

OASIS COMMUNITY LEARNING – OASIS ACADEMY SILVERTOWN

LONDON BOROUGH OF NEWHAM

# Free Schools in 2014

## 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
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

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

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

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

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

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: **mainstream.fsapplications2014@education.gsi.gov.uk**.

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

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  
3<sup>rd</sup> 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  
4<sup>th</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

### **Data Protection**

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

## Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section C</u> : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section D</u> : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section H</u> : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. <b>Independent schools only:</b> you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only:</b> 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 <a href="mailto:mainstream.fsapplications2014@education.gsi.gov.uk">mainstream.fsapplications2014@education.gsi.gov.uk</a> between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Development Unit Oasis Community Learning The Oasis Centre 75 Westminster Bridge Road London SE1 7HS
3.	Email address: [REDACTED]
4.	Telephone number: 0207 921 4464 or [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
6.	If Yes, please provide more details:  n/a
7.	How you would describe your group: <ul style="list-style-type: none"> <li><input type="checkbox"/> A parent/community group</li> <li><input type="checkbox"/> A teacher-led group</li> <li><input type="checkbox"/> An existing Free School sponsor</li> <li><input checked="" type="checkbox"/> An academy chain</li> <li><input type="checkbox"/> A federation</li> <li><input type="checkbox"/> An independent school</li> <li><input type="checkbox"/> A state maintained school</li> <li><input type="checkbox"/> Something else</li> </ul>
8.	If 'Something else', please provide more details:  n/a
9.	Is your group seeking to open more than one Free School application in this round? <span style="float: right;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</span>
10.	If Yes, please provide more details:  We are submitting 4 Free School Applications in this round. These are for 3 Secondary Free Schools in the London Boroughs of Enfield, Newham, Waltham Forest, and 1 Primary Free School in Havering.
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <span style="float: right;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</span>

12.	<p>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:</p> <p>We have worked with ██████████, ██████████, and ██████████, ██████████, to develop this bid.</p> <p>██████████ contributed significantly to the development of the Education Vision and Education Plan in this proposal, while ██████████ coordinated gathering evidence of demand at a local level, and sought letters of support for the campaign. ██████████.</p> <p>We hope that both ██████████ and ██████████ will sit on the new school's Academy Council.</p> <p>██████████.</p>
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**Details of company limited by guarantee**

13.	Company name: Oasis Community Learning	
14.	Company address:  The Oasis Centre 75 Westminster Bridge Road London SE1 7HS	
15.	Company registration number and date when company was incorporated: 5398529 18.3.2005	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

17.	<p>If Yes, please provide details:</p> <p>Oasis Community Learning is a Multi-Academy Educational Trust (Company number 5398529). Oasis opened its first academy in 2007 in Enfield and now runs 26 academies across England.</p> <p><b>10 SECONDARY ACADEMIES:</b>  Oasis Academy Enfield  Oasis Academy John Williams  Oasis Academy Brightstowe  Oasis Academy Mayfield  Oasis Academy Lordshill  Oasis Academy Wintringham  Oasis Academy Immingham  Oasis Academy Oldham  Oasis Academy Media City  Oasis Academy Coulsdon</p>	<p><b>2 ALL-THROUGH ACADEMIES:</b>  Oasis Academy Hadley  Oasis Academy Shirley Park</p> <p><b>14 PRIMARY ACADEMIES:</b>  Oasis Academy Limeside  Oasis Academy Johanna  Oasis Academy Byron  Oasis Academy Nunsthorpe  Oasis Academy New Oak  Oasis Academy Connaught  Oasis Academy Bank Leaze  Oasis Academy Henderson Avenue  Oasis Academy Parkwood Oasis  Academy Harpur Mount Oasis  Academy Blakenhale Infants Oasis  Academy Blakenhale Juniors  Oasis Academy Short Heath  Oasis Academy Wood View</p> <p><b>1 SECONDARY FREE SCHOOL</b>  (in pre-opening):  Oasis Academy South Bank</p>
<p><b>Company members</b></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>		

18.	<p>Please confirm the total number of company members: ONE</p> <p>The proposer for this Free School is Oasis Community Learning (OCL) a multi-academy sponsor that runs 26 academies in England. OCL is a subsidiary organisation of Oasis Charitable Trust (OCT). OCT is the parent organisation of a group of Oasis organisations, including OCL. In 2004 when OCT began to sponsor academies, OCL was formed in accordance with the DFE's guidance. OCL, like the other Oasis subsidiary organisations, is responsible for itself, ensuring financial viability, a high level of performance and legal compliance. To this end, OCL has its own board of trustees. For this reason our response to Q20 details the trustees of OCL. However as part of a group of organisations, OCL is accountable to OCT. Therefore, in response to Q18 OCL has only one member – OCT.</p>
19.	<p>Please provide the name of each member below (add more rows if necessary):</p>
	<p><b>1. Name:</b> Oasis Charitable Trust</p>
<p><b>Company directors</b></p> <p><b>The company directors are appointed by the members and will eventually form the Academy Council 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 Academy Council must be formally appointed as directors of the company and registered with Companies House.</b></p>	
20.	<p>Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):</p>
	<p><b>1. Name:</b> ██████████</p>
	<p><b>2. Name:</b> ██████████</p>
	<p><b>3. Name:</b> ██████████</p>
	<p><b>4. Name:</b> ██████████</p>
	<p><b>5. Name:</b> ██████████</p>
	<p><b>6. Name:</b> ██████████</p>
	<p><b>7. Name:</b> ██████████</p>
	<p><b>8. Name:</b> ██████████</p>



21.	Please provide the name of the proposed chair of the Academy Council, if known: [REDACTED]
<b>Related organisations</b>	
22.	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. <div style="float: right;"> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No </div>
23.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> <li>• their name; <b>Oasis Charitable Trust</b></li> <li>• their Companies House and/or Charity Commission number, if appropriate; <b>Company No. 2818823/ Charity No. 1026487</b></li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul> <p>Oasis Community Learning is a subsidiary of Oasis Charitable Trust (OCT). OCT will play a role in the support of the Free School by the activities it runs, the training, support and provision of volunteers, and providing extra capacity and funding to the Free School.</p>
24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.). <p>Oasis Community Learning has a Christian ethos, based on the life and example of Jesus Christ. It is non-denominational and is fully inclusive of other religions and ideas. OCL operates in line with the Faithworks Charter. Oasis does not operate faith based schools.</p>
<b>Existing providers</b>	
25.	Is your organisation an existing independent school wishing to convert to a Free School? <div style="float: right;"> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No </div>
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School? <div style="float: right;"> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No </div>
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School? <div style="float: right;"> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No </div>

28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	n/a
29.	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
30.	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	
31.	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	
32.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p><b>Oasis</b> Oasis was established in 1985 and has now grown into a group of charities working to deliver housing, training, youth work, health care, family support and primary, secondary and higher education. In the UK we employ more than 3500 staff as well as working with thousands more volunteers. We also work in 10 other countries around Europe, Asia, Africa and North America.</p> <p><b>Oasis Community Learning (Educational Trust)</b></p> <ul style="list-style-type: none"> <li>Oasis Community Learning (OCL) is one of the charities in the group of charities that makes up Oasis Charitable Trust. OCL was established in 2004 (Company number 5398529) with the express purpose of transforming learning, lives and communities through the development of the Oasis Academies. Currently there are 26 schools in the Oasis family of schools across primary, secondary and post-16 phases. By September 2013 we will be a family of 32 Academies.</li> </ul>	

<b>Name</b>	<b>Location</b>	<b>Phase</b>	<b>Date Opened</b>
Oasis Academy Harpur Mount	Manchester	Primary	January 2013
Oasis Academy Blakenhale Juniors	Birmingham	Primary	January 2013
Oasis Academy Blakenhale Infants	Birmingham	Primary	January 2013
Oasis Academy Woodview	Birmingham	Primary	January 2013
Oasis Academy Short Heath	Birmingham	Primary	January 2013
Oasis Academy Parkwood	Scunthorpe NE Lincs	Primary	December 2012
Oasis Academy Henderson Avenue	Scunthorpe NE Lincs	Primary	December 2012
Oasis Academy Byron	Croydon	Primary	September 2012
Oasis Academy Bankleaze	Bristol	Primary	September 2012
Oasis Academy Nunsthorpe	NE Lincs	Primary	September 2012
Oasis Academy New Oak	Bristol	Primary	September 2012
Oasis Academy Johanna	London	Primary	September 2011
Oasis Academy Limeside	Oldham	Primary	September 2011
Oasis Academy Oldham	Greater Manchester	Secondary	September 2010
Oasis Academy Shirley Park	Croydon	All-through including post-16	September 2009
Oasis Academy Hadley	Enfield	All-through including post-16	September 2009
Oasis Academy Coulsdon	Croydon	Secondary including post-16	September 2008
Oasis Academy MediaCityUK	Salford	Secondary including post-16	September 2008
Oasis Academy Mayfield	Southampton	Secondary	September 2008

Name	Location	Phase	Date Opened
Oasis Academy Lord's Hill	Southampton	Secondary	September 2008
Oasis Academy Brightstowe	Bristol	Secondary	September 2008
Oasis Academy John Williams	Bristol	Secondary including post-16	September 2008
Oasis Academy Immingham	North East Lincs	Secondary including post-16	September 2007
Oasis Academy Wintringham	North East Lincolnshire	Secondary including Post-16	September 2007
Oasis Academy Enfield	Enfield	Secondary	September 2007

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

OCL's mission is to create and sustain a network of excellent learning communities, working in the context of the Oasis ethos, where every child can reach their full potential. OCL believes this can be achieved through clear leadership, outstanding staff, a positive, affirming environment, strong partnerships between children, parents/carers and the local community and the wider national and international links that Oasis's global operations create.

OCL seeks to provide excellent educational standards. In August 2011

In the last year Oasis Academies have demonstrated an unparalleled level of improvement. The number of students achieving five or more good GCSEs increased by ten percentage points - three times the average national improvement of 2011. In 2012 we saw an average increase of 9% of students achieving at least 5 GCSEs A\*-C including English and maths on the previous year, while the average increase for all state-funded schools last year was 3.1%. Oasis Academies have now improved by 26% in the past three years. Particular successes include Oasis Academy Brightstowe in Bristol, which became the most improved school in the country as the number of students achieving 5 A\*-C in English and maths more than doubled from 31% to 63%; Oasis Academy Coulsdon in Croydon which saw an increase of 18% in the same measure, achieving 66% 5 A\*-C in English and maths. This is an

increase of 31% since the academy opened four year ago. Oasis Academy Shirley Park in Croydon where 66% of students achieved at least 5 GCSEs A\*-C in English and maths has seen an increase of 40% since the academy opened in 2009

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

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

OCL, as part of the Oasis Group, has the opportunity to benefit from the range of diverse services available from other Oasis organisations which cater for the wider context of our children's lives as well as those of their families and wider communities. This includes family support, parenting support, free holiday and after school clubs and a wide variety of extra-curricular activities. For example, in Waterloo we offer Debt Advice to local families by trained advisers, run a Foodbank for families in need, have opened a popular holiday club for primary school-aged children called "Jump!", and held two large-scale free summer outdoor events in partnership with other local organisations.

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

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

### **Oasis Community Hubs**

Oasis Community Hubs are centres of activity that provide integrated, high quality and diverse services to benefit the whole person and the whole community. Community Hubs bring together Oasis's values, resources and expertise with the different activities, partnerships and

infrastructure we have developed over the past 27 years.

Our aim across all our Hubs is to:

- Create outstanding educational and life-long learning opportunities for all
- Build a stronger sense of community, transforming them into environments where people feel safe, happy and proud to live, learn and work alongside one another
- Stimulate a local culture of enterprise and self-help
- Raise aspirations as well as deliver educational and employment opportunities
- Reduce crime and anti-social behavior
- Encourage an environment where the private and public sector work in deeper partnership
- Encourage volunteering at every level of our operations
- Ensure outstanding community services for local residents
- Create opportunities for local people to get involved in shaping the work and buying into delivering the change itself
- Provide national support for existing services and the development of new services
- Effectively evaluate and demonstrate to stakeholders the impact and distinctiveness of our Hubs, securing long term sustainability

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

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

**Additional Services Oasis offers to all of its schools:**

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

- Youth Workers
- Family Support Workers
- Children's Workers
- Volunteers and Volunteer Coordinators
- Chaplains and Chaplaincy teams
- Health Workers
- Parenting Classes
- Debt Advice
- Hub leaders
- Global partnerships

	<p>At the proposed new secondary Free School in Silvertown, we would seek to undertake a Community Audit at an early stage to identify the services that the wider Oasis group could bring in order to best support the school community's needs. The statistics and demographic information summarised in the Vision will inform this process. We will establish a new community Hub in this area developing further the excellent partnership links which Britannia Village Primary already enjoys with the local authority, youth support services, local charities and community organisations to benefit our new student cohort.</p>
<p><b>Please tick to confirm that you have included all the items in the checklist.</b> <input data-bbox="1157 638 1193 676" type="checkbox"/></p>	

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

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

**Signed:**

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

**Print name:**

**Date:**

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



## Section B: Outline of the school

1.	Proposed school name:	Oasis Academy Silvertown
2.	Proposed academic year of opening:	2014
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:	2018
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	Christian
11.	If you have a preferred site, please give details, including the post code:	██████████
12	Please tell us how you found this site:	This has been proposed in discussion with Britannia Village Primary School ██████████
13	Is the site:	<input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	London Borough of Newham
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
17.	<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. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>N/A</p>	

# Section C: Education vision

Please refer to page 19 of the 'How to Apply' guidance for what should be included in this section.

**C1: Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.**

Oasis is delighted to be responding to the Silvertown community's demand for a new, outstanding local secondary school, drawing upon both Silvertown itself and neighbouring disadvantaged and challenging inner-city areas. This will be a 600 place, 11-16 non-selective, co-educational school. It will be a school where all young people will be given the opportunity to be the best they can be, with the majority attaining 5 A\* to C GCSE grades including English and mathematics. Our goal is that every student will leave with the qualifications, skills and personal qualities to continue their education, enter training, or go directly into employment.

Working with our partner, Britannia Village Primary School, we aim to significantly increase social mobility by creating a school culture where all students will develop the highest of aspirations and ambitions especially those from disadvantaged families. By coupling high quality education with these aspirations and ambitions, our students will enhance their chances of progressing to sixth form or gaining a career with prospects.

