- Through the PTA, we will explore opportunities to make use of volunteers who will undertake routine tasks in community service provision, in order to minimise costs and ensure this activity is commercially viable.
- We will establish a sliding scale of rental rates using differential prices for local not-for-profit groups (at cost price), competitive rates for local commercial organisations and a standard rate (income generating) for others. Our charging structure and lettings policy will seek to maximise value – social and financial –

from the school budget to support educational outcomes. We anticipate that surplus generated from business development activity would be used to subsidise the cost of participation in extra-curricular activity for children who might otherwise not be able to afford it.

We will use a variety of marketing channels to promote the availability of our facilities, including social media, hyperlocal websites and community noticeboards. Our well-established links with local businesses, voluntary and community groups, the local press and other educational establishments make us well placed to ensure they are aware of opportunities we might offer.

Discussions have already been held, and some in-principle agreements made, with local groups including Barnet Music Centre, a local FE college, the Children's Centre, Finchley Youth Theatre, Finchley & Wingate Football Club, Newstead Nursery and the East Finchley Local Business Forum. We will seek to formalise these partnerships and explore other opportunities for collaboration, providing access to school sports facilities, music provision, community arts courses and more for our wider community.

We have also had expressions of interest from several local estate agents in supporting The Archer Academy financially as part of their community outreach work.

Local authority acknowledgement of the need for more school places

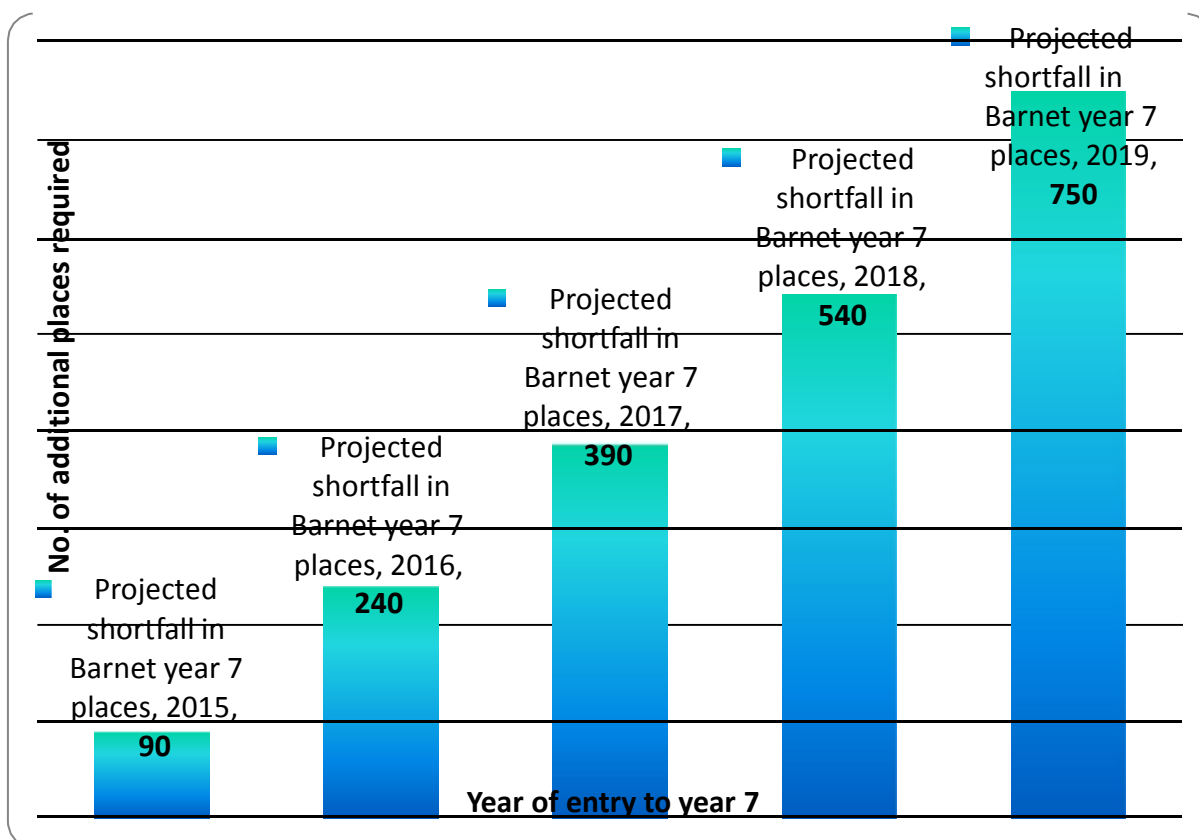
The London Borough of Barnet (LBB) has formally acknowledged the problem of a lack of choice and provision in our community, through the report of an Overview and Scrutiny Panel Enquiry that was established as a direct result of our voicing our concerns.

The councillor-led Scrutiny Panel investigated the issues, took evidence from officials from the council's Education Department, school governors and local parents, conducted a survey of year 5 parents and analysed their own data. Their report concluded that there is an urgent need to address the under-provision and lack of parental choice in our area; *"[We] recognise the need to meet the demand for non-denominational and coeducational school places in the East Finchley and Garden Suburb areas"* [Supply of Secondary School Places Overview and Scrutiny Panel, London Borough of Barnet, November 2011⁶].

LBB's projections, based on Greater London Authority statistics, anticipate significant growth in demand for secondary provision in the borough, even with current provision at full capacity. This graph (set out in Figure 29 below) shows the huge number of additional places that will be needed in future years as a result of this growth; increasing from an additional 90 places in 2015 to an additional 750 places being required by 2019.

⁶ Available from: <http://committeepapers.barnet.gov.uk/democracy/reports/reportdetail.asp?ReportID=11019>

Figure 29: London Borough of Barnet projections of increased Year 7 provision requirements



The council’s evidence⁷ highlights the need for provision that The Archer Academy will provide. There are currently 22 secondary schools within Barnet, of which three are selective, seven are single sex and eight are faith based. 75% of parents applying for Barnet schools had a first preference for non-denominational provision. However, current provision in the borough amounts to only 66.5%, representing a substantial shortfall and resulting in a failure to meet parental needs in the area.

Demand for places at local schools varies considerably, from a ratio of 8 children applying for every place at the local selective girls school (Henrietta Barnett), to just 0.2 first preference applicants for every place at the Catholic school in the heart of East Finchley (Bishop Douglass).

A survey of Year 5 parents conducted by LBB for the Secondary Schools Scrutiny Panel, found that the key considerations expressed by parents when applying to a school included: reputation within the community; curriculum and facilities; proximity to home; and Ofsted rating. All of these are consistent with our proposals for The Archer Academy.

⁷ *Supply of Secondary School Places Overview and Scrutiny Panel*, London Borough of Barnet, November 2011

We have been in regular contact with councillors and key officials at the council, and have held meetings with the Assistant Director for Policy, Planning and Performance and the Cabinet Member for Education to discuss how we can work to address the shortfall.