Britannia Village Primary School is rated "Outstanding" by OFSTED and consistently in the top 5% of schools in the country in terms of delivering excellent standards of education. [REDACTED],

[REDACTED]

This is why our vision is to provide a secondary free school, which will allow a seamless transition from the outstanding primary education and care currently provided by Britannia Village Primary School and other local

primary schools. Together we will create a healthy, warm, safe, nurturing environment where community identity is paramount. This will be a place where all learners will feel that there is genuinely no better place to learn, grow and work. Creativity will be cherished and encouraged and the joy of learning will be evident. We will work closely with families, local businesses and members of our community, to provide students with an outstanding education while raising their aspirations and broadening their horizons.

Oasis will use its experience drawn from five years of running academies in some of England's toughest communities to help students to learn and achieve through a combination of traditional teaching and programmes of personalised learning. Our vision is one of community transformation. It is about people, aspirations, opportunity, education, employment and enterprise. It is about helping to create a safe and inspiring local neighbourhood; a place where people feel safe, happy and proud to live, learn and work alongside one another; where every person is valued.

Oasis is committed to building a stronger sense of community across each local area in which we work through the creation of new networks and relationships:

- Relationships between the various local agencies that will ensure the development and delivery of a cohesive transformational community plan.
- Relationships that will create opportunities for local people to get involved in shaping the work and buying into the change itself.

We believe that it is only working in partnership with others – community leaders, residents, local businesses, schools, other voluntary agencies and places of worship – that we optimise the opportunity to build a deepened sense of community and so transform the localities where we work into amazing places to live.

Oasis Academy Silvertown will be a school where all young people are offered the opportunity to secure outstanding academic qualifications and realise their full potential; where aspiration will be encouraged and resilience developed and where every student has their own personalised learning plan tailored to their individual needs.

The success of the free school will be measured by each child:

- attaining at least 5 A\*-Cs including in English and mathematics;
- accessing employment opportunities or further/higher education;
- having the interpersonal skills, self-esteem and respect to be employable.

### **C1.1 Silvertown – The Proposal**

Our proposal is to set up a small four form entry (600 student) mixed community secondary school (Years 7 to 11), starting with an initial intake of 120 students in September 2014. Oasis Academy Silvertown will be non-denominational, non-selective, co-educational and fully inclusive.

Our vision is to create a school to which every child can walk, where every child is known, and where they can retain the friendships they have made in their primary school. We will create a new school in a planned and measured way which will serve the needs of local families and eliminate the need for vulnerable children to attend secondary schools outside their local community. Local families whose children are allocated places at secondary schools significant distances from the local community are anxious about their well-being. They are concerned about their children travelling on public transport, about whether they will have time to complete homework tasks, and about them either failing to make new friends or falling in with the “wrong crowd”. A local secondary school would make all the difference to these families and allow parents and carers to engage fully with the school curriculum, its community, its facilities and their child’s education.

### **C1.2 Silvertown – The Area**

Silvertown is an industrialised district on the north bank of the River Thames in the London Borough of Newham. It was named after Samuel Winkworth Silver's former rubber factory which opened in 1852. Britannia Village in West Silvertown is a relatively new urban village, within the Royal Docks neighbourhood, which is still struggling to achieve a sense of identity and ‘placeness’. Since Britannia Village Primary School opened 11 years ago, it has been the hub of the community. In recent years, the relationship between the adjacent community centre and the school has grown, jointly developing events and services that bring people together and better serve their needs. For instance, running holiday clubs for children and young people (provided by teaching staff of the school), groups for parents with very young children and, in 2011, facilitated the opening of a much needed G.P. service in the community centre. The Britannia Village community is relatively isolated and has few facilities - the only other public facilities are a garage, an estate agent, one shop and one restaurant.

The catchment area of the proposed Oasis Academy Silvertown comprises the area south of the Royal Docks, in the London Borough of Newham extending from the area known as Britannia Village in the west, to London City Airport in the east. This area includes the new Silvertown Quays and Minoco Wharf developments. Silvertown Quays is a 50 acre site between Britannia Village and London City Airport; while the Minoco Wharf development, is south of Silvertown Way, close to Britannia Village Primary

School. This part of London will be transformed, providing jobs in the emerging Green and Creative Industries to be promoted as part of its designation as an Enterprise Zone. Silvertown Quays is being developed by [REDACTED], originator of the Stratford City redevelopment scheme, partnered with Imagination Europe and First Base. The development will include commercial and retail space, alongside housing. Education, research and innovation centres will also be developed, as will pavilions where companies will be able to showcase products. Work is expected to start in 2014, with a projected completion date of 2018. Minoco Wharf is being developed by Ballymore with up to 3500 residential units creating new homes for up to 20,000 people living and working in the area.

Newham has one of the highest rates of child poverty in London and is the 3rd most deprived borough in London and in the top ten most deprived boroughs nationally. Deprivation has worsened overall since 2004. In 2007 55.7% of Newham's children were living in poverty, up from 54.4% in 2006 (London 40%, UK 25%). The highest scores for income deprivation for children were found in Green Street, Canning Town and Beckton. In 2006, 69% children in Newham lived in low income households. 28% were in households where adults worked; 41% were in workless households. In 2007 Newham ranked third in the country for income deprivation affecting children. 86% Newham residents live in areas classified as being amongst the fifth most deprived areas in England. The Newham Household Survey 2009 showed 38,800 households in unsuitable housing – the most common factor being overcrowding, with 17.5% households overcrowded. Demands for housing increase year on year.

Oasis proposes to use its considerable experience of working in some of England's most deprived areas to create a new sense of hope through the creation of a new secondary school and devising a tailored set of approaches to working with the local community in order to transform lives.

### **C1.3 Oasis Academy Silvertown – The Background**

A few years ago the teaching staff of our partner organisation, Britannia Village Primary School, began to consider the provision of secondary education in the locality. Many parents of their former pupils told them that they felt distanced from their child's secondary education in comparison to their involvement at primary level. They very much appreciated the close relationships and family atmosphere they had experienced at Britannia Village Primary School and wished that it could have continued with their child's secondary school. Parents reported that they valued the nurturing of their children, particularly those with vulnerable, less resilient children and children with special needs. They had either experienced a lesser service in a large secondary school, or feared it might happen once their children transferred. Parents also had fears about their children being negatively influenced by new peer groups.

The staff of Britannia Village Primary School also witnessed some former pupils' attitudes deteriorating and their respect for the local community waning and felt that if their education had continued without the need to travel to secondary school some distance away this would not have been the case. The teachers of the school felt that they knew the pupils (and their families) extremely well by the time they left the school at the end of Year 6 and that their education would have been more effective if it had been possible for it to be continued locally. Many visiting former pupils and their parents also told the teachers that they were dissatisfied with the progress they made in secondary school, particularly in Year 7.

They concluded that the obvious gap in the community is the provision of secondary schooling for students living in Silvertown. Currently, pupils leaving their school at the end of Year 6 transfer to around 14 different secondary schools in Newham and beyond with no more than 8 pupils attending the same school. This fragments the youth of the Silvertown area and weakens the effects of positive peer pressure achieved during their primary years. An issue for the area is the significant number of secondary aged students who lack a sense of pride in this community and become disaffected and disenchanting. In the main, these teenagers were former pupils of the primary schools in the area.

There are no statistics relating to this small, but significant, group, however our partner school hears their stories frequently as they impact on the lives of the primary school families and their friends and neighbours. UK Crime Statistics place Royal Docks 9<sup>th</sup> highest for crime rate out of the 102 neighbourhoods within a 5 mile radius. Anti-social and violent crimes account for almost half of total crimes. We believe a secondary school in this area, set up in conjunction with the leaders who have turned around what was previously a failing primary school, would help to alleviate this social problem.

Not only does Britannia Village Primary School have very strong support from the vast majority of parents who have children at the school but there is now a very vocal group of parents who are working in partnership with the school leaders and supporting this bid to establish Oasis Academy Silvertown.

#### **C1.4 Silvertown – The Future**

Silvertown Quays and the Royal Docks represent a major regeneration area with a great deal of new housing and economic activity. Yet, currently, there is a dearth of facilities. There are two primary schools: one at the Western End of the Docks, Britannia Village Primary School, and Drew Primary School, is a little to the East, south of London City Airport. Both are two-form entry and now take a full complement of pupils each year.

The current situation is that most aspiring families move out of the area as soon as their children near secondary age. Around two-thirds of the remaining teenagers leave school with less than five GCSEs and many subsequently struggle to enter the job market. High quality secondary education is thus a vital component of any strategy that seeks to retain families through the primary to secondary school transition.

An essential key to high quality secondary education is good leadership. Oasis Community Learning together with its partner, OFSTED "Outstanding" rated Britannia Village Primary School, have the track record to prove that they can deliver this. Our plan is to continue the success of the local primary education into the secondary years. Our vision is to provide young people in Silvertown with an outstanding secondary education, focussing on science and the arts; equipping all students to seize the unparalleled employment opportunities emerging in this area.

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

A good location for the new secondary school would be [REDACTED], just to the east of the Britannia Village, and immediately north of the Pontoon Dock DLR station. [REDACTED] is the preferred developer and are in process of agreeing terms with the GLA, and are, in principle, supportive of this proposal. Should this not prove viable, there are other potential sites available, some of them also under GLA ownership. It is proposed to reuse the OBS Panoramic Studio currently on the Olympic village site provided by Urban Space

Management, consisting of 33 containers and providing 600m<sup>2</sup> of habitable space, as part of a temporary new secondary school from Sept 2014 for three years. During this time a new school could be built adjacent to the temporary site, subject to planning permission.

This proposal is supported by [REDACTED] who helped deliver the St Paul's Way Transformation Project, a [REDACTED] regeneration programme in Poplar, Tower Hamlets, building on the experience of the Bromley-by-Bow Centre. The Transformation Project brought together all the major partners on one street and sought to ensure aspirational, integrated, connected regeneration. This included a new build [REDACTED] secondary school, which has gone from one of the lowest performing schools in London to one of the 12 most improved schools. [REDACTED] has also been promoting regeneration in East London more widely under the umbrella of Water City and has been working in Silvertown for the past six years. [REDACTED] is a [REDACTED]. By creating an aspirational narrative, that all partners can support, AMP would help ensure the success and quality of the new school, and its integration into the wider economic opportunities in



the Royal Docks and wider afield. This would form part of a wider Water City programme seeking to maximise the potential of the on-going redevelopment of the Royal Docks, particularly for the benefit of the local community.

### **C1.5 Oasis Academy Silvertown – our principles**

To achieve our vision for students all that we do will be guided by four key principles for life within and beyond the community of Silvertown. These are Integrity, Independence, Interdependence and Inspiration.

#### **Integrity**

- Developing well-rounded students - academically, creatively, socially, physically, emotionally and morally.
- Equipping students to make right and wise choices and become responsible citizens.
- Teaching students to treat others with respect and as they would like to be treated themselves.

#### **Independence**

- Helping young people to be confident enough for their personalities to flourish and to avoid negative peer pressure.
- Developing key life skills.
- Developing work related skills to take maximum advantage of job opportunities.

#### **Interdependence**

- In a small supportive environment young people interact with each other across all year groups, bridging social divisions and celebrating diversity.
- All students are involved and informed about the whole life of the school, celebrating and appreciating each other's contributions.
- Using science and the arts to help children express themselves, grow in confidence and appreciate different and complementary gifts in each other.

#### **Inspiration**

- Raising the aspirations of students from all backgrounds.
- Creating an appetite for life-long learning so that students can continue to succeed and adapt in our knowledge based society.
- Developing a strong work ethic and having opportunities within school to demonstrate it.

## C1.6 The ethos of the Proposed Free School

The principles for Oasis Academy Silvertown outlined above, will work together with the underpinning of the distinct and well-defined ethos of Oasis Community Learning. This ethos is a statement of who we are and, in essence, the lens through which we assess all that we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ.

The ethos is encapsulated by the following five statements:

1. A passion to include everyone (**inclusivity**)
2. A desire to treat everyone equally, respecting differences (**equality and respect**)
3. A commitment to healthy and open relationships (**relationships**)
4. A deep sense of hope that things can be transformed (**transformation**)
5. A sense of perseverance to keep going for the long haul (**perseverance**)

These 5 values underpin all of our actions.

Our Education Charter explains how our ethos impacts our work in Oasis Academies.

The Education Charter is captured in the format, 'We Are...'

*We are community – we are relationships*

*We are learning – we are achievement*

*We are unique – we are inclusive*

*We are enjoyment – we are perseverance*

*We are hope – we are future*

*We are Oasis.*

## C1.7 Oasis Academy Silvertown – The Distinctive Features

The Oasis Academy Silvertown will offer a different and distinctive education to its students because of its focus on:

- The individual experiences of the students;
- The use of science and the arts as vehicles for building confidence and for self-expression;
- Students as 'One World' citizens.

### **C1.8 The Individual Experiences of the Students.**

The Oasis Academy Silvertown will provide a secondary education for pupils within their own community which will offer them the greatest chance of success. Their experience as learner is paramount in the design of the curriculum, so we will be able to build on the prior knowledge of each child to develop creative, personalised pathways for a rounded education, towards nationally recognised qualifications. We will create:

- A stimulating and happy learning environment where achievement, mutual respect and self-esteem are valued.
- A small scale learning community with a unique personal atmosphere.
- A curriculum with carefully planned continuity from 3 to 16 years because the majority of students will move seamlessly from the local primary schools.
- A curriculum devised around the particular needs of children and young people in our community. For example, with very low levels of communication, language and literacy on entry to the local primary schools combined with a high proportion of students with English as an additional language, we will continue to prioritise a high proportion of teaching and learning time towards developing literacy skills, differentiating according to need.
- The opportunity to build on the strengths of the local primary schools where our pupils achieve outstanding results in the core subjects of English and maths and extend this into their secondary experience.
- A safe, purposeful and calm environment for both staff and students through clear expectations, which encourage students to make the right choices and take responsibility for their actions.
- A strong commitment to academic rigour for all students.
- A culture within our school of co-operation and aspiration for all students, staff, families and services.

### **C1.9 The use of science and the arts as vehicles for building confidence and for self-expression**

The Oasis Academy Silvertown will demonstrate its belief that pupils who feel safe are able to express themselves with confidence. In a school where so many different backgrounds and languages converge, knowing how to communicate with the world around you, in both structured and creative ways, is essential.

Through a wide and rich programme of scientific experiences taught by subject experts in state-of-the-art facilities we will enable the pupils to develop the skills to understand and explain what they perceive in the world around them. As an existing Royal Society partner, Britannia Village Primary School has a longstanding commitment to pupils' high achievement

in science. Oasis Academy Silvertown will sustain this commitment and ensure that the outstanding teaching and learning experience continue to inspire our students through to GCSE. Our provision for the sciences will enable our students to:

- Participate in exciting and inspiring science learning activities.
- Understand how to explore the world using valid and reliable experimental practices.
- Have the confidence to explain what they experience in terms of their understanding of scientific principles.
- Appreciate the contribution of cultures from across the world to the development of scientific ideas.
- Understand the limitations of the scientific method and the social responsibilities of scientific researchers.

Through a wide and rich programme of creative and performing arts, taught by professionals in dedicated spaces, we will enable every pupil to find their voice, carve their own identity and celebrate their sense of place. Our provision for the performing and creative arts will enable our students to:

- Explore the world in creative and interesting ways.
- Interact with professional artists and performers who will work with our students in spaces dedicated to art & design, theatre, music and dance.
- Communicate who we are, how we are special and the place that we live in.
- Contribute to our surroundings and the experiences of the community around us – by displaying artwork and sculpture, giving performances and contributing to and being part of the cultural life in the local community, the nation and the wider world.

### **C1.10 Students as 'One World' citizens.**

The Oasis Academy Silvertown will have within it children of families from all over the world. It will be located in a part of London which has pride in its seafarer tradition and has prospered for centuries because of its outward looking attitude. It makes sense, therefore, to celebrate this and work with a curriculum that reflects our international origins, outlook and diversity. This is why we have chosen a curriculum with an international perspective (see Curriculum section D). We are also committed to ensuring the community we create thrives. Our commitment to parents, providing support and access to learning opportunities, means our school becomes a hub of the community. Building links with local business and creating vocational pathways for school leavers means that our students will have something relevant to offer the wider community beyond Silvertown.

It therefore follows that the school should promote a distinctive international dimension. This would include the following approaches:

- the values of international understanding and “One World Citizenship” would be embedded across the curriculum;
- the organisation of the school will have a particular international focus;
- the establishment and fostering of an international network of partner schools and the promotion of staff and student mobility within the network;
- the provision of opportunities for students to engage in volunteering work in developing countries;
- the fostering of creative links with those companies in the region, which have a global reach;
- planned activities within the community in order to promote international understanding.

### **C1.11 School Place Planning in Newham**

In 2010, Newham’s population was estimated to be 270,000, projected to rise to 375,500 by 2031. This projection is based on the extensive level of housing development planned for the borough, over and above the effects of natural population growth and migration. In addition, Newham has one of the highest population turnover rates in London with large numbers of people moving into the borough for very short periods every year. Around 30% of Newham’s population are children and young people aged under 20. The GLA population projections suggest that the proportion of the population aged under 15 years will increase substantially over the next ten years with an average annual increase of 3%. The 2001 Census showed that Newham had the highest number of families with dependent children and the largest average household size (2.64) in England and Wales. Newham has had the highest birth rate in the country for several years. In 2009 it also had the highest number of births and fertility rate in London (based on ONS figures). London is experiencing huge growth in the numbers of children moving into and around the capital so it is intended that by creating this school in a planned and measured way, we will anticipate future growth in demand for secondary school places.

### **C1.12 Developing resilience and character in our students**

It is a fundamental aim of the school that we place as much emphasis on character development as we do on academic success. We will ensure the development of these traits by:

- following the Oasis Community Learning values
- encouraging pride in the school through high attendance and a high sense of student professionalism
- encouraging both teamwork and leadership by giving students ownership

of assemblies

- becoming involved in a wide range of extra-curricular experiences
- becoming involved in the Duke of Edinburgh Award programme
- becoming involved in the Oasis Global Partnerships Programme
- encouraging full participation in residential events
- having honours and success boards at significant places within the school building
- displaying high quality inspirational and aspirational quotes throughout the school

### **C1.13 Developing social equity in our students**

We will ascertain early in Year 7 how often our students have visited libraries, museums, art galleries, theatres, etc. Each student's Personal Learning Plan will be adjusted to ensure that any lack of these cultural experiences have been addressed by the end of Key Stage 3.

*(\* School visits will be funded through a combination of school funds, parental contributions and sponsorship. It will be totally inclusive with additional funding being found for children from disadvantaged families. All National Curriculum related visits will be funded by the school)*

### **C1.14 The Curriculum**

*Further details of the curriculum may be found in Section D*

As an organisation, Oasis firmly believes that all children have potential and that it is the duty of the academy to ensure that each child fulfils that potential. We also believe that the development of high aspirations, resilience, inclusivity and strength of character are the cornerstones of academic success. With this in mind we will be offering:

- A broad, balanced curriculum based on the emerging EBacc.
- A longer school day and week to ensure that the curriculum is delivered effectively
- A personal, social and health development programme that not only has a discrete place in the curriculum plan but whose thinking permeates the whole curriculum and helps our students develop high aspirations, resilience and a professional attitude to the completion of their studies
- Identifiable enrichment / supportive / acceleration opportunities to personalise the learning of each of our students

## **C1.15 The Proposed Free School's approach to teaching and learning**

### **Rationale**

Oasis is committed to founding academies that see the fulfilling of student potential as their mission, and successful and meaningful learning as the core business of the academy. This can only happen when our learners are continually motivated and enthused by inspiring lessons which are delivered within the 'good to outstanding' range of the OFSTED judgemental framework.

For a lesson to be within this category we will produce accountability frameworks to ensure that they are:

- well planned and cognoscente of the starting points of the students
- ensure inclusivity
- form part of a coherent learning plan designed with pupil progress in mind
- link clearly with previous learning
- delivered in a stimulating and inspiring manner by teachers with expert subject knowledge
- delivered with effective pace and demonstrate sufficient challenge to ensure pupil progress
- demonstrating full and continuous student engagement
- demonstrating the existence of a continual dialogue between the teacher and the individual learner to ensure effective feedback and inform future learning
- link well with other areas of learning and the world of work
- flow smoothly into a well-planned home learning task
- effectively summarised

### **Maintaining this standard**

Each qualified teacher will undergo 3 lesson observations per year. It is anticipated that the outcomes of such observations will place the lesson within the 'good to outstanding' range of the OFSTED judgemental framework. If the quality of the lesson drops below this standard then full remediation processes will immediately be put in place and the further progress of the teacher carefully monitored until that standard has been restored.

NQTs will be monitored on a weekly basis until the academy is confident that their teaching is constantly within the 'good to outstanding' judgemental range.

### **C1.16 What success will look like**

1. By 2015 Oasis Academy Silvertown will be seen as first school of choice for eleven year old students in Silvertown
2. By 2016 we will have recruited 240 students
3. By 2017 all students in Y8 and above will have a reading age at least equal to their chronological age
4. By 2019, 85% of our first G.C.S.E. cohort will achieve at least 5 'A\* - C' passes while 100% of the cohort will achieve 5 passes at 'A\* - G' in all of the recommended EBacc. subjects.
5. Attendance over the first three years of opening will exceed 95%
6. At least 85% of all lessons will be judged 'good to outstanding' each year



## Section D: Education plan – part 1

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

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Reception</b>		0	0	0	0	0	0	0
<b>Year 1</b>		0	0	0	0	0	0	0
<b>Year 2</b>		0	0	0	0	0	0	0
<b>Year 3</b>		0	0	0	0	0	0	0
<b>Year 4</b>		0	0	0	0	0	0	0
<b>Year 5</b>		0	0	0	0	0	0	0
<b>Year 6</b>		0	0	0	0	0	0	0
<b>Year 7</b>		120	120	120	120	120	120	120
<b>Year 8</b>		0	120	120	120	120	120	120
<b>Year 9</b>		0	0	120	120	120	120	120
<b>Year 10</b>		0	0	0	120	120	120	120
<b>Year 11</b>		0	0	0	0	120	120	120
<b>Year 12</b>		0	0	0	0	0	0	0
<b>Year 13</b>		0	0	0	0	0	0	0
<b>Totals</b>		120	240	360	480	600	600	600

# Section D: Education plan – part 2

Please refer to pages 20-26 of the 'How to Apply' guidance for what should be included in this section.

**D1: Explain the rationale for your proposed curriculum, how it reflects the needs of your anticipated pupil intake and your plans for their progression and transition.**

The curriculum of Oasis Academy Silvertown will be underpinned by the following two core principles:-

1. Our belief that the school's students, parents and community will become the next generation of advocates for the vision, ethos and values of the school. To this end, through the curriculum we will create and deliver educational experiences that are enjoyable and rewarding so that they raise the self-esteem and aspirations of our students, their families and, ultimately, the communities we serve and support.
  
2. The refusal to accept that deprivation and disadvantage are insuperable barriers to inclusion and attainment. To this end, there will be a relentless focus on achievement and attainment, delivered through an innovative, creative and engaging curriculum that powerfully demonstrates how the knowledge, skills and understanding acquired through the students' learning relates to the 'real world' in which they live, learn and work so that they become employable and improve their social mobility.

The curriculum will cater for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally so that our students become well rounded and emotionally mature individuals who are confident in their unique abilities, skills and qualities. Our approach to teaching and learning and curriculum planning is also based firmly on the needs of our likely pupil intake. As around 50% of the intake of Oasis Academy Silvertown will be from our partner school, Britannia Village Primary School, we have assumed that the profile of our students will be similar to its pupils transferring.

<b>Pupil Characteristics</b>	<b>Britannia Village Primary School 2012</b>	<b>National 2011</b>
Free School Meals	37%*	19%
Special Needs	33%	19%
First Language not English	58%	17%
Pupils from Minority Ethnic Groups	80%	27%
School Deprivation Indicator	0.53	0.23
Stability	70%	85%
Christian	54%	
Muslim	21%	
No religion	17%	
Hindu	5%	

From this table, which compares the profile of Britannia Village Primary School students with the national picture, we conclude that our potential student intake will have these specific characteristics. Compared to the respective national average:

- double the number of FSM pupils;
- more than three times the number of pupils whose first language is not English;
- three times the number of pupils from minority ethnic groups;
- 14% more pupils with SEN;
- pupils among the 20% most deprived in the country.

The broad and balanced curriculum at the school will be supplemented by the broader learning opportunities that will exist through the Oasis Silvertown Learning Hub for the entire community. In this way, students will have their aspirations raised to unlock their potential. A report by Ancer Spa (2010) describes the barriers preventing young people from moving into training or employment. These are:

- skills gaps in literacy, numeracy and practical skills required within the workplace.
- poor educational achievement preventing access to, or aspirations towards traditional learning

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

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

The curriculum of the Oasis Academy Silvertown will equip young people to 'learn to learn' at Key Stage 3 and then, at Key Stage 4, provide them with qualifications that will lead to economic wellbeing so that they can 'learn to live'. Through the curriculum we will also actively seek to develop positive emotional, social and employability skills and qualities which are in demand by employers especially those based locally. We want the students to be able to successfully operate in a professional environment; to dress smartly, communicate effectively, look colleagues in the eye and smile, have effective social skills and etiquette and be presentable. The acquisition of these vital skills and qualities, hand in hand with qualifications, will enable the young people in our care to secure their economic wellbeing. In addition, we want our students to learn about what constitutes a healthy lifestyle and then equip them with the decision making skills that will lead to them adopting such a lifestyles whilst at school and throughout their future lives.

The school's curriculum will explain to students why it is that what they learn matters, and why what they learn is worth studying. We will teach our young people how to make connections between what they learn so that there is a holistic approach which is made relevant to their own experiences and which will make engagement with learning something worthwhile doing from the students' perspective. Learning will be organised and delivered to ensure that the school's vision, ethos and aims are achieved both at Key Stage 3 and 4. This will mean that:

- Students' enjoyment and commitment to learning will be such that they *want* to learn rather than feel they *'have'* learn.
- What students learn and the skills and qualifications they acquire will be relevant to their strengths, interests, experiences, needs and aspirations.

- We will challenge and stretch the students well beyond their perceived limitations.
- We will seek to reduce all barriers to learning by identifying risk factors for individuals and groups.
- Students will be encouraged to take risks and to learn from their mistakes.
- The school will develop a collaborative partnership with its learning partners, including local businesses, FE colleges and HE organisations to provide a number of pathways to ensure that essential competencies and skills are embedded through 'real-life' learning opportunities.
- Students will develop their potential in the functional knowledge and skills of English, mathematics and ICT and will be able to apply their learning effectively in a range of contexts particularly in an employment context.
- Students will use ICT so that learning is innovative and provides connections with other learners locally, nationally and globally.
- Students will develop an ability to participate effectively in all aspects of the curriculum and the world of work.
- We will develop students' independent enquiry and reflective thinking.
- We will develop students' problem-solving skills, and ability to think creatively
- We will develop the self-confidence and self-assurance that students need to manage themselves and interact with people in 'all walks of life'
- We will create learning contexts which will provide students with a practical application (the idea of learning by doing )
- Our students will be given the opportunity to be creative, innovative and enterprising
- Our students will be able to manage themselves and be able to form and maintain worthwhile and supportive relationships
- Our students will be able to work in teams and develop team work
- Our students will be taught to cope with change and adversity
- Our students will be offered clear, relevant and motivating access to FE, HE and employment using a range of blended opportunities leading to nationally and internally recognised qualifications
- Our students will be taught to develop and maintain healthy lifestyles
- Our students' leadership and management skills will be developed

The learning programme of each individual will be carefully constructed to suit the individual's ability and preferred learning style. We will ensure that the curriculum is broad and balanced by ensuring that schemes of work will deliver the national curriculum and will also reflect the eight Gardner Matrix intelligences (verbal/linguistic, logical-mathematical, musical/rhythmical, bodily-kinaesthetic, spatial-visual, interpersonal, intrapersonal and spiritual).

Curriculum mapping, modelling and design will ensure that the intelligences are built into the curriculum at Key Stage 3 so that all young people irrespective of ability, aptitude and needs will experience learning opportunities to develop them. Each scheme of work will identify the intelligences that students will have to exhibit in order that teachers can assess the extent to which they are acquired. 'Assessment for Learning' will be embedded into the work of the school so that quantitative and qualitative data will exist to give an accurate profile of every student's achievement and attainment. This will determine a Personal Learning Plan. Our ICT system will allow

instant access to each student's profile and collate key information for all students about how well the school is performing in achieving its ambitions and what it needs to do to improve the quality of the education it provides.