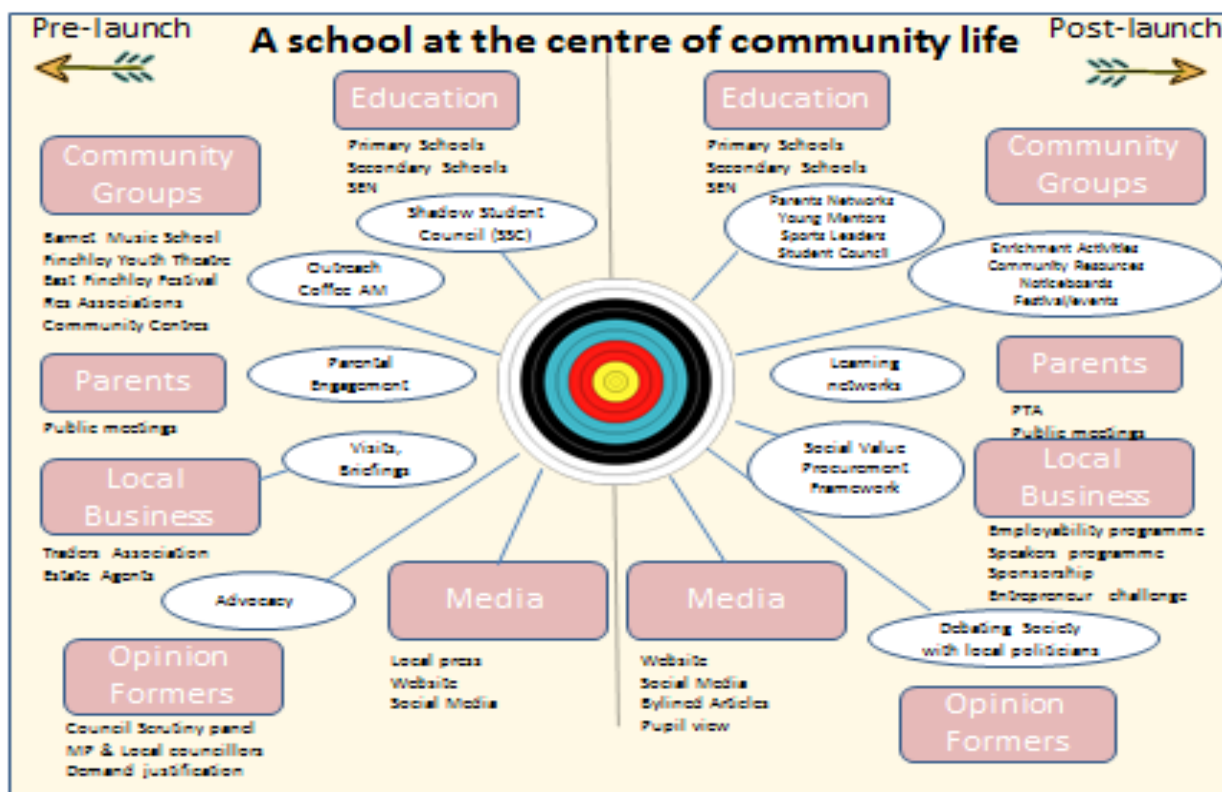
In addition to the measures set out above, our community engagement strategy comprises a range of methods for ensuring local parents, children and the wider community have the opportunity to get involved.

A Community Engagement Committee will be responsible for coordinating a range of activity designed to actively involve the whole community in the school's development. This activity will continue post-launch, under the auspices of the Community Committee of the governing body. Our engagement strategy includes:

- Holding regular public meetings to continue to gather intelligence and insight into the demands and aspirations of the local community.
- Conducting social research – face to face – within the community and at local primary schools to actively engage parents, particularly targeted at areas and groups who are found to be under-represented.
- Adopting a community-led design process for the design and development of the school's infrastructure and refurbishment, to ensure the building reflects the needs and aspirations of children and parents.
- Working with the Local Business Forum to establish strong links with local small & medium sized enterprises (SMEs) and major employers in the area. This will include the development of the Employability Centre, a work experience programme, collaboration on community festivals and fundraising events and enterprise education.
- Establishing a shadow Parents and Teachers Association – in advance of the school opening – to foster strong community relations, provide a conduit for community views to be heard and support fundraising and marketing activity.
- Working closely with the governors and heads of local primary schools to involve them in the ongoing development of The Archer Academy. We will develop a clear and comprehensive transition strategy and policy for Year 6 pupils moving to the school, including an outreach programme to enable local primary school children to become familiar with The Archer Academy and benefit from our resources and facilities. We also anticipate our staff going in to primary schools to run projects which will help maintain strong links between the schools and support a smooth transition into Year 7.

- Establishing a Student Council to act as a shadow governance structure to provide a pupil voice in decision making. We will also develop whole school participative methods to enable all children to have a say over the running of the school. We will combine representative and participative student governance and engagement to ensure that children who are less likely to put themselves forward for the student council are still given the opportunity to contribute to decision-making in the school.
- Establishing a shadow Student Council with pupils from Years 5 and 6, in advance of the school opening, to provide a formal opportunity for children to contribute to the design and development of the school.
- Continuing to maintain productive working relationships with our local elected representatives, both our councillors and our MP.

Figure 30: Our community engagement strategy pre- and post-launch



Section F: Capacity and capability

F1: How we will access appropriate and sufficient educational expertise to deliver our vision

In developing the educational vision, we have engaged the support of educational professionals. This has involved several senior teaching professionals leading on the development of the plan, supported by advice and expertise from an Education Reference Group (ERG). This group includes teachers from across the range as well as higher and further education, and SEN professionals. Further, we have had the benefit of “off-the-record” advice from some local headteachers from outstanding schools who were invited to review and give feedback on the proposals, but who did not want their names attached to the formal application.

Our education plan has been devised by three senior teachers who have contributed experience and vision to drive our learning and community goals. Two of these teachers are committed to continuing their support once the school is operational by becoming governors (detailed in Section F5). These three leads are as follows:

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██████████

██████████

██████████

██████████

██████████



The Barnet family of schools – sustainable support

Although Barnet Council is not involved in setting up Free Schools, it is supportive of groups that wish to set up a free school to meet local needs, where there is evidence of demand, a robust business case and available property. For proposals that align with the council's objectives and help to meet parental demand, the council will provide permission for a statement of support to be included as part of the business case. A statement of support from Councillor Andrew Harper has been included with the application for The Archer Academy.

Barnet Council has informed us that when a Free School proposal is approved by the Department for Education, the school will be welcomed into the Barnet family of schools. Furthermore, the Council will assist the school by offering advice on a range of issues, including admission arrangements, through the offer of regular round table meetings of relevant LA officers during the school's development. We have already been contacted by the relevant LA officer with a suggestion that an initial meeting be set up with our proposer group soon after 24th February, and we intend to follow up this offer.