**D2: Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable.**

Oasis Academy Silvertown will offer a stimulating, relevant, full curriculum leading to a variety of level 2 qualifications such as GCSE and BTEC, in a manner that provides a work related curriculum alongside a broad general education, avoids early over-specialisation and prepares students for further education and adult life beyond school. We will ensure that all schemes of work meet national curriculum requirements. We are committed to ensuring students leave our school equipped with the core skills required to go into further education, training or employment.

We will follow the national secondary literacy curriculum framework differentiating and setting according to need. Given the very low levels of communication, language and literacy on entry to Britannia Village Primary School combined with a high proportion of students with English as an additional language, we will prioritise a high proportion of teaching and learning time towards developing literacy skills for those students who need additional support to narrow the skills gap between themselves and their peers.

**Key Stage 3**

The Key Stage 3 curriculum will take account of the programmes of study and the styles of learning experienced at the students' primary schools and build on prior attainment so that their learning is progressive. The advantage of initially having a Year 7 cohort only is that the staff can totally focus on ensuring that learning for this group of students is continued smoothly on transition from their primary schools and that vulnerable students benefit productively from their move to their local secondary school.

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

We intend for the Key Stage 3 curriculum to be provided to specific groups of students on one of three different 'Pathways'. The advantages of this model of provision are that it will:

- address the low levels of literacy of numeracy of students joining the school;
- raise the standards in literacy and numeracy across the school;
- enable staff to provide literacy and numeracy intervention at the point of entry for those most in need and continue that into Year 8 and 9 if necessary.

The 'Pathways' will differentiate the provision at the start of Year 7 and as the students'

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

### **Year 7 & 8 Learning Pathways**

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

#### **Pathway One – Students with Reading Ages significantly below chronological**

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

#### **Pathway One**

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

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

#### **Pathway Two – Students with Reading Ages at or below chronological**

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

#### **Pathway Two**

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

In Year 8, Pathway Two will follow a standard curriculum with secondary trained teachers.

### **Pathway Three – Students with Reading Ages securely above chronological**

In both Year 7 and 8, students on Pathway Three will follow a standard curriculum with secondary trained teachers.

#### **Pathway Three**

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

The key features of the Key Stage 3 curriculum will be that:

- each school day to have an "enrichment period"
- to ensure the best possible chance of success, particularly in English and mathematics, the curriculum will include work at GCSE level to introduce students early to GCSE standard;
- the curriculum is designed to provide a solid foundation to achieve the English Baccalaureate measure
- history and geography are included to prepare students for KS4 and the English Baccalaureate;
- RE will develop the students' discussion and presentation skills. We will teach the SACRE and not teach creationism.
- integrated into the curriculum will be the acquisition of social skills, resilience skills and employability skills and qualities;
- physical education will include a focus on how students can adopt healthy lifestyles. Dance will be delivered as part of the PE curriculum by the PE Department;
- ICT will be delivered across the curriculum rather than as a subject in its own right in stand-alone lessons.
- Art, D&T and Music will all be delivered across the curriculum lead by the Arts Faculty across a range of activities throughout the year culminating in productions incorporating these subjects.
- Drama will be delivered as part of the English curriculum.
- Personal Health and Social Education and citizenship (PHSE&C) will be delivered across the curriculum
- All students will study a Modern Foreign Language to the end of Key Stage 3 with the exception of those students whose basic skills are such that they need additional catch up and intervention work.

The Key Stage 3 curriculum will be delivered through a 30 period week. Further opportunities will be provided for enhancing learning through enrichment at the end of each day. There will be requirement for teachers to offer an enrichment activity and or opportunities for the students to be mentored at the end of the school day. This is designed to increase the range of topics students can study, improving students' enjoyment and improving attendance and their self- esteem by giving them further chances to take part in activities in which they have an affinity and are therefore more likely to succeed.

Following the first Year 7 cohort in 2014-15, we would want the curriculum to present the flexibility for a two year KS3 and a three year KS4. We will look to boost achievement in the vital core areas of English and mathematics. As future cohorts join the school, students will be able to achieve success in accredited courses and examinations when they are ready to do so and the curriculum will be developed so that Key Stage 3 could be completed in two years, thus allowing a greater depth of study at Key Stage 4. Over time, vertical grouping will become the norm at the school and accelerated learning will be encouraged and supported as part of our approach

When the Year 8 cohort joins in 2015 the school will move towards creating vertical arrangements with learners from each year represented in a number of small academic mentoring groups. The benefit for the school will be in terms of community cohesion where older learners support the younger. In addition, this form of grouping will allow learners to progress along learning pathways at rates appropriate to their ability rather than age. This is consistent with the wider Oasis vision of supporting individual needs and distributing the leadership of learning and will help to create a 'family' ethos. The aim is to raise aspirations and encourage leadership by the older learners of the younger learner's welfare and progress. As the school grows and staffing increases the groups will be supported by a range of staff in the school, including learning support assistants and teaching assistants. These communities will be overseen by Progress Leaders who have responsibility for pastoral and academic oversight of learner progress.

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

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

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



### Key Stage 4

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

The curriculum for students in Years 9 to 11 will be provided by a guided choice of one of five pathways, referred to using the letters in the OASIS name. The details of each of the five pathways are provided in the table below. These pathways will offer different levels of outcomes providing students with the opportunities to gain accreditation in line with their skills, preferences and academic capability. Both pathways I and S<sup>2</sup> will enable students to gain the English Baccalaureate measure while pathway S<sup>2</sup> is specifically provided for the highest attaining students in each cohort.

### Pathway O

Students following pathway O will complete a three year KS4 in which they will complete both mathematics and English GCSE and a BTEC science qualification. They will also complete an accredited PE course and will study RE to meet national requirements.

#### Pathway O - 3 year KS4

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

### Pathway A

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

#### Pathway A - 3 year KS4

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

### Pathway S

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

**Pathway S - 2 year KS4**

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

**Pathway I**

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

**Pathway I - Ebacc**

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

**Pathway S<sup>2</sup>**

Students following pathway S<sup>2</sup> will complete a two year KS4 in which they will complete mathematics, English, MFL and Humanities GCSE. They will complete a three year triple science GCSE. They will study PE and RE to the required level. They will be required to choose one further GCSE in Year 9 which complete they in Year 10 and then a further two GCSEs in Year 11, either standard GCSEs or an enrichment course.

**Pathway S<sup>2</sup> - Ebacc (+A2)**

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

The table below provides a brief summary of the features of each pathway and its expected outcomes for the students who follow each one.

Pathway	Key Features	Outcomes
0	Vocational and life skills focus	GCSE English and maths, BTEC science. Students will have the opportunity to apply their vocational learning in a meaningful placement with an employer for one day per week. COPE, a college course and an accredited PE qualification
A	Focus on vocational qualifications	GCSE English, maths and double Science, 2 BTECs, 1 further GCSE
S	Improved GCSE accreditations	GCSE English, maths and double Science, 4 further GCSEs & 1 BTEC or enrichment opportunity
I	English Baccalaureate certificate (Ebacc.)	GCSE English, maths, double Science, French, a Humanity & 1 further GCSE
S <sup>2</sup>	EBacc. with top qualifications and enrichment opportunities	GCSE English, maths, triple Science, French, a Humanity & 3 further GCSEs or enrichment opportunity

### **Pathways, learning about work and apprenticeships – Our Ambitions**

By 2017 when the first Year 7 cohort will have reached Year 10 we may have to review the plans we have at this stage for the range of qualifications that we would want to offer. The qualifications that have currency now may well change by 2017. However, we would ideally want some of the courses we offer to combine working with studying about a job and would emerge from the school's partnership working with employers and local training providers. We would ideally want the qualifications we offer to lead to some form of apprenticeship or similar but certainly employment opportunities that exist in the local economy in order that our students could gain access to them.(mention of readiness for college and university) ?

### **Specific features of the curriculum**

The Education Vision for Oasis Academy Silvertown states that it will offer a different and distinctive education to its students because of its focus on:

1. The individual experiences of the students;
2. The use of science and the arts as vehicles for building confidence and for self-expression;
3. Students as 'One World' citizens.

## **1. The individual experiences of the students**

### **Social skills and emotional intelligence**

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

### **Resilience Skills**

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

### **Coaching and Mentoring**

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

### **Learning Skills**

Helping students to become better learners will permeate all teaching and learning and be integrated throughout the curriculum so that students develop into learners who are inquisitive, proactive, resilient, adventurous, imaginative, rational, reflective and sociable. Students will be able to talk about learning and their development as learners and refine their learning habits. They will have a valued opinion about the direction their learning is taking and feel more like crew than passengers.

### **Teaching Groups (setting)**

The school rationale for setting in mathematics and English is that it enables students to be grouped in ways which allow their needs to be more effectively met. Students who require more specific or particular support will be taught in smaller group sizes. Groups will be regularly evaluated ensuring that progress and attainment is made. There will be flexibility of movement between sets to make sure that the teaching and learning is suitably matched to students.

### **Assessment Strategies**

Research indicates that improving learning through assessment depends on five, deceptively simple, key factors:

- the provision of effective feedback to students;
- the active involvement of students in their own learning;
- adjusting teaching to take account of the results of assessment;
- a recognition of the profound influence assessment has on the motivation and self-esteem of students;
- the need for students to be able to assess themselves and understand how to improve.

When you are a small learning community, you can adopt practices that are impossible to employ in larger institutions. One such is a more thorough, holistic assessment process that enables students and teachers to get the best from each other. We will develop more authentic assessment procedures, in addition to the assessment for learning and setting of personalised learning goals - both already well-established at Britannia Village Primary School and therefore familiar to our students when they transfer to Oasis Academy Silvertown.

### **Whole School Enrichment: Themed Weeks**

At least once every term the whole school, along with Britannia Village Primary School, will focus on a shared theme culminating in a celebration of the students' work. Examples include celebrating the Arts, Science and Citizenship over a period of one or more days.

### **Extended/Enriched Curriculum**

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

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

### **Key Stage 3 and 4 - Curriculum and employability skills and qualities**

Throughout Key Stages 3 and 4 we will also actively seek to develop positive social skills, qualities and competencies which are in demand by employers. The acquisition of these vital skills and qualities, hand in hand with qualifications, will enable the young people in our care to secure their economic wellbeing. We will devise schemes of work to develop these aspects of the students' development. Heads of Department will be expected to plan for and assess the students' development. The ethos of the school will be strengthened by focusing on self-management and the skills of projecting oneself, developed through a skills and employability curriculum assessed through a student Employability Portfolio built up over the students' 5 years. Through the process of learning, students will be encouraged to:

- Develop their skill and traits

- Communicate well
- Be creative
- Practice and apply optimism and belief in themselves
- See their potential for achievement and employability

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

## **2. The use of science and the arts as vehicles for building confidence and for self-expression**

**Science** will be integral part of the curriculum for all students. The Britannia Village Primary School is an associate school of the Royal Society bringing opportunities for projects that integrate science, technology, engineering and mathematics. This is a long term partnership which will also benefit the students of Oasis Academy Silvertown who will, for example, have the opportunity to carry out genuine research projects with RS professors.

The time allocated to the teaching of science will be 3 hours per week in Years 7 and 8 and for the majority of students we will condense the national Key Stage 3 science curriculum into a two year course. This will be a demanding and fast paced course that challenges students intellectually and practically from their first day in Year 7. We will encourage a sense of practical discovery through scientific investigations.

The time allocation increases to 4 hours per week as the majority of students begin working towards the GCSE double or triple award courses. The Year 9 course will be an exciting innovative course that has Science Investigation skills at its heart. While embarking on GCSE programmes of study, students will also set up their own research and development team as part of an Enterprise project delivered by the educational arm of Siemens. This will further develop students' skills of innovation as well as critical evaluative skills building on the skills formed in their primary years where students' scientific skills are applied to design and technology projects. Our aim is to maintain our young people's interest in and enjoyment of science. One particular project for example, will look into sustainable ways of generating electricity, with specific regard as to whether playground equipment can be used to produce electricity to meet the school's energy requirements. The students will research how much energy the school uses, using software that has been integrated into our electricity supply. They would then research and develop ways to build the necessary playground equipment. Next, students would design the piece of play equipment and produce a working model or prototype. After critical evaluation of their prototype, the students finally present their designs to an outside agency (Siemens) in a *Dragon's Den* scenario. This project links with QCA unit 9i Energy and Electricity, KS3 National Curriculum Reference Year 9, 3.1: Energy Electricity and Forces, 3.4c; The Environment, Earth and the Universe as well as Design and Technology Designing and making National Curriculum reference 1.1, 1.3, 1.4

We have selected the Cambridge IGCSE syllabus for students in Years 9, 10 and 11 as the approach to learning is a natural progression from students experience in our prior years. Curriculum content is set out in clearly defined separate Biology, Chemistry and Physics sections, but are extensively cross referenced to present subject content as a coherent scientific whole. Teachers cannot only reduce duplication of common themes, but also encourage students to see ideas common to all sciences, such as energy. Teaching in one subject reinforces another and stimulates interest in a third. Students will develop scientific abilities and skills relevant to the study of science. These will be of use in everyday life and will form a basis for more advanced study, including A Levels.

**Performing and Creative Arts** will be an integral part of the curriculum for all students. In Years 7 and 8 students will explore a range of approaches to drama, delving further into Shakespeare, improvisation, an established play and looking at how theatre forms such as 'Commedia del Arte' can be adopted. Their comprehension of devising will be deepened as active visiting practitioners open new doors to their comprehension of drama in addition to the creation of a scripted play. In music students will develop their interest in their chosen instrument from the Every Child a Musician scheme to a stage where they are using ICT to generate compositions for their instrument in addition to layering samples of music using 'Garageband'. In Dance the studentss will receive an introduction to contemporary dance, using taught movements as well as creating their own dances. For those who already have dance experience, it will encourage development of their current skills as well as learning a new style of dance. Students will look at Professional Dance Companies' work, learning more skills through taught sequences and creating their own dances from an initial idea/stimulus. In art and design students will develop more accomplished pieces of work (building on pottery, drawing and painting skills and techniques) in addition to the exploration of alternative art styles such as using ICT to generate animation and combining their literacy to create Illustrations for various samples of text using ICT and mixed media. Performance opportunities will be created throughout the year in showcase evenings combining all of the arts.

In Year 9, 10 & 11 the Expressive Arts encourage the learner to become a more reflective junior practitioner, justifying why they have made particular selections and decisions. In KS4 **Drama**, students work towards their final examinations. They will attend a theatre visit to the play in question and then they participate in a Practical Drama Exam split to tackle the concepts raised by this production. Later in the year, students study an issue set by their teacher resulting in a Practical Exam where they are assessed on their responses to the Issue. Again, coursework is completed. After this the process is completed by an external examiner. Therefore the subject covers three areas - Improvised unit, scripted unit and performance.