As part of the Barnet family of schools, The Archer Academy would have the opportunity to buy into the Barnet Partnership for School Improvement (BPSI) which provides courses and consultancy. We would also become a member of the East Network of Headteachers, which would offer us school-to-school support with matters such as procurement of resources and services to help us achieve better value for money. We would also have an opportunity to buy into the Teaching Alliance, led by The Compton School.

FOR INFORMATION: All members of the Education Reference Group have been given the following terms of reference.

The Archer Academy- Education Reference Group (ERG)

Terms of reference

Background

The Archer Academy is a new community school being developed within the framework for Free Schools. It is intended to provide high quality provision that encourages academic achievement, community engagement and creative thinking.

It will be a non-selective, non-denominational, co-educational school for 11-16 year olds and will be sited in East Finchley. It is intended to address the under-provision faced by families in the surrounding areas including N2, NW11 and N3.

It is intended that The Archer Academy will open in 2013.

Context

As part of the development of school rationale, curriculum and drive for excellence we wish to engage with a number of specialists with specific education experience. The education plan itself will be developed by our educational lead. It is intended that this plan will then be reviewed by the members of the ERG. ERG members will be sought from a wide range of teaching disciplines – teaching a range of ages and abilities. In addition we seek higher and further education specialists and those with experience in additional educational needs, learning difficulties and those with experience of autism.

Role

Membership of the ERG is a voluntary position. It will require reading and reviewing versions of the educational plan offering comments as to how this can be refined or improved. Where appropriate, evidence for those suggestions will be required. Communication will mainly take place via email but may include some phone/actual meetings.

Members of the ERG will be referenced in the application to DfE. To support this, a brief biography will be useful. Please confirm that you are happy to be referenced in the application.

Timescale

The ERG will begin work during January in order to contribute to the educational plan (to be submitted during February 2012). After this point, and assuming The Archer Academy is successful at this stage, further contributions would be welcomed, particularly during March-June 2012 and still further until the school opens.

F2: How we will access appropriate and sufficient financial expertise to manage our school budget

Amongst our directors and members we have significant financial expertise. Our group includes accountants, business owners and operators and senior managers with significant budgetary experience. More significantly, we have a qualified accountant on our team as follows:

██████████

In developing this plan we have received support from ██████████ to develop our financial approach. However, although we have considerable expertise in-house we acknowledge that Free School/Academy finance requires specialist support and if successful we would seek to appoint an appropriate agency or agent to undertake this function through a tendering process. We expect ██████████ to be one of the companies to bid for the contract along with other providers used by Barnet schools, such as Barnet's own traded service or other private contractors.

F3: How we will access other relevant expertise to manage the opening and operation of The Archer Academy

We have established a company limited by guarantee (Company Number 7952786), and include parents as members and directors with a variety of skills, all of whom have committed significant time to developing this proposal and will continue to do so in order to see it through to completion.

The fourteen directors of our company are: [REDACTED]

The twelve members of our company are: [REDACTED]

A significant number of our group are educated to degree level, with a high percentage possessing higher and additional qualifications, including individuals with professional qualifications in law, finance/accounting and education. Please see biographies below.

In order to ensure that we have appropriate skills available, each participant has completed a skills audit. This tool has enabled us to identify the strengths within our group and to identify areas for future development and training.

Figure 31: Combined skills audit of members of the proposer group

[REDACTED]

The following is a list of our formal memberships of clubs, societies, and professional bodies⁸:

- Institute of Physics
- MCIM (Member of the Chartered Institute of Marketing)
- National Governors Association
- British Sociological Association
- University and College Union
- British International Studies Association
- DCLG Voluntary and Community Sector Partnership Board (public appointment)
- Zero Credit Cooperative

⁸ clubs, societies, professional bodies – e.g. RIBA, Market Research Society, CIPD, RSA etc

The following is a list of our informal networks / memberships that may be of relevance to The Archer Academy⁹:

Parents' Association

Schools' Curriculum Information

Trustee of Association of Charitable Foundations (2003-2008)

Chief Executive – Urban Forum – national charity supporting community engagement and policy making

Chairman, Travellers Aid Trust (1999-2010), grant making charity supporting Gypsies and travellers

Trustee of Graeae Theatre Company – professional company disabled artists

Our group encompasses many of the essential skills needed: financial management, project management, IT, governance, community engagement, education, marketing and communications. Each participant brings a time commitment (of up to 2 days per week on-going) and a passion for this project as the solution to the demand for community secondary school places in this area, and many are committed to becoming governors in The Archer Academy when it is operational.

Our skills audit indicates to us that we will need to co-opt additional people with skills in premises management onto our working group. We would aim to fill this gap locally in the first instance and also access any of the support offered by the local authority but, as we understand that there is a certain amount of funding available from the Department once a proposal is approved, we would consider seeking this expertise (and any expertise in other areas) by undertaking a tendering process to contract an outside service provider with experience in setting up a new school.

Biographies for our proposer group are set out below, along with the commitment they are making to serving on our governing body, once we are open.

██████████

⁹ professional or social – e.g. voluntary work with charities, academic research, PTA etc





[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

.

Securing additional expertise

Barnet Council offers a full range of traded services and The Archer Academy will consider Barnet as a provider alongside other private companies in the operation of the school. For example, many schools in the area buy into Barnet's Health and Safety Service but use a company called EPM for Human Resources advice and payroll support as its prices are cheaper. Many schools in the area buy into Teachers to Parents for their text and email service to parents because of the high quality of service it provides.

In the process of setting up the school, in addition to the support we expect to access from Barnet Council, our ethical procurement framework will guide a robust commissioning process to find a professional company to support us through the opening of The Archer Academy. Should we pass the interview stage with the Department for Education, we will discuss this possibility with the project manager allocated to us.