In **Art and Design**, KS4 Students work towards creating coursework for external assessment. Coursework must contain:

- research pages based around a theme;
- observational drawings and studies of objects, images and artefacts that have inspired students based on the theme;
- artist research;
- work where students design and develop their own ideas for a piece of work inspired by the theme;
- Show that they can review, modify and refine work as it progresses;

- make a final piece in response to the theme.

In **Dance**, KS4 students will complete an internal assessment, which gives the student their initial grade. The pieces they are assessed on are:

- Set Study – A dance set by the exam board that all students learn nationally,
- a Duet/Group piece – Set by the dance teacher which all students have to learn
- Choreography – all students to make their own choreographies, either solos or group pieces.

An external assessor will visit at a certain stage, within the context of a showcase. Students will, at a later stage, be expected to justify their choreography, writing about what their stimulus was, how they made it, and an evaluation of it.

In **Music**, KS4 students will learn how to compose for different instruments in their music. More ambitious students may decide to select a combined/layered piece of music as an arrangement for a band or for part of an orchestra whereas other students may opt to mix and combine sampled music, demonstrating advanced understanding of software such as Garage band. This clearly begins to distinguish individuals who are keen on classical music to contemporary, allowing them to flourish in their area of interest.

Students will have the opportunity to link with the music departments of FE and HE establishments in addition to having key visits from members of the music industry who are skilled in the tasks the students will be undertaking. Recorded performances and compositions in differing styles are expected of all the candidates. Students will respond to a stimulus and create a short piece of their own which will be assessed. The listening element of the assessment process allows the student to appreciate and reflect on the different periods of music, recognising the unique components which make the piece of music correspond to a certain point in time.

The following professionals will form part of the resources which the school will be able to call on to enhance and extend the provision available during school hours:

- Workshop facilitators
- Organisations with particular client groups e.g. GRAEAE Theatre Company (actors with disabilities)
- National Theatre – a resource for both teachers and students
- Playwrights – using the NT as a base for this in addition to relevant playwrights being contacted (current, London-based).
- Drama facilitators – educational directors. TIE Artistic directors.
- We would draw upon our link with Central School of Speech and Drama and incorporate their 3<sup>rd</sup> Year students into our practice.
- Music industry specialists – from FE and HE
- Choreographers
- Artists – artist in residence, practising artists – link projects with art galleries to engage professional artists.
- In the absence of a physical visit – conference calling would be used as a potential shared resource between schools for contacting experts directly.



### **3. Students as 'One World' citizens.**

Oasis Academy Silvertown will have within it students from families from all over the world. It makes sense to us to celebrate this and work with a curriculum that reflects our international origins, outlook and diversity. This is why we have chosen a curriculum with an international component. We are also interested in ensuring the community we create thrives. Our commitment to parents, providing support and access to learning opportunities, means our school becomes a hub of the community. Building links with local business and creating vocational pathways for school leavers means that our students will have something relevant to offer the wider community beyond Silvertown. This will encompass the local community, the wider community and the global community. Some examples of which will include:

#### A. Local community

- Working with whole families, providing adult learning opportunities and family support.
- Extended school provision and holiday programmes delivered by community partners, using existing community spaces, such as Britannia Village Primary School, the Britannia Village Hall and local sports facilities.

#### B. Wider community

- Developing a strong work ethic in all students – and providing opportunities for work experience, apprenticeships and employment with local business and City Gateway (a 16 - 19 Free School in Tower Hamlets).
- Building close relationships with Newham's sixth form college and other FE providers to ensure our students can successfully continue their education.

#### C. Global Community

- Develop the international component of the curriculum building on that enjoyed at Britannia Village Primary School by students and teachers alike and rated as outstanding in its last Ofsted inspection, into KS3 and then into KS4.
- There are 46 different languages currently spoken by students currently attending Britannia Village Primary School; we will enable them to succeed in learning modern foreign languages.
- Organisations such as Human Scale Education, currently used by Britannia Village Primary School, will help build international partnerships that reflect a commitment to small schools and professional development within them.

**Modern Foreign Language** learning will be set within this broader context emphasising the value of language as a means of greater cultural understanding. Our ethnic diversity will be a real strength of the school, and we aim to share our various cultural heritages wherever possible. Modern Foreign Languages will be taught throughout the school, demonstrating a commitment to the values and attitudes associated with recognising and celebrating ethnic and cultural diversity.

Oasis Academy Silvertown will prioritise the development of overseas links, placements and visits as particular features of the student experience during their time at the Academy. These initiatives will offer students an opportunity to be immersed in new cultures and to apply their learnt language skills. New approaches to learning such as internet conferencing will help students develop and sustain learning links with countries

across the world.

### **Qualifications**

Our aim is to ensure the greatest opportunity for success at GCSE level, with personalised and need-oriented support. This will be made easier by the nature of being a small school – where progression will be carefully monitored for individual students; their learning goals/targets updated regularly. All students will work towards attaining GCSEs in the core subjects unless they are following an adapted curriculum suited to their special educational needs. Where the syllabus allows, we will teach the BTEC and GCSE programmes in parallel, only specialising where and when necessary for the appropriate qualification (for instance, with the performing arts programmes of study). This will ensure we can be resourceful with staff and economical with the timetable and space required for teaching and learning.

We will prepare students to take GCSE examinations from Year 9 onwards in at least the core (leading to GCSE qualification or equivalent) - mathematics, English and Science. The timetable will allow for all students to study subjects contributing to the **English Baccalaureate** and students who are able will be strongly advised to pursue these subjects through to GCSE. The subjects are: mathematics, English Language, Science (double award), French (or an alternative language of the student's choice if we can accommodate their request) and either History or Geography. All of these subjects sit well with our pupil's accumulated curriculum study.

The timetable organisation also allows for students to study optional GCSEs, vocational courses or follow enrichment programmes. More able students will be able to gain additional GCSEs earlier than Year 11. They will have the opportunity to undertake a GCSE that interests them and which is outside of what we offer. They will also have the opportunity to use the learning skills they have developed on Extended Projects which lead to a GCSE equivalent; where students' research and complete project work based on a theme that they choose. This will be by offering the Extended Project qualification (Edexcel - Level 1 at Y9, Level 2 at Y10 – equating to one GCSE, and the Level 3 Diploma at Y11, more commonly found at AS level), since our students will be well-versed in the structure and relevant assessment-objectives required to achieve in this qualification. In addition, our staff will be well prepared to offer the appropriate kind of support.

Alternative pathways to GCSE will be available in the form of:

- BTEC qualifications equivalent to GCSE
- BTEC qualifications at entry level and level 1
- EDEXEL or OCR NVQs
- Other vocational qualifications

Lower attaining students, while aiming for GCSE English and mathematics as a minimum, would also take a work skills related course such as the Preparation for Working Life course, certificated by OCR. As we are a small learning community we will seek the support in this provision from partners such as **City Gateway**.

**City Gateway** is a 14-19 alternative provision free school (the first in London), providing full time or part time offers for 14-16s through a robust vocational focussed curriculum preparing learners for employment in parallel with their learning. There is clear

progression into level 3 apprenticeships at post 16 so students referred for pre-16, where appropriate, would progress into their post 16 offer which in most cases would be apprenticeships at level 2 or level 3. At this point City Gateway could also provide support for students not yet involved with City Gateway, but for whom apprenticeships at post 16 would be their preferred route. We would work in partnership to identify and interview students before the end of Year 11 so they can transfer smoothly into post 16 provision with full support.

**City Gateway** will get involved with our students and their parents at the point of thinking through Year 9 options and give support in deciding students for whom this will be an appropriate route. Some of our students would then follow a level 2 part time (2 day) programme of specific vocational subjects (functional skills in employability, enterprise and personal development) in addition to the core academic curriculum at Oasis Academy Silvertown. The school would pay a fee, as agreed, per student to City Gateway. It has a track record of success because:

- Over 85% of post 16 students progress into apprenticeships.
- Over 90% success rate on apprenticeships.
- After a one year course all students achieve level 1 and nearly all achieve a level 2 (part time).

We will partner **London City Airport** in delivering their Education Excellence Scheme. LCA will provide sponsorship and employee time for a range of employability programmes, these include supporting basic skills training, raising aspirations, work experience, interview and presentation skills training. LCA would also partner us in delivering a Health and Wellbeing for Work programme. This encourages healthy living in terms of diet and exercise and teaches Health and Safety in the workplace. LCA also offers a University Prize Scheme to assist local young people with university tuition costs. Through our on-going links with LCA, our students would be best placed to take advantage of this.

██████████, ██████████, said:  
██████████

The **Education Business Partnership** has already invited Britannia Village Primary School to be a link school with **Siemens** since it will be in closest proximity (500m) to their new £30 million visitor attraction and global knowledge hub – ‘The Crystal’ ([www.thecrystal.org](http://www.thecrystal.org)). This will showcase the latest infrastructure technology to demonstrate how it can make the world’s cities better places to live and work. The centre will focus on green technology, the environment, sustainable energy / living / design / engineering and will be seeking to inspire young people to pursue related education, training pathways into the high technology industries of tomorrow. We have established good links with ██████████, ██████████, and he has demonstrated his commitment to exploring ways we can maximise opportunities for

young people in Silvertown to access the facilities the Siemens Crystal will make available.

By e-mail [REDACTED] has written:

Apprenticeship schemes will also be developed in association with the **East London Business Alliance** (ELBA). Building links with local businesses is vital to both future employee and future employer. Keeping that relationship local means the wider community also benefits. We will link in with the **Future Directions** programme providing weekly work experience at banks including Morgan Stanley and Barclays in Canary Wharf.

We will also build on the partnership Britannia Village Primary School has with the **SS Robin** 'Captains of Tomorrow' programme, where students will learn new skills and paths to employment through involvement in the restoration and running of this new visitor attraction. The SS Robin is the oldest surviving example of a riveted steel-hull steamship in the world. When it was built in 1890, just 20 years after the Cutty Sark, the SS Robin was at the cutting edge of innovation. It ignored conventional wisdom to use steel and steam to cut the costs of commercial transport. It travelled the world but has finally returned 'home'. The SS Robin will be moored next to the Siemens' Crystal, a few hundred yards from the Thames Ironworks site where it was built. The ship is now situated on a huge steel pontoon which will provide 750m<sup>2</sup> of educational learning space. The SS Robin offers a unique mix of history and heritage, as well as inspirational for innovation and enterprise. The ship offers opportunities ranging from engineering education, through to customer service and tourism studies and work experience.

We will also establish early links with **Newham College of Further Education** and Engineering department and the **NewVic** (sixth form college). **NCFE** are keen to develop links with Oasis Academy Silvertown to boost their 16-19 engineering programme. [REDACTED], [REDACTED], said:

### **Preparation for the world of work**

Government figures suggest that a NEET person at the age of 16 will ultimately cost the tax payer £97,000, in some cases as much as £300,000. (City Gateway website)

As a result of the Oasis Academy Silvertown experience students will be ready to explore and succeed in the world beyond it. At the very least, students will be equipped with the academic requirements - and a strong work ethic - to go on to Further Education, training or employment.

We will also instil this ethic by requiring all students in Years 9-11 to carry out in-school work experience (voluntary), working with younger students in the school or in Britannia village Primary School, supporting teachers and other members of staff, running extended school activities (gaining leadership awards), supporting staff in providing school meals and staffing the Cyber Cafe. This will give older students a sense of their responsibility to their immediate community, a skill which will be hugely valuable in their life beyond school.

### **Character Development**

For far too long the development of character skills in young people has been the prerogative of the independent and grammar schools in this country. Oasis sees the need for the development of a strong character building trait for our students. To enhance this programme all of our students will be expected to participate in a minimum of two school activities per year (sports teams, clubs, Duke of Edinburgh Award, etc.)

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

ICT would make a significant contribution to the quality of students' learning, teaching and to the support of the teaching and learning process. In addition ICT will provide access to an extended learning network that can empower students to take control of their own learning. In this respect, ICT would be essential to the provision of a highly personalised curriculum for each student. It will provide access to resources, assessment, communication and collaboration tools that enable each student to engage with learning experiences that are most effective for him/her. This will be made possible through the use of a fully integrated Virtual Learning Environment (VLE) that is accessible in and out of school. ICT would support the records kept of the extent to which students' social skills, resilience skills and traits and employability skills identified by the school as needing to go hand in hand with the acquisition of qualifications. This important ICT function will enable teachers, students and parents to monitor progress and support future teaching and support plans for individual students.

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

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

- improve attendance and punctuality by offering a wide ranging, innovative timetable which will increase the student's desire to attend school;
- track improvements and to speed the follow up processes blurring the distinction between learning at school and away from school;

- offer an appropriately responsive curriculum to meet the individual needs of all students, driven by thorough knowledge of each individual, linking MIS to learning platforms;
- develop a fast track and early entry programme for individual students to particular courses to ensure skills and talents are recognised, valued and encouraged;
- develop opportunities enhance students spiritual, moral, social and cultural education;
- create an environment where learners are encouraged to make informed lifestyle choices, through encouragement and reward using ICT to record and monitor those choices;
- develop a student entitlement and student involvement programme for them as leaders not only in school but for the future in work, community and personal situations;
- continue to offer an extensive enrichment programme, having strong links with the community, links with local businesses, community projects etc. and enjoying a high degree of parent support;
- reduce exclusions by ensuring that all students are given personalised learning programmes to ensure needs are met, and supporting high quality learning opportunities in locations other than at school;
- support transition from KS2 to KS3 by well-planned transition arrangements, increased cross phase links and sharing of appropriate resources including practical subject areas to which primary schools could have access, cross phase work and teaching.
- ensure that it is matched with support in the KS2 areas, enabling students to arrive at KS3 empowered and “ready to go”.

### **The School Year**

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

### **The School Week**

A core entitlement of a 5-day week is proposed. As part of the extended school service offer the school will work to develop a programme of additional activities to include out-of-hours learning and enrichment opportunities.