F4: How our staffing structure will deliver the planned curriculum

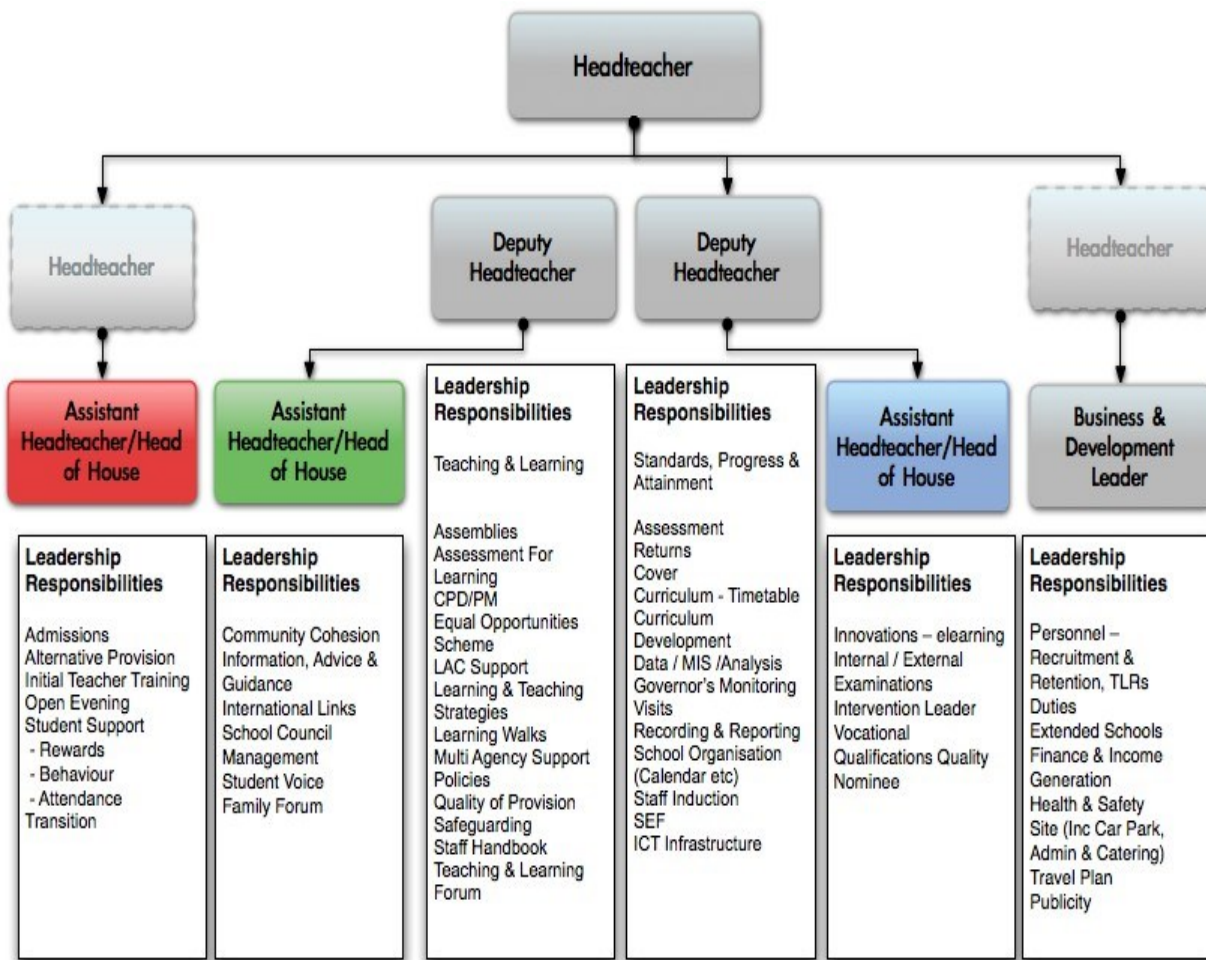
The Archer Academy will have a staffing structure that delivers outstanding leadership, with clear lines of accountability, resulting in the best outcomes for the pupils. “System leadership”, used by very successful schools in Barnet such as Hendon, The Compton, Christ’s College Finchley, Copthall Girls and Friern Barnet, works effectively by facilitating distributed leadership, and building leadership capacity amongst middle leaders and staff members. We would replicate this staffing system at The Archer Academy.

If our application is accepted, The Archer Academy would be welcomed into the Barnet family of schools and as such, we would seek to utilise the expertise available to help us develop an innovative, long-term staffing structure with our Head Designate.

In principle, the leadership of The Archer Academy will be based on the process of building and maintaining the vision under which the school was set up, its culture and interpersonal relationships and its staff, pupils and parents. The leadership team will work together under the direction of the headteacher to articulate the vision and to order and deliver priorities, constantly reviewing what has been achieved and what still needs to be done.

Roles will be distributed across the leadership team, with each member being accountable for their own responsibilities. Along with the distribution and accountability of roles, members of the leadership team will be given delegated authority to carry out these roles effectively. This method of distributed leadership will provide members of the team with meaningful and relevant leadership opportunities. A clear structure for promotion will be in place, allowing the The Archer Academy to “grow their own” leaders, which will contribute to the retention of high quality staff.

Figure 32: Example of specific role allocation.