## The School Day

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

8.30am	Period 1
9.30am	Period 2
10.30am	Break
10.45am	Period 3
11.45am	Period 4 (includes lunch)
1.15pm	Period 5
2.15pm	Period 6 (Enrichment)
3.15pm	End of school day

The school would have 60 minute lessons. This is to create pace in lessons. The day will start at 8.30am. Lunch will be taken as part of period 4 in 30 minute rolling slots as follows:

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

### D3 Show how your staffing structure will deliver the planned curriculum

During the pre-opening of the school, Oasis Community Learning will look to recruit the key members of staff that will form the core of the Senior Leadership Team in the school. With the Principal Designate and Business and Finance Manager in position, the following key areas will be covered in the pre-opening phase:

- Building strong links with partner primary schools.
- Engaging and responding to parental questions.
- Developing links and education plans with local business to ensure that the business links are used appropriately during the delivery of the curriculum.
- Developing full job specifications to ensure the right staff are brought into the school at the right time to drive forward the Educational Vision contained in section C.
- Advertising, interviewing and recruiting key members of staff as detailed below.

During the year, in preparation for the school opening prior to the first intake in September 2014, the requisite academic staff to provide full curriculum coverage will be recruited. We envisage that the staff will be in post toward the end of the school year 2013/14 to enable them to prepare the curriculum prior to the students arriving.

The Year 7 cohort of Oasis Academy Silvertown in 2014 will be four form entry organized into five tutor groups of 24 students. For teaching and learning, the five tutor groups will also be organized into 5 groups of 24 with some provision to create smaller groups targeted for additional intervention support.

The initial staffing complement for 2014/15 will be 8.00 fte teachers including the Principal Designate and the SENDCo. As the school grows each year the teaching staff will increase as shown in the following table:

Year	Year Groups	Number of Students	Number of Teachers (fte)	Number of Teaching Support staff (fte)	PTR
2014/15	7	120	8.0	1.7	15.00
2015/16	7 & 8	240	16.50	2.6	14.55
2016/17	7 & 8 & 9	360	24.75	3.4	14.55
2017/18	7 & 8 & 9 & 10	480	32.25	6.4	14.88
2018/19	7 & 8 & 9 & 10 & 11	600	39.75	10.2	15.09

#### **Admin. Staff in 2014**

Business and Finance Manager  
 Principal's PA  
 School Administrator/ Finance Assistant (TTO)  
 Facilities Officer  
 Science Technician (TTO) (0.43 fte)

We will recruit well-qualified teachers (according to the school's needs at the time), committed to the school's vision, with excellent subject knowledge. To implement our vision for the curriculum some teachers in Years 7 and 8 will be primary trained.

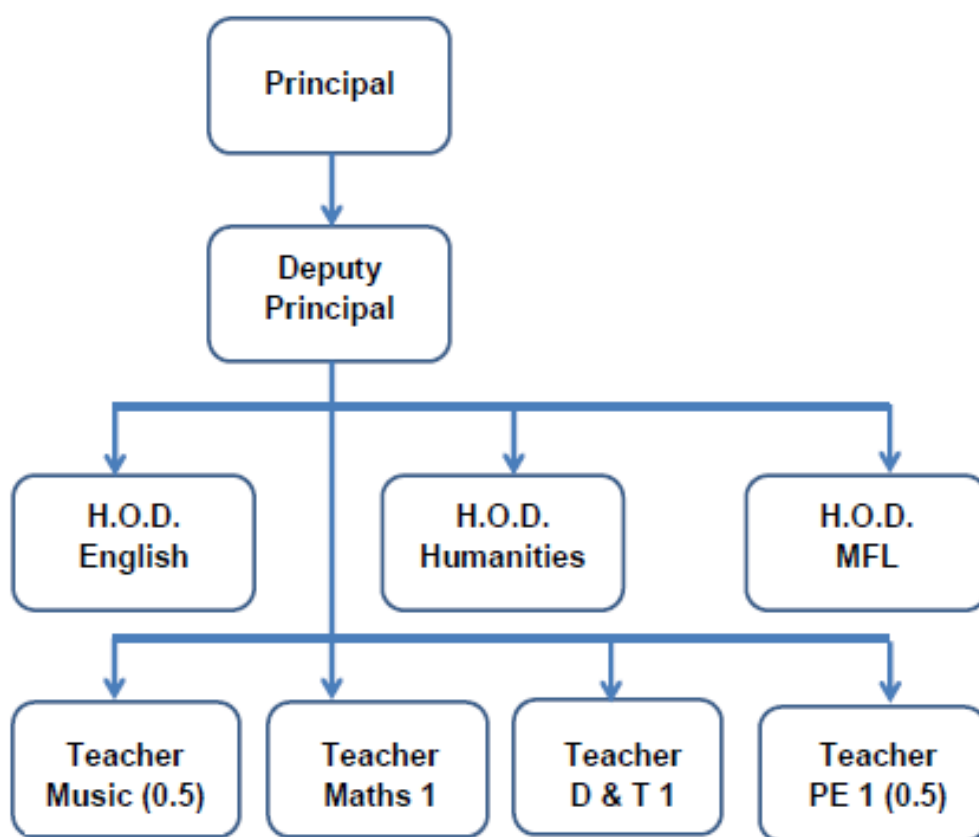
While the school grows we will use specialist subject tutors on a sessional basis to complement staff skills and where there is insufficient need for a full time teacher. Staff will be given appropriate training in line with the school's development needs and their responsibilities. We will use existing education and business links to enhance staff development for example Siemens' new technology and education facility (currently being built 500m from the school site), Central School of Speech & Drama, Newham Partnership Working (CPD). Cambridge International Examinations (CIE) offer full support including training, events, teaching and learning resources, and membership of a global community.

#### **2014 – Opening the School**

During the year, in preparation for the school opening prior to the first intake in September 2014, the requisite academic staff will be recruited, starting with the senior positions first as shown in diagram below. We envisage that the staff will be in post toward the end of the academic year 2013/14 to enable them to prepare the curriculum prior to the students arriving. The schematic shows the staff for the first year of the school's development.



### 2014-2015 Academic Year Staffing Structure:



### Staffing Structure for 2014 Opening

During the first few years, and until the staffing structure is fully populated, the reporting structure will be different and will change as the Assistant Principals and further Heads of Departments are recruited.

After the Principal and the Business and Finance Manager, the next key recruitment is the Deputy Principal. The Deputy will be responsible for Key Stage 3. In the first year, he/she will have responsibility for managing all staff and assisting the Principal in policy development.

In the staffing structure shown, we have made the following assumptions:

- The Key Stage 3 Deputy Principal will teach all science for Year 7.
- The HOD for Humanities will teach geography and history in the first year.
- The HOD for English will be required to teach the 'One World' aspects of the Year 7 curriculum.
- The HOD for modern foreign languages will be a specialist in French and will teach this to all Year 7 students.
- The design and technology teacher will have to teach art and design in the first year.
- During the early years, the teaching workload is greater than would be normally expected from the leadership team.

- The Deputy Principal will cover the SENCO role in Year 1 and the role will be undertaken by a suitably qualified and experienced teacher from Year 2.
- The Business & Finance Manager will take responsibility for HR and Health & Safety during the early years.
- The PA to the Principal will be appointed.
- An Administrator will be appointed.
- A part-time Science Technician (0.43) will be appointed.
- A Facilities Officer will be appointed to maintain the site and buildings.

### Final Staffing Structure:

Staffing Chart 2018/19										Cumulative Staffing Total (fte)
					Principal					1
					↓					
					Deputy Principal					2
					↓					
				Assistant Principal		Assistant Principal				4
				↓		↓				
				↓		↓				
HOD English	HOD Mathematics	HOD Humanities	HOD Science	HOD MFL	HOD PE/Sport	HOD Arts	HOD ICT	HOD Business	SENCO	14
Teachers X2.5	Teachers X2.5	Teachers X4	Teachers X5	Teachers X1.25	Teachers X2	Teachers X5	Teachers X2	Teachers X1	Teachers X0.5	39.75

### Roles & Responsibilities

**All Staff** – All staff are collectively responsible for ensuring that the school policies are adhered to and that all rules are equally applied; reinforcing the key principles of the Educational Vision with students whenever possible.

**Deputy Principal** – The Deputy Principal will have a specific responsibility to the Key Stage that they are assigned to. This will include timetable modelling, curriculum planning and staff development. It is crucial that these staff members work closely with the Principal to ensure that the school vision is articulated through the Department Heads to the teachers and teaching assistants. They will also be responsible for overseeing the attendance system being administered and reviewing the attendance reports on a daily basis. Overall responsibility for ensuring the VLE is populated with lesson specific material and staff CPD sessions are planned for the year.

**Assistant Principals** - The Assistant Principals will have a specific responsibility to the Key Stage that they are assigned to. They will have specific responsibilities relating to curriculum areas, school organisation and performance management of teaching staff.

**Head of Department** – Responsible for curriculum planning in more detail to produce, in conjunction with the teachers, lessons plans to populate the VLE. The head of department will take responsibility for his/her subject across the two key stages. Their line manager will be the Principal but will communicate directly to the relevant Deputy Principal for each key stage. Furthermore he/she will work closely with the Deputy Principals and other Heads of Department to coordinate CPD.

**Teachers** – Responsible for the delivery of the lesson plans and working in collaboration with all other teachers to ensure that the lessons are as exciting, inspiring and engaging as possible (teachers from other subject areas can help to fulfil this criteria by suggesting alternative delivery methods).

### Key Staff Qualities

- Visionary, outward looking with a continual desire to improve themselves, those around them and the environment.
- Inspiration, enthusiastic and committed to the schools' vision.
- Able to demonstrate their ambition through their previous achievements.
- A demonstrable record of innovative approaches to a variety of situations and scenarios.
- The ability to help sustain a culture of continual development and improvement
- The ability to lead by example and set the standards.

**D4: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.**

#### D4.1 SPECIAL EDUCATIONAL NEEDS

##### Context - Oasis is Inclusive

The work of Oasis is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each school community. We are committed to providing an environment which is open to all and specifically recognises and meets the requirements of those who need extra or special support for learning. Our focus will always be on how we create and sustain an inclusive community.

The Oasis Academy Silvertown will promote mutual respect and understanding and deliver an effective education for all its students. The provision for children with Special Educational Needs and Disabilities (SEND) will be underpinned by the belief that **Every Person Matters**. Consequently, all young people would be equally valued and the school would strive to promote equality of opportunity and outcomes. The guiding principle which would inform the school's practice is that students with SEND are given equal opportunities with their peers to fulfil their academic and personal potential and are helped to feel worthy and important members of the wider community.

The Oasis Academy Silvertown's definition of special educational needs and disabilities (SEND) is:-

- A learning difficulty where a child has a significantly greater difficulty in learning than most children of the same age.
- A disability, which needs different educational facilities from those that schools generally provide for children of the same age in our area.

- Any barrier to a child's learning requiring provision that is additional to, or different from, that made for the child's peers

The Oasis Academy Silvertown will recognise that young people with SEND could have difficulties with one or more of:

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

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

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

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

- ensure that the necessary provision is made for any student who has SEND;
- determine the role of the SEND Coordinator (SENDCo) in relation to the leadership and management of the school. Initially the role of SENDCo would be in the remit of one of the senior leadership. As the school grows we would look to appoint a dedicated SENDCo who would have overall responsibility for this vital area;
- determine the key responsibilities of the SENDCo and monitor the effectiveness of the SENDCo in undertaking those responsibilities;
- make sure that all staff are aware of the importance of identifying and making provision for students with SEND;
- make sure that parents are notified of a decision by the school that SEND provision is being made for their child;
- make sure that students with SEND are able to access the curriculum and the activities of the school together with students who do not have SEND, so far as is reasonably practical. Factors that may come into consideration are whether the activities are compatible with the student receiving the SEND provision; the efficient education of the students with whom they are educated; and the efficient use of resources;
- make sure that students with SEND are made known to all staff who are likely to teach them;
- ensure that support is specific and appropriate;

- ensure that all staff work towards the improvement of literacy and numeracy standards in the school;
- ensure that all support services which are available are deployed and managed effectively;
- help students with behavioural difficulties to work to improve their behaviour;
- ensure that all staff are aware of the SEND policy of the school and work appropriately with all SEND children;
- have regard to the SEND Code of Practice when carrying out its duties toward all students with SEND;
- ensure that there is a successful partnership between parents and the school in relation to individual student needs;
- report to parents on the implementation of the school's SEND policy;
- consult the local authority and governing body of other local schools, when it seems to be necessary or desirable so as to co-ordinate SEND provision in the local area

### **Implementation**

In line with the requirements of the SEND Code of Practice (2011). The Oasis Academy Silvertown will adopt a common and graduated approach to identifying, assessing and providing for students' special educational needs and disabilities. The approach is a model of action and intervention to help students who have SEND make good progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that, where necessary, specialist expertise should be sought and deployed to bear on the difficulties that a student may be experiencing.

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

### **Co-ordination of the school's special educational provision**

The SEND coordinator (SENDCo) will be responsible for co-ordinating the day to day provision of education for students with special educational needs at the school. However, the school's expectation is that all teachers and support staff have a responsibility to respond appropriately to the needs of students with whom they work. All teachers at the Oasis Academy Silvertown will be regarded as teachers of students with SEND. Teachers and support staff will receive in-service training in identifying and supporting students who require an education offer that is additional to and different from the differentiated curriculum offered to all students.

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

The Oasis Academy Silvertown accepts that there is a continuum of special educational needs, and in response to this the school will make full use of available staff and classroom resources before bringing external specialist expertise to bear. Those students whose overall attainments or attainment in specific subjects fall significantly outside the expected range and who are not making adequate progress may have special educational needs.

The graduated response to meeting individual needs starts once it is decided that a student may have SEND and immediately any SEND provision is made for that student. The key test is where the student is not making at least adequate progress or is unable to access the curriculum. The appropriate member of staff (e.g. SENDCo, pastoral leader, form tutor) will inform the student's parents as the school starts making provision and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed. Intervention packages will vary according to the level and type of need. The School's Provision Map will show how interventions will be divided into School Action, School Action Plus and provision for students with a 'Statement' of SEND. In Newham the borough does not regularly issue Statements and therefore this category would include children who are allocated full-time resourced funding for their needs. In this context initiating School Action Plus occurs when the school asks for advice from the external support services, including the LA, or from health or social work professionals.

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

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

Different aspects of SEND provision will be supported by a range of additional people, including Teaching Assistants (TA), Learning Support Assistants (LSA) Learning Mentors (LM), specialist teachers and health professionals. The SENDCo will be responsible for:

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

### **Resources allocated to and amongst students with SEND**

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

- TAs or LSAs allocated to individuals and groups across the curriculum;
- TAs or LSA support at KS 3 and at KS 4 for students learning in an employer context;
- Support with off-site activities including work placements for selected students in

KS4;

- purchase and maintenance of specialist computer software;
- additional resources allocated to a Learning Resource Centre;
- purchase of specialist equipment for individuals (e.g. Alpha Smart computers);
- deployment of staff in line with statements/ full time Exception Resource Funding;
- homework support, especially for Year 7 in Homework Club;
- reading club for Year 7 and Year 8 students;
- LM support for short term intervention;
- LM small group support.

### **How SEND students' needs are determined and reviewed**

Identification of needs and determination of the particular individual needs of students will be a collaborative process between the school, the SENDCo, student and parents, with additional expertise provided, as and when appropriate, from an Educational Psychologist, Local Authority (LA) or other advisory staff for autistic spectrum disorders, behaviour, specific learning difficulties, physical needs including specific advice from the local CAMHS team, speech and language therapy, occupational therapy, physiotherapy and medical and nursing services

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

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

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

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

## D4.2: GIFTED AND TALENTED STUDENTS

### **Provision for Gifted and Talented Students**

Oasis believes that there is talent in everyone. A designated member of the school team will lead on Gifted and Talented Education. S/he will work with the teaching and support staff to ensure that the nurturing of aptitude and talent throughout the curriculum is built in to the work of all subjects and those gifted and talented students are identified and provided with opportunities, both in school and beyond, to extend their learning and development. Our aim will be to:

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

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

- raise the aspiration of all students;
- have high expectations of achievement for all students;
- develop greater enterprise, self-reliance and independence for all students.

In order to achieve these aims, the Oasis Academy Silvertown will ensure that all students have opportunities to develop specific skills or talents. We will regard the 'gifted and talented' as:

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

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

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

We also recognise that those students who are gifted and talented do not always show their ability. Such students are gifted and talented even though their abilities may be hidden or remain as potential. We regard it as the school's responsibility to identify and develop the gifted and talented students and organise teaching and learning approaches to ensure that the potential of these students is fulfilled both through the curriculum and through enrichment activities. The school's adoption of a stage not age approach will enable accelerated learning to take place.

### **Identification**

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

- Test scores (e.g. end of assessment points, key stage levels; CAT scores);



- Teacher nomination (based on classroom observation, discussions with students, work scrutiny);
- Peer or self-nomination;
- Parental nomination;
- Predicted test/ examination results;
- Reading ages.

This information would be collated by the gifted and talented lead member of staff. The names of the students deemed to satisfy one of criteria for identification as gifted and talented will be included in a register which will be regularly reviewed and updated.

### **Organisational and in-class approaches**

Important strategies include:

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

The Oasis Academy Silvertown will also provide the following opportunities on a regular basis and, although these benefit all students, they are particularly apt for ensuring that for students who have potential in these areas are given opportunities to practice and extend their skills.

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

### **Monitoring, Evaluation and Review**

The Oasis Academy Silvertown will evaluate the success of the education which is provided for SEND students and those with particular learning needs. Members of the Senior Leadership Team, in line with the cycle of monitoring, will carry out the monitoring of the teaching and learning of students identified as having additional learning needs, through lesson observations, pupil interviews and work scrutiny. In addition the Senior Leadership Team will ensure that;

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

We have an agreed Special Educational Needs Policy which has been signed off as legally compliant and is used in our existing academies.

#### **D4.3 SEND Complaints procedures**

The school's SEN records will be available in school for scrutiny by appropriate parties at any time.

If on registering and pursuing a complaint, the child's representatives are not wholly satisfied with the response of the school they may seek further advice or assistance from the Local Authority (L.A.). If at this point they do not agree with the school and the L.A.'s decisions, they have the right to appeal to the L.A.'s SEN Tribunal.

The Academy Council of Oasis Academy Silvertown will monitor and evaluate the work of the SENDCo through:

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

#### **Arrangements made for training and professional development**

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

#### **Working with partner support services**

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

#### **The role played by parents of children with SEND**

The overriding aim would be to have a productive partnership with parents to support their children. The school will ensure that parents and students are involved in decisions about what SEND provision should be made. The school will recognise that parents

hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the students and their parents will be heard and incorporated into the planning to meet their needs. The SEND department will ensure that parents are kept informed of the work done with their child and copies of IEPs/individual plans are sent home. The department will also:

- encouraged parents to make contact if there are concerns they wish to discuss;
- invite parents to contribute to review processes;
- record all contact with parents;
- will run parents' evenings in conjunction with the English department to help parents to understand the importance of their involvement in their child's reading;
- hold an additional Parents' Evening for parents of Year 7 students for the purpose of involving parents in class and homework;
- identify parents for support from adult learning classes within the Oasis wider school learning programmes.

## **D4.4 ENGLISH AS A SECOND LANGUAGE**

### **D4.4.1 Rationale**

"Pupils learning English as an Additional Language (EAL) share many common characteristics with pupils whose mother tongue is English, and many of their learning needs are similar to those of other children and young people learning in our schools. However, EAL pupils also have distinct and different needs from other pupils, by virtue of the fact that they are learning in and through another language, and that they come from backgrounds and communities with different understandings and expectations of education, language and learning."

(NALDIC 1999)

### **D4.4.2 Strategies**

Oasis Academy Silvertown will always recognise the potential of the child and seek to minimise the barriers to success for students who learn through a second language. Amongst these, in the native language, will be:

- Information about the English school system
- Information about the academy and its expectations of students
- Plan of the school
- An outline of the school day with exemplary pictures or diagrams
- Travel arrangements
- The homework system and how parents might support children at home
- Extra-curricular activities
- Calendar of term dates
- Additional support provided by the academy
- How to get information about their children's work and progress, and who to contact if they have any concerns
- Pictures or photographs of uniform or dress requirements, suppliers and

information about grants

- Lunch arrangements, including information of benefits such as free school meals.
- A buddy to work and play with
- A pre-entry course in 'survival' English
- A personal adult mentor
- Advice to staff on tailoring their lessons to need
- In-class support where necessary

**D5: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.**

The Academies Education Directorate of Oasis Community Learning will develop and implement a School Improvement Strategy to secure sustained improvement for the students' progress in the Oasis Academy Silvertown. Targets will be set for the school, using national benchmark data to ensure that student progress exceeds the national average. Careful tracking of student progress will be in place throughout each school year with a laser sharp focus on the use of data to ensure intervention strategies are producing the accelerated improvement that is required.

By using student entry assessment data the staff team will work to ensure that all students make, and where possible exceed, three levels of progress in their learning between joining the school in Year 7 and leaving the school at the end of Year 11. Students' individual targets towards achieving these learning gains will be established. These targets will be reviewed, and revised if necessary, every six weeks during each of the school's six assessment points each school year.

A systematic and focused approach to monitoring the progress of the school will take place throughout the year. This includes the reporting on progress towards achieving Key Performance Indicators to the Senior Leadership Team every half term, to enable it to track each aspect of the student's progress. In addition to the Key Performance Indicators, Oasis will carry out regular on-site reviews, based on the Ofsted framework. This enables Oasis to continually identify both good practice and areas of weakness. Good practice is shared nationally across the academies, whilst areas of weakness are targeted for extra support and carefully focused monitoring to ensure that the required progress is achieved.

The Principal of the school will be required to attend two strategic reviews with the Academies Education Directorate of Oasis Community Learning to report on the progress of the school and to ensure Oasis provides the appropriate support to the school. A number of outcomes will be continually reviewed to ensure success:

- Attendance and punctuality of each year group
- Level of persistent absence
- % 5 or more GCSEs at \* A-C including English and maths
- % 5 or more GCSEs at \* A-G
- % of students attaining the English Baccalaureate
- % of students making and exceeding three levels of progress in English and

mathematics

- Progress of students with Free School Meals
- Progress of Looked after students
- Progress of EAL students
- Progress of SEND students
- Fixed Term exclusions
- Permanent Exclusions ( Zero targeted)
- Quality of Teaching – Outstanding/ good/ requiring improvement/ inadequate

### **Assessment for Learning**

There will be regular measurement and feedback of students' learning progress via the school's adoption of the processes for the Assessment for Learning. The Oasis Academy Silvertown will achieve this by promoting and developing Assessment for Learning so that learning behaviours can be modified throughout the learning process rather than by summative assessment when it may be too late to change the limited learning that has already taken place. We will actively assess students on their skills acquisition, using a sophisticated on-line assessment tool. This tool will also allow us to assess and report on the 'softer' skills and attitudes which are important pre-requisites for becoming an effective learner or employee, such as the ability to manage oneself, the ability to be a team leader and team player and the ability to adopt an appropriate work ethic. Six-weekly on-line assessment and reporting systems will allow us to rapidly track rates of improvement or decline amongst students. If dips are identified we can deploy intervention strategies with individuals and groups to ensure continuous academic improvement. Further challenges will be set for students who are successfully responding to move them on to the next and higher level.

Achievement and learning will be assessed at all stages of students' progress through the school against agreed learning targets and programmes. Assessment for learning strategies will enable the school's staff to discuss the students' future learning needs and priorities with their learning coaches and mentors. ICT systems and processes will ensure that records are up to date and accurate analysis is made easy and effective. The Oasis Academy Silvertown will be data-rich and provide teachers, students support staff and our learning partners with high-quality information to enable teachers to provide challenging learning experiences and give clear feedback and guidance to students on what they need to do to improve their performance and, importantly how to do it. This will be achieved by:

- ensuring that data from partner schools is fed into a continuous assessment system for each student, reflecting the progression of their educational experience;
- assessment practice that is 'fit for purpose', including the most up-to-date assessment to make learning principles and teaching practice more effective;
- student assessment of the curriculum will also be prominent through student voice activities as will the assessment of their progress and that of their peers;
- value added measures being assessed through the use of ICT;
- using the most appropriate and useful methods which effectively captures all of the excellent experiences and achievements of our students;
- assessment practice building an open relationship between students and staff;
- assessments based on clear learning intentions, which are shared constantly with our students;

- assessments with clearly understood, shared and negotiated success criteria;
- assessment processes celebrating success against agreed criteria;
- making full use of peer and self - assessment (for students and teachers)
- assessments being part of a wide range of internal and nationally accredited courses and qualifications which will most appropriately and effectively capture the successes of our students;
- assessments capturing a wider range of performance criteria relating to attendance and punctuality, attitude and behaviour which will be regularly discussed with students to support improvement in these areas;
- assessments which will identify small incremental changes in performance for young people with special educational needs in order to recognise and reward achievement that is not measured by some national accreditation bodies.

**D6: Describe your admissions policy, confirming commitment to fair and transparent admissions practices**

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

Oasis will be adopting Newham's community schools' admissions code and accordingly will apply oversubscription criteria in the same way with regard to children with a statement of Special Educational Needs, Looked After Children, siblings and distance criteria.

The Academy will have an Admissions Number for Year 7 students of 120 in September 2014.

The proposed admissions policy is Appendix 3 to this document.

**D6.1 Admissions Code (11-16)**

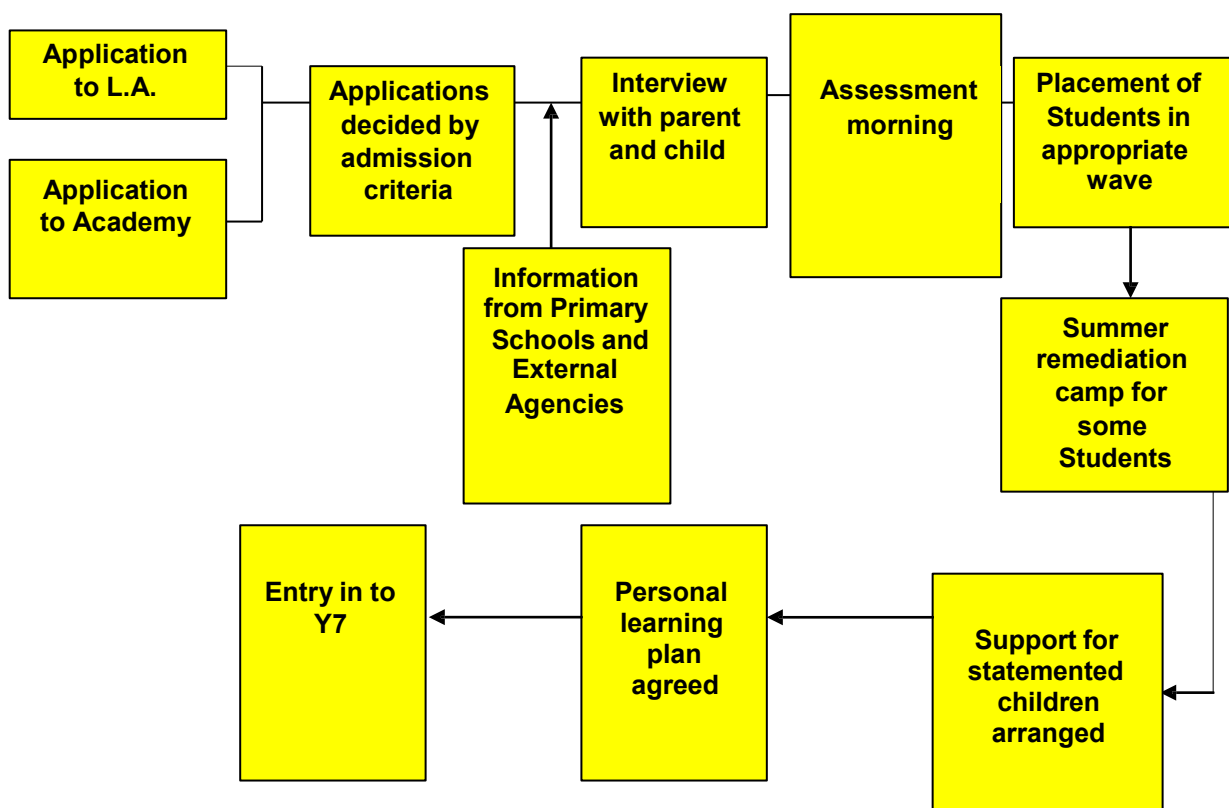
In the event of more than 120 applicants for places in Year 7 we propose that the following oversubscription criteria will apply:

1. Looked After Children or Previously Looked After Children as defined in section 22 (1) of the Children Act 1989.
2. Siblings - we will prioritise twins or children from other multiple births under the sibling criteria and would increase our published PAN to accommodate this need.
3. Children with exceptional medical or social needs as defined by a suitably qualified and experienced panel convened to consider such cases. Evidence in the form of a doctor or social worker's letter will be required.
4. Distance - as measured by a straight line between the child's home and the school.