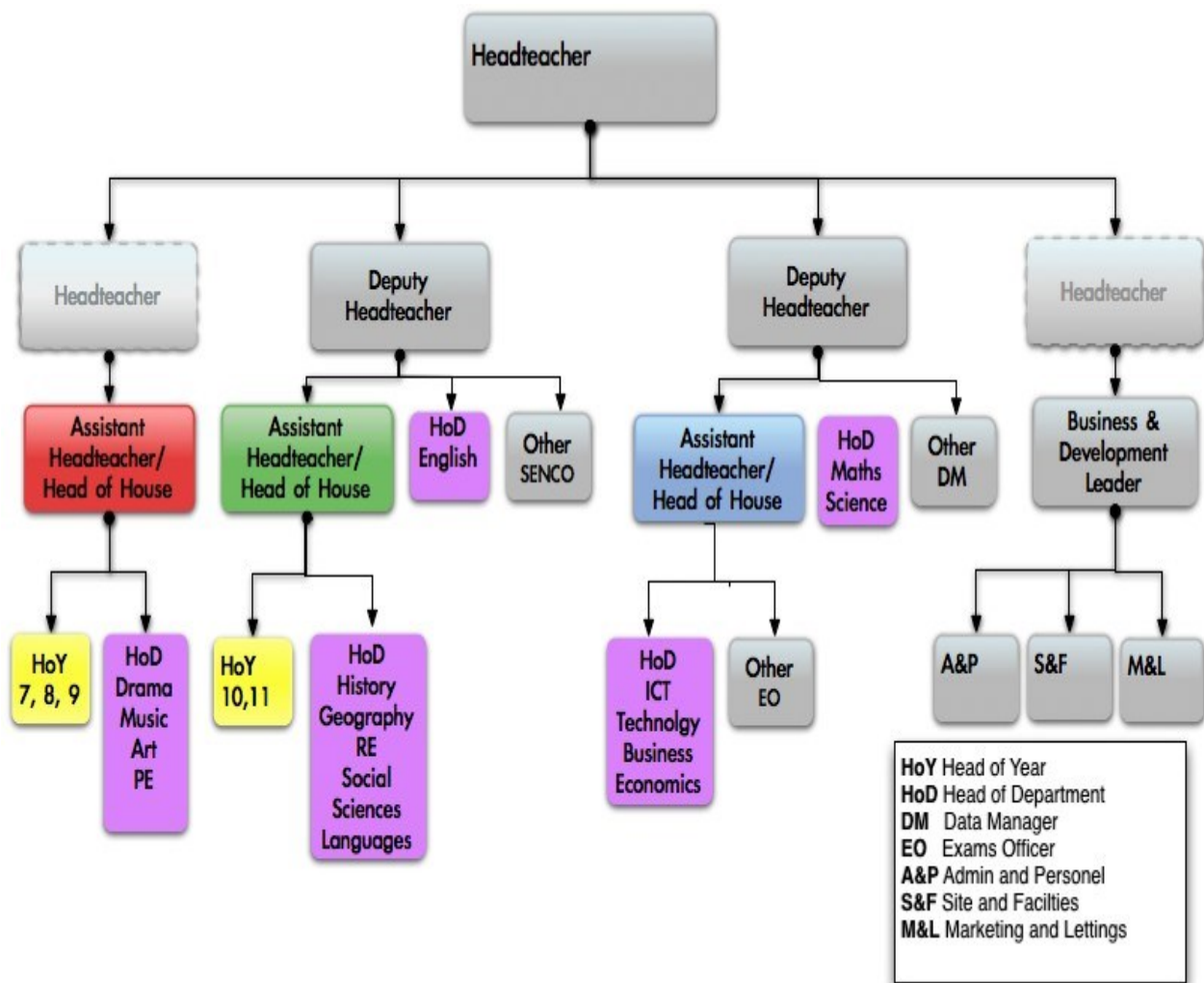


The leadership team will be comprised of a headteacher, supported by two deputy headteachers, three assistant heads and a business manager. Each of these members of the leadership team will line manage middle leaders and key personnel in the school, in line with their own roles and responsibilities.

Ensuring that learning and teaching are the key focus of the school's leadership, subjects are grouped together where the same member of the leadership team can provide their leadership support. The grouping of these subjects together will facilitate curriculum innovation, providing heads of departments with a forum where they can present evidence for change and its impact on learning and teaching and subsequently achievement at the Academy.

As curriculum innovation progresses, our structure will enable good leaders to build alliances and empower each other, so that all members of the school community are engaged and have ownership of the process.

Figure 33: Example of structure.



Each department will have the required number of teachers to deliver the planned curriculum, and each member of the teaching staff will be supported in their role by their head of department. Heads of year will support pupils both pastorally and academically to ensure that there are no barriers to their own learning.

The leadership and staffing structure will ensure that all statutory elements of the curriculum, and those subjects which The Archer Academy chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening) and the use of information and communication technology.

The leadership team will also ensure that the amount of time provided for teaching the curriculum is adequate and that it is reviewed annually, whilst ensuring that the breadth and balance of the curriculum is maintained. The leadership and staffing structure will facilitate arrangements for monitoring and evaluation of the curriculum across the Academy and at classroom level. Classroom observations, scrutiny of schemes of work and analysis of academic achievement will take place as part of a wider academic review twice a year.

F5 : Provide realistic plans for recruiting a high quality Principal Designate, other staff and governors in accordance with your proposed staffing structure and education plans

Recruiting a high-quality Head Designate

Appointing a Head Designate will be a key task facing the proposer group if the application is accepted. The group will establish an Appointments Panel to devise a dynamic, competency-based recruitment campaign to attract a high-calibre headteacher, with the right mixture of skills, experience, personality and vision to lead The Archer Academy.

We expect our Chair of Governors Designate, [REDACTED], to bring her considerable experience to this process, having [REDACTED].

We will undertake a tendering process to contract a specialist provider such as The [REDACTED], [REDACTED] or Randstad Education to support the proposer team in securing the leadership and staff appointments we require for The Archer Academy.

The proposers of The Archer Academy understand the fundamental importance of effective, high-quality leadership if the school is to succeed and be sustainable. As approval for our application will come through at the end of the summer term, which is not the optimum time of year to recruit a permanent headteacher, we will consider an interim appointment of a high-quality leader with a track record of success and vision to work with the proposer group until a Head Designate is appointed. We would also be open to working with an established and successful head in Barnet as an interim arrangement if the opportunity arises, as part of the Barnet family of schools.

In order to deliver our vision, we expect the headteacher of The Archer Academy to be an inspirational, effective and outstanding practitioner and leader, with the necessary academic qualifications (including an NPQH) and a proven track record of raising standards and improving outcomes for pupils across the range (SEN, FSM, EAL, more able and gifted and talented), with a demonstrable commitment to inclusion, equal opportunities, child protection, and safeguarding.

We will look for a strategic leader who thrives on challenge and will relish the opportunity of creating a first-choice community secondary school for families in East Finchley, West Finchley, Hampstead Garden Suburb and the surrounding areas. We will appoint someone who subscribes to our vision of transforming life chances through education, and we will look for evidence of successful leadership and management experience in the secondary sector, at a minimum level of deputy head.

We will seek to attract someone who is ambitious, not just for themselves, but for every pupil at The Archer Academy, who he/she will motivate, challenge and support to value learning, develop their creative abilities and to realise their academic potential so that they have the necessary tools to follow whichever path in life they choose and become happy, fulfilled and successful adults.

In the recruitment process we will be looking for a candidate who will inspire the local community and secure the confidence of governors, staff, parents, pupils, the LA and other school leaders, particularly in the local primary schools. In line with our intent to be part of the Barnet family of schools, our candidate will need to demonstrate a consultative style and be someone who can build strong partnerships with other schools and other bodies in the LA and nationally.

We want someone who is decisive, but who also has the personal and team-building skills necessary to attract the best qualified staff and retain them in a school which allows leadership skills and creative approaches to teaching to thrive within a collaborative culture of mutual support. We expect our headteacher to be outward-looking and have the skills and practice to lead by example, ensuring that the quality of teaching and learning at The Archer Academy is consistently high and constantly improving.

Recruiting high-quality staff

The Archer Academy will recruit high-quality staff with the right skills, aptitudes and attitudes to support the vision of the Academy, so that pupils in the school feel safe and supported and are thus able to achieve their full potential. The Academy will recognise the value of fully-qualified teaching professionals. Therefore we will endeavour to only appoint a teacher holding QT status to teaching posts and will ensure all staff are recruited on the most appropriate contract terms to meet the needs of the Academy, whilst promoting and ensuring a satisfactory work-life balance.

The Archer Academy will ensure that training is provided for all those involved in the recruitment and selection of staff and that it is appropriate to their role.

All appointments must be made by a panel of two or more and all panels will include at least one person who has successfully undertaken the NCSL approved training in Safer Recruitment.

Prior to any recruitment advertisement, the manager responsible for the appointment will review the needs of the post before seeking approval of the headteacher to commence recruitment. The manager will ensure that there is an up-to-date job description, person specification, a clear recruitment timetable and a relevant package of information for each post being advertised.

All vacant posts will be advertised by means of a formal notice on the staff notice board as a minimum. Use of other media, such as the Academy website, external website, local and/or national newspaper will be carefully considered for cost effectiveness.

All applicants will be required to complete the required application form in full and in particular ensure that the declaration is clearly signed and dated. All shortlisting decisions will be made with clear reference to the skills and qualities set out in the person specification. All selection decisions should be informed by relevant selection process(es), where possible in addition to formal interviews. All selection tests will be clearly focussed on the priority needs from the person specification and will avoid any unlawful discrimination. Where possible and practicable, applicants for teaching and learning positions will be observed teaching prior to any appointment. Candidates will be informed of the selection process to be used prior to being invited for interview.

The panel will ensure that they prepare properly for the interviews, having read the applications beforehand and considered any specific questions that need to be asked of each candidate. The panel will ensure that all candidates are received and treated in a way that reflects positively on The Archer Academy and that generally the programme keeps to schedule. All questions used in selection interviews will also be focused on the priority needs of the post and will avoid any questions or language that could be held to be unlawful discrimination. At the end of the selection programme, the respective merits of each and every candidate will be carefully considered and the position will be offered to the person best meeting the skills and qualities set out in the person specification.

As far as possible, references will be obtained prior to the selection interview so that any relevant questions arising can be raised with the candidate before a selection decision is made. At least one reference will be from the applicant's current employer, or immediate previous employer if not currently employed. This reference must be signed by or on behalf of the most senior person appropriate to the position and must be on the organisation's headed notepaper.

The Archer Academy will ensure that all new appointments are subject to a satisfactory health report and will ensure that the employer's duty to fully consider any reasonable adjustments is fulfilled prior to an offer of employment being confirmed. An appropriate induction programme will be made available to all new staff.

Recruiting high-quality governors

In line with our vision to deliver transparent governance and open communication with our parents and the wider community, we are committed to using the stakeholder model (parent, community and staff governors) of governance to create balance, as well as making sure that between them, the governing body has the right mix of training and skills. The governing body of The Archer Academy will be a member of the National Governors Association and we will expect our governors to undertake regular training and be well-informed on national and local educational matters. To this end we will buy into a training package for governors, such as that offered by Barnet Governor Services as a traded service.

To ensure our governors are well-supported, we will buy into a package of professional clerking support such as that offered by Barnet, or by private companies such as [REDACTED]. We will also expect our governors to gain extra support and share good practice by accessing the networking opportunities offered in Barnet, such as through the newly-established Barnet Governors' Association.

In terms of personal attributes, all governors will need to see themselves as leaders and be committed to giving the time needed to achieve the vision set out for The Archer Academy – a high-achieving, inclusive, non-selective, mixed, community school for East Finchley, West Finchley, Hampstead Garden Suburb and the surrounding areas.

The twelve original members, (who between them have a considerable range of skills) are dedicated to remaining as governors for at least the Archer Academy's first year of operation, after which new governors may be appointed to take their place over a period of time.

If the governing body needs to recruit new members it will do a skills audit to ascertain any skills gap and then advertise the positions in the community and through the Governors One-Stop-Shop in order to secure high-quality individuals with the necessary experience. The proposer group intends to co-opt [REDACTED] as a governor to chair the Teaching and Learning Committee in The Archer Academy's first year.

The governing body will be formed from the original proposer group of the twelve members setting up the school, and increase in size, over time, with the election of five parent governors and four staff governors, the headteacher being an ex-officio member. Three additional governor places will give the governing body the opportunity to co-opt members with specific expertise as and when needed.

Organisation of the governing body at The Archer Academy

The Archer Academy will attract and retain effective, high-quality governors because governors will be well-organised and strategic in focus. Governors will conduct their business in a culture of mutual respect and open dialogue with school leaders, who will provide the relevant information and data to allow governors to fulfil their strategic management role. The governing body and senior leadership team will be mindful of work-life balance, with a clear meeting cycle and timed agendas.

In conjunction with the headteacher and other senior leaders in the school, the governing body of The Archer Academy will produce an annual plan of its meetings, including draft agendas linked to school improvement priorities, and a schedule for creating and reviewing school policies. The governing body is committed to working effectively, with all business and decision-making directly linked to the school's self-evaluation (SEF) and school improvement plan (SIP). The governing body will undertake an annual 'health check' to ensure it is working as smartly as it can and that its decisions are directly impacting on school improvement, with standards raised as a direct result of its work.

It is envisaged that the work of the governing body will be divided into four main committees as follows, in addition to Headteacher Performance Management, Complaints and Disciplinary panels and any ad hoc working groups:

- Finance and Resources (including premises and HR)
- Teaching and Learning (curriculum and standards etc)
- Wellbeing (child protection, safeguarding, behaviour, attendance etc)
- Community (Community and parental engagement etc)

Terms of reference will be created for each of these committees.

The proposer group has already carried out a skills audit (see F1, F2 and F3 above, with biographies) and has identified which individuals have the necessary skills to lead the four committees of the governing body. Alongside a commitment to developing leadership skills amongst the staff team, governors will also ensure that leadership skills are cultivated amongst governors with a vice chair system to ensure that governance is strong and sustainable for the future, with succession planning embedded. We envisage the initial structure of the governing body to be organised as follows:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

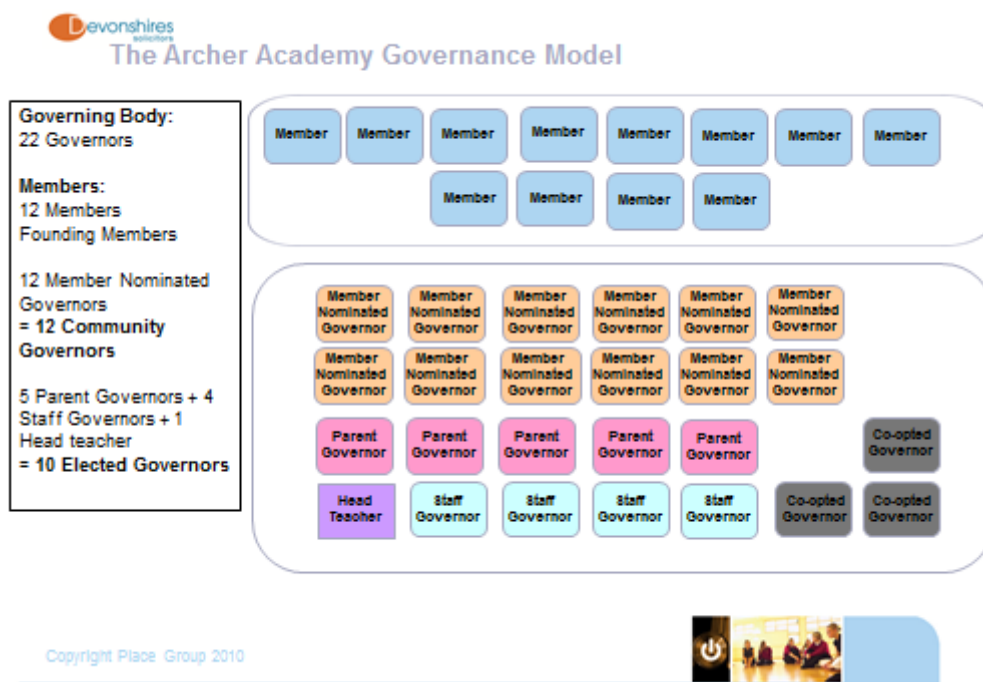
[REDACTED]

We have identified that we are likely to want to co-opt a governor with experience of premises management, and another with child protection expertise.

F6 Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school

The academy trust has been established using the model Department for Education Memorandum and Articles of Association. Please find below the governance structure model for your ease of reference.

Figure 33: Governance structure.



The Archer Academy has 12 founding members. The founding members are a group of people who have all played a major role in the set-up of the school. Apart from subscribing £10 in the event that the company is wound up, the members have the power to nominate up to 12 governors/directors. This has been restricted at 12 so that there is a balance between those governors who are nominated by the members and those governors who will be elected by virtue of their role i.e. parent governor / staff governors. The initial 12 governors who will fill these positions have been chosen because they each have a specific skill or experience that will benefit the Archer Academy. Full biographies appear earlier in F3, but a summary is as follows:

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



To create a balance with the 12 nominated governors/director, the governing body will have 5 parent governors, 4 staff governors and the headteacher. The parent governors will be elected by parents of the Academy

We intend to stagger the elections for the parent and staff governors in the following way:

October 2013 – 2 x staff governors (1x teaching staff and 1 x support staff) and 2 x parent governors

October 2014 - 2 x staff governors (1 x teaching staff and 1 x support staff) and 2 x parent governors

October 2015 - 1 x parent governor

Staff governors will be made up of 2 teaching staff and 2 non-teaching staff to ensure that the interests of the school staff are reflected fairly. The headteacher shall be an ex-officio governor.

The governors have the right to co-opt up to three governors onto the governing body. The proposers recognise the value in co-opting individuals with a specific expertise onto the governing body for short periods of time and for specific purposes that suit a particular project.

The governing body has the right to establish committees and the committees proposed are set out in F5 above.

The governing body of The Archer Academy is responsible for strategic leadership and management; the headteacher and/or Head Designate is responsible for operational, day-to-day management. The governing body will agree a Scheme of Delegation.

The governing body of The Archer Academy will agree a Code of Conduct as follows:

The Archer Academy Governors and Members Code of Conduct and Conflicts of Interest Policy

Process

This **Code of Conduct and Conflicts of Interest Policy** is intended as a way of ensuring that the directors/members of The Archer Academy maintain agreed standards and make clear how any potential conflicts of interest can be raised and dealt with. The document has been developed by the proposers of The Archer Academy.

The Code of Conduct

Beliefs and principles

The basis for the **Code of Conduct** is a shared set of beliefs and principles that reflect our ethics and are consistent with the aims of The Archer Academy. By owning and following these principles, directors/members can know that they are contributing to a collective attempt to deliver The Archer Academy's strategic objectives.

Our school

The Archer Academy will provide co-educational, non-denominational, non-selective, secondary schooling and qualifications for pupils aged 11-16 in our community. The school will specialise in Maths and English.

We aim for it to be an **outstanding school** enabling **pupils of all abilities** to:

- **Achieve their full academic potential,**
- Become a **responsible and respectful** member of our various communities,
- **Think critically and creatively** about the world around them.

Consistency and integrity

Directors and members have a general duty to act exclusively in the best interests of the The Archer Academy. In carrying out their role, they will make all decisions on the basis of providing the greatest benefit for the organisation, its members, staff, pupils and other stakeholders.

In undertaking their duties, directors and members will not seek any financial or other benefit for themselves, friends and family, or for any other organisation or body they are connected with. Their commitment to The Archer Academy will ensure they are able to resist attempts that may be made by outside individuals or organisations to seek influence in inappropriate ways. Before accepting gifts or hospitality it is important to consider whether it may be thought to be influencing judgement (see **Conflicts of interest** below). Directors and members will use organisational resources responsibly, when authorised, in accordance with procedure.

Accountability and transparency

Directors and members will be proud to be identified in their association with The Archer Academy and to inform others of their involvement. This means making themselves available and contactable, as opposed to being unseen and unknown. They recognise that they are accountable to the public, to our funders and, most importantly, to our staff,

pupils and the communities the school supports. By being recognisable, trustees accept to submit themselves to an appropriate level of scrutiny.

The Archer Academy's directors and members have a duty to comply with the laws relating to being a director of a company and a trustee of a charity. These include Companies Acts, Charities Acts and any other legislation governing the legal framework of the charitable company (further guidance on legal accountability for trustees is available from the company secretary).

Honesty and openness

Decisions of directors and members will be made in as open a manner as possible and will seek to avoid any information being withheld unless it is necessary to do so: this includes explaining why decisions have been made and explaining trustees' actions. Openness extends to explaining clearly any different roles directors or members may fulfil within The Archer Academy and outside.

Directors and members are honest about any conflict of interest between their role and any private interest, and will ensure any potential conflict is made known.

They are aware of the sensitivity of some information that they will have access to and are committed to handling confidential material with care.

Co-operation and consensus

In carrying out their role, directors and members will try to focus on finding solutions and positive outcomes for The Archer Academy and our stakeholders. This means valuing and accommodating differences of opinion and attempting to focus on shared values. They will seek to establish respectful, collegial and courteous relationships with everyone they come into contact with in their role, and they will support and encourage those involved with the organisation. They will recognise that the roles of pupils, parents and staff are different, and will seek to understand and respect the difference between these. In particular, trustees recognise their responsibility to support the chair of governors and the headteacher of the organisation.

In attempting to find ways forward, some situations will prove challenging where differences of opinion exist, however directors and members are committed to facing up to this responsibility. Where a decision has to be reached on the basis of the majority view, it will be everyone's responsibility to support such a decision as if it were reached by consensus.

Promotion and publicity

Directors and members will take an active interest in upholding the public image and reputation of The Archer Academy. When making public comments about The Archer Academy, or interacting with the media, they will be mindful of the school's values, aims, interests and policies.

Respectful and valuing diversity

The Archer Academy is committed to promoting equalities, valuing diversity, and challenging discrimination: actively opposing all forms of discrimination on grounds of gender, race, age, disability, sexual orientation, religion or lifestyle. Furthermore, The Archer Academy recognises that discrimination is compounded by exclusion within

these groups and by geography.

There is a general legal duty to comply with legislation relating to diversity and equality.

The Archer Academy is committed to challenging and combating discrimination as an employer through its working practices and external activities. This commitment extends beyond simply complying with legislation in seeking to combat injustice and social inequality. Directors and members are committed to treating everyone equitably, without prejudice, and respecting and celebrating diversity of opinion, experience and background, whilst appreciating that any contribution needs to be constructive, respectful and appropriate. They accept their responsibilities in challenging discrimination, and discriminatory opinions, in representing the organisation, in meetings or in carrying out other work for The Archer Academy.

Responsibilities and expectations

Directors and members are expected to prepare for, attend, and actively participate in relevant The Archer Academy meetings, debating and voting on items discussed. This includes querying anything they do not understand, thinking through issues before meetings and completing any tasks assigned to them in the agreed time.

Where they cannot attend meetings they must give apologies in advance.

Conflicts of interest

Process

Conflict of Interest Declarations will be circulated annually for completion and signing by every director / member. Any changes of personal circumstances that affect a director or member's interests in relation to The Archer Academy should be conveyed to the chair before, or reported at the standing item at governing body meetings.

A record of all declared interests, their nature and extent, will be kept by The Archer Academy.

General responsibilities of directors and members in relation to conflicts of interest

Directors and members must act solely in the best interests of the organisation, its members, staff, and other stakeholders.

In fulfilling their role, individuals must be aware, or become aware, of conflicting or overlapping interests in their professional, public, and private lives (e.g. as a provider of goods and services). Directors and members should also note that conflicts may arise through indirect interests and connected persons.

Directors and members should try to avoid, or otherwise declare, all potential conflicts of interest in relation to The Archer Academy activities, including discussion. To avoid conflicts of interest, the principal ones are that they:

- Declare any interest in any existing transaction or arrangement
- Declare any interest in any proposed transaction or arrangement
- Declare the nature and extent of any interest

- Provide any update of any record of a conflict of interest if it becomes inaccurate or inadequate
- Do not accept benefits from third parties for either doing or not doing something

If directors and members are unsure whether a possible conflict of interest exists, they can consult with the chair of governors or headteacher. The general principle and commitment to openness ensures that they will consider it better to declare a possible conflict of interest rather than assume that none exists.

Section G: Initial costs and financial viability



Section H: Premises

A suitable location is an essential component of The Archer Academy. To identify potential sites, we have had several discussions with Barnet Council's Strategy & Planning team, to utilise their local knowledge, and also review council-owned sites for disposal. We have also made use of the Partnerships for Schools web resources to investigate potential public and local government buildings.

During our research phase, it became apparent that our area has a very limited number of suitable sites. We also became aware of the possibility of an existing school being closed down, which creates a compelling opportunity for The Archer Academy. The site is located in the heart of the community being equidistant from the communities in [REDACTED] and [REDACTED].

The school is Bishop Douglass ([REDACTED], [REDACTED], [REDACTED]). It has a current capacity of 1080 pupils, an approximate site size of 48000 square metres and it is our preferred site.

We are aware of discussions having taken place between the Catholic Archdiocese of Westminster and Mike Freer MP, and given the sensitivity of the situation, we have respectfully not entered any dialogue with the Diocese (the freeholder of the land) with regards to acquisition or leasehold. At this point, it is not clear whether the property will become available in time for our scheduled opening in 2013 or whether it is likely to be 2014. If direction were given here, we would investigate temporary sites in advance of the site becoming available.

The re-use of an existing school premises is the lowest capital cost option, and by minimising capital outlay we plan to focus funds on building educational excellence rather than bricks and mortar. There would be a degree of refurbishment required, ensuring the environment encourages and facilitates creative thinking, but major structural works would be avoided (subject to a site survey). There are existing facilities (hard-courts, fields and a sports hall) that can generate rental income from external sports and recreational groups, and the site itself has successfully been used for summer school and holiday schemes, generating another source of potential revenue.

At the heart of our education vision is connectivity between parents, teachers and the community. The location plays a pivotal role in realising this ambition, as it allows interaction and collaboration within close physical proximity. For example, in providing Digital Inclusion programmes we will be able to target support to local groups. Another strand to our vision is for our pupils to think critically and creatively about the world around them, and with science providing an insight to the building blocks of life, the purpose-built Science facility with 8 fully equipped laboratories (as well as extensive space for equipment stores, a technicians' workshop and a Science staff office) provides an ideal hub for exploration.

This map helps visualise the site potential.

Figure 34: Map of Bishop Douglass School.



A second site option exists within the land owned by London Borough of Barnet, and currently occupied by Christ College Finchley (CCF) at [REDACTED], Finchley, London [REDACTED]. CCF is a secondary school with VIth form facilities. Tentative discussions have been held with the headteacher ([REDACTED]) about the possibility of establishing a school within his site. He is happy to progress with these discussions to examine the logistics, possibilities and implications should we be in a position to progress to the next stage.

Adjoining the school playing fields is a plot of vacant land (currently owned by London Borough of Westminster). We would propose to investigate the potential for lease or reciprocal arrangement.

Short term options

Our local FE college (Hampstead Institute) operates from two sites within East Finchley. The two sites adjoin and are within a few metres of East Finchley tube station. One of the sites is within a shared facility. The largest site (which currently houses McDonalds' UK training centre - [REDACTED], East Finchley, [REDACTED]), which we believe, is due to become vacant within 12 months. These premises provide substantial opportunity, albeit on a temporary basis. The office complex contains canteen facilities, classrooms,

office space, multipurpose rooms and a small outdoor space.

It has technology facilities hardwired and it is approximately three minutes' walk from local playing fields, tennis courts and woodland.

The proximity to the FE college would be a real advantage to our Academy given our aim to become a community hub. The FE college and specialists arts facility would be very close by and we would seek to progress dialogue about how we could share resources and maximise efficiencies regard staffing and course options.

Annexes

Annex 1 Full postcodes of respondents to our survey to measure demand

Postcode	Year 5	Year 4	Year 3	Year 2	Year 1	Reception
N2 [REDACTED]			1		1	
NW11 [REDACTED]			1			
N2 [REDACTED]			1			1
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N2 [REDACTED]					1	
N2 [REDACTED]					1	
N3 [REDACTED]						
N2 [REDACTED]				1		1
NW11 [REDACTED]		1		1		
N2 [REDACTED]		1	1			
N2 [REDACTED]	1		1			
N2 [REDACTED]	1		1			
N2 [REDACTED]			1			
N2 [REDACTED]			1			
N3 [REDACTED]					1	1
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N2 [REDACTED]	1					
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N2 [REDACTED]	1					
N2 [REDACTED]						1
NW11 [REDACTED]	1			1		
N3 [REDACTED]			1			1
NW11 [REDACTED]		1		1		
NW11 [REDACTED]	1					
N2 [REDACTED]				1		
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NW11 [REDACTED]						
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N2 [REDACTED]		1				
NW2 [REDACTED]		1				
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NW11 [REDACTED]			1		1	
N3 [REDACTED]			1			

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Total	172	191	201	232	193	170

Annex 2 – Letters of support

These have been submitted to us by the following:

1. Councillor Andrew Harper – Cabinet Member for Education, Children and Families for London Borough of Barnet.
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. [REDACTED].
7. Councillor Alison Moore – East Finchley ward, Barnet Labour group leader, and Leader of the opposition.

Putting the Community First



www.barnet.gov.uk







[REDACTED]

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