This measurement will be done by a computerised mapping system, from the child's home to the school. The child's home address will be considered to be where the child spends the majority of the school week.

## D6.2 Admission Procedures

*Further details of the admission process are in the appendices*



## D7: Describe how your approach to behaviour management, pupil well-being and attendance will improve pupil outcomes

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

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

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

Oasis Academy Silvertown will adopt a "Culture for Learning" policy. The priority will be to embrace strategies and approaches to create positive behaviour. The strategies and approaches have proved successful across the Oasis network of academies to date. This will provide an environment and ethos of tolerance and mutual respect in which all students will be valued and respected members of the community, able to flourish and feel safe. The approach to behaviour management will be determined and motivated by our Christian beliefs which will mean that inclusion is about everybody working to include every person but being prepared to confront and challenge unacceptable behaviour if and when it occurs. The operation of this policy will identify any barriers to learning and devise strategies and practices that meet the individual and diverse learning and behavioural needs of young people. Early intervention and support are central to this approach. In this way the school will improve pupil behaviour, attitudes to learning and their attainment.

The Oasis Academy Silvertown will benefit from the expertise and experience that already exists in the Oasis family and it will also work with its partners, especially Britannia Village Primary School, to seek and secure good quality specialist advice to support the inclusion of children in the learning community. The school will foster close and effective partnerships with parents and young people and other stakeholders to ensure that young people have maximum opportunities to succeed and achieve their goals.

It will be the responsibility of all staff in the school to ensure that the needs of students are identified and responded to in a way that will maximise their learning and participation in the school community and beyond. At of the school all staff will be expected to consistently implement a positive approach to behaviour management, including a system of rewards and incentives. For students to reach their targets in line with the 'Culture for Learning' policy:

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

Oasis Academy Silvertown will ensure high levels of behavioural support. This includes, for young people:

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



For teachers and support staff this will mean:

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

Specialist provision will be offered in an Inclusion Resource Base for learners who have a Behaviour Support Plan or when, in extreme circumstances, there is a 'one off' incident that needs to be managed. This designated area in the school that will be for individuals who may be most at risk of exclusion because of challenging and disruptive behaviour. This base will provide a TOTAL (Time Out to Access Learning) facility and will be a base for mentoring and coaching and support to enable learners to be reconnected with their mainstream teaching groups where it has been necessary for them to receive short term intensive support to access the curriculum.

The following strategies reflect the approach that the school will adopt for promoting good behaviour and attendance. These will be underpinned by the 'Culture for Learning' policy which will result from consultation with parents and students prior to opening of the Oasis Academy Silvertown. The policy would then be reviewed at regular intervals. All members of the school community would be expected to function to promote good behaviour and attendance by:

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

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

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

Oasis Academy Silvertown will have simple rules and expectations of the students, for example:-

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

Staff will be expected to work on the following premise: "Teaching good behaviour does not stop at the classroom door. You must consistently apply these rules wherever you are in the school". The following applied routines will be the expectations of the staff:

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

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

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

At Oasis Academy Silvertown the most important factor in encouraging a good 'Culture for Learning' will be constant and consistent recognition. It is intended to improve students' self-esteem and create a positive environment. In addition, a senior member of staff will be on duty for every lesson and will be contacted if any matter is serious enough and all other strategies have failed. Learning Mentors will be available for support should they be needed. They would be particularly skilled in diffusing certain situations. The senior staff on duty will note any issues that have arisen in the 'Duty Book'. This book will be analysed at the end of each day and appropriate action taken for those who show signs of persistently disrupting the learning of others. The schools agreed sanctions will be clearly displayed in classrooms and around the school. The governors will take account of the DfE Guidance recently published about behaviour, screening of students and the reasonable use force in its detailed policies.

### **Attendance**

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

The school will record and differentiate between authorised and unauthorised absences in the attendance registers. Any concerns about a student's attendance and/or punctuality will be identified early and investigated - in the first instance at a joint family

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

### **Anti-Bullying strategies**

Oasis Academy Silvertown will be committed to providing a caring, friendly and safe environment for all of its students so they can learn in a relaxed and secure atmosphere. Bullying and harassment of any kind will be unacceptable whether it is in the school or in off-site activities. If bullying or harassment does occur, all students should be able to report them and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying or harassment is happening would be expected to tell the staff. All members of the governing body, staff, students and parents should have an understanding of what bullying or harassment is and what the school's procedures are for responding to it. The Oasis Academy Silvertown will take reports of bullying and harassment seriously. Students, staff and parents and anyone associated with the school will be assured that we will not tolerate bullying or harassment and that those who may experience it will be supported when such behaviour is reported.

The Principal has a legal duty to draw up procedures to prevent bullying and harassment among students. A designated senior staff member will:

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

All staff would be expected to:

- be responsible for liaising with the appropriate member of staff over all incidents involving students in their form;
- ensure that all incidents of bullying are reported to the responsible senior member of staff;
- be involved in any agreed strategy to achieve a solution;
- take part in the anti-bullying/ harassment programme in the PSHE and Citizenship course;
- know the policy and procedures;

- be observant and ask students what is happening to them;
- deal with incidents according to the policy; and
- never let any incidences of bullying/ harassment pass by unreported, whether on-site or during an off-site activity.

### **Anti-Bullying/ harassment education and the curriculum**

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

### **Sanctions for bullying**

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

### **Pastoral care**

Oasis Community Learning is committed to creating and supporting inclusive, caring communities. The Oasis Academy Silvertown will promote mutual respect and understanding and deliver an effective education for all its students. The provision for young people will be underpinned by the belief that Every Person Matters. Consequently, all young people will be equally valued and the school will promote equality of opportunity and outcomes.

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

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

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

The Oasis Academy Silvertown will ensure high levels of pastoral support through its pastoral support programme and this would include:

- support from a dedicated teacher/academic mentor who knows well the aspirations and needs of each member of their tutor group and who is fully aware of learners' targets, their progress towards achieving them and the impact of their personal development on their progress;
- pastoral support tutors working closely with the Education Welfare Team;
- access to Child Protection services;
- specialist support for young carers, looked after children and unaccompanied asylum seeking minors;
- safe spaces identified for the most vulnerable learners within the school;
- confidential access to health advice, including mental health, sexual health, alcohol and substance abuse.

**D8. If you are applying to set up a faith ethos Free School, a school designated as having a religious character, or one with a particularly distinctive educational philosophy and worldview, show the needs of all children are fully provided for within the education plan**

In 2001, several years before beginning to develop Academies, Oasis wrote, what we call, 'The Faithworks Charter' to govern all our work. It states that:

*"Motivated by our Christian faith we commit ourselves to the following standards as we serve others in our community work and seek to model trust.*

*We will provide an inclusive service to our community by:*

- 1. Serving and respecting all people regardless of their gender, marital status, race, ethnic origin, religion, age, sexual orientation or physical and mental capability.*
- 2. Acknowledging the freedom of people of all faiths or none both to hold and to express their beliefs and convictions respectfully and freely, within the limits of the UK law.*
- 3. Never imposing our Christian faith or belief on others."*

Oasis Community Learning is committed to the 'Oasis Education Charter' (see Appendix 1) which was developed and adopted during 2009. It sets out the Oasis Ethos

in full. As part of this it explains that our ethos is built around five statements:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

It goes on to explain that these organisational behaviours are rooted in, and flow from our understanding of Christian faith. How Oasis as an organisation behaves has a direct relationship to what Oasis, as an organisation, believes.

Oasis is always clear with staff, students, parents/carers, volunteers and any other parties about the fact that its behaviours and the things that it values flow directly from its Christian beliefs. But to be part of Oasis does not require anyone to own or accept these beliefs. Oasis never seeks to impose its beliefs on anyone (students or staff).

Our uniform and badge do not contain any religious symbols. Indeed, our badge and national logo is the Oasis messy 'O' – our symbol of inclusion. We already work with thousands of students and staff of other faiths and none, and have created inclusive environments in which all are respected. We have good arrangements for prayer rooms and specific dietary requirements.

Our admissions policy is inclusive. We do not select by faith or aptitude. All our schools operate within the local criteria for Es.

Our policy is not to run 'schools of religious character' (see our answer to B7). Our religious education is always delivered around the local SACRE curriculum.

One of the central services that Oasis offers is an Ethos team who have prepared resources – in line with and built around our inclusive ethos – for use, as local staff choose, in assemblies.

# Section E: Evidence of demand – part 1

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

If your school is new provision:

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

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

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

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	0	133	110%	120	0	119	99%
Year 8					120	0	133	110%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

# Section E: Evidence of demand – part 2

Please refer to pages 27-29 of the 'How to Apply' guidance for what should be included in this section.

**E2.1 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.**

Parental demand for Oasis Academy Silvertown has been resounding. Signatures have been obtained from 133 parents with children in Year 5, 119 signatures obtained from parents with children Year 4 and 124 parents in future years have stated that they would choose to send their child to the school, as their first choice, if our Free School application is successful. Our bid is also supported by a number of local organisations who have lent their support in letters of endorsement.









**E2.2 Demonstrate how you intend to reach out of the wider community including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.**

Oasis Academy Silvertown would guarantee its success by:

- Founding a high achieving school within this community and thus halt the outer borough drift that presently exists
- Placing great emphasis on high academic standards and fulfilling parental aspiration
- Demonstrating year-on-year high contextual value added scores by opening for longer hours and placing great emphasis on personalised educational programmes for all students designed to maximise their performance and ensure they fulfil their potential
- Ensuring the highest standards of behaviour
- Maximising the support to the individual child through the employment of academic and personal support mentors for each child
- Providing a family link worker for the harder to reach families or those families in need of help in supporting the academic and character growth of their child
- Targeting and supporting disadvantaged families
- Giving parents a greater involvement in the education of their children

### **E2.3 Preliminary Consultation**

To consult on the proposals for Oasis Academy Silvertown, we employed a variety of marketing and consultation mechanisms to engage local parents, the wider community, local headteachers and local businesses. Please see Appendix 5 for evidence of this activity.

These included:

- Developed a consultation brochure which clearly outlined the ethos of the proposed school
- Creation of a specific e-mail enquiry address and a mailing list to keep all those interested abreast of the proposal.
- Held three public consultation meetings in November and December 2012 to give local parents the opportunity to both understand and ask questions about the proposal.
- Started to gain evidence of parental demand through the signing of the petition from the 22<sup>nd</sup> October 2012
- Informed the Local Authority of the proposal on the 5<sup>th</sup> November 2012
- Set up a web site on the 22<sup>nd</sup> November to inform people of the ethos of the proposed school. Delivered flyers informing people of public meetings

- Initial press release in November 2012
- Delivered flyers to local homes informing people of public meetings
- Delivered letters explaining the proposal to local families with a tear-off slip for return to their school
- Social media – dedicated Facebook Page and Twitter Feed
- Placing advertisements in the local media for consultation meetings
- Personal approaches to local businesses and community groups for support
- Held meetings with [REDACTED]

#### E2.4 Postcode analysis map of parents making school their first choice

##### Place Mark Key



Entry 2014



Entry 2015



## E2.5 The future marketing of the new school

A marketing team will publicise the new school in order to assure the full intake of students. The marketing strategy will be based on the targeting of three strands which are, in priority order:

- Strand 1: The end user (students and parents)
- Strand 2: Education (local primary schools, partner secondary schools, local universities, industry and commerce)
- Strand 3: The media

For each strand, we will identify the 'targeting objectives' and 'influencing' strategy for each stakeholder.

### **Strand 1: Parents and Children (October 2012 – July 2014)**

The marketing plan will have five main objectives for both parents and children in this area of influence. They are:

#### **Parents**

- To raise parental awareness of the vision and philosophy that Oasis Academy Silvertown has for the education of their children
- To enable these key stakeholders to identify the differences between the approaches of Oasis Academy Silvertown and other local schools.
- To enable parents to see the benefits of the proposed longer school hours and the different range of educational providers
- To ensure that parents see the proposed school as the first choice for their child's secondary education
- To encourage parents to act as 'ambassadors' for the new school
- Providing regular updates as progress is made towards the opening of the new school.

#### **Children**

- To raise children's awareness of the vision and philosophy that Oasis Academy Silvertown has for their secondary education
- To enable them to see the benefits of the proposed longer school hours and the different range of educational providers
- To encourage them to see the proposed school as the first choice for their secondary education
- To encourage them to act as 'ambassadors' for the new school
- Providing regular updates as progress is made towards the opening of the new school.

### **Influencing strategies**

The influencing strategies that will be used are:

- Holding a launch event specifically for parents which will outline the school's vision and philosophy
- The setting up of a parental working party to co-develop strategy, expectations and deliverables
- The holding of 3 way meetings between parents, primary school leaders and teachers and educational promoters of Oasis Academy Silvertown
- Visiting local primary schools to talk to children on an individual and collective basis
- Providing a 'goody bag' of essential equipment for a successful start at their new school for those who select the school
- Providing summer fictional reading material, targeted to each individual child's reading age, as a literacy strategy prior to starting at the new school
- The use of creative marketing in terms of a school web-site local media, Facebook, mobile 'marketing homes' outside of primary schools at drop off and pick up times, leafleting local shopping centres, etc.
- Producing child friendly web app-link information to increase children's expectations and excitement of the new school

### **Strand 2: Education (local primary schools, partner secondary schools, local universities, industry and commerce) (October 2012 – July 2014)**

The marketing plan will have five main objectives in this area of influence. They are:

- To raise the awareness of these key stakeholders of the vision and philosophy that Oasis Academy Silvertown has for the education of the children within the local community
- To enable these key stakeholders to identify the differences between the approaches of Oasis Academy Silvertown and those of most state secondary schools
- To enable these stakeholders to see the benefits of the proposed longer school hours and the different range of educational providers
- To ensure that the school gains effective and positive support from these key stakeholders
- To encourage these stakeholders to act as 'ambassadors' for the new school
- Providing regular updates as progress is made towards the opening of the new school.

### **Influencing strategies**

The influencing strategies that will be used are:

- The identification of these key stakeholders
- Making individual contact with an appropriate link contact with each stakeholder group including:
  - primary schools in Newham
  - Local sixth forms and Colleges of Further Education
  - Relevant local businesses
- Holding a launch event specifically for these which will outline the school's



vision and philosophy

- Identifying why the establishment of a school such as Oasis Academy Silvertown is essential for the intellectual and social growth of the local communities
- Inviting stakeholders to become involved in developing the school's vision and philosophy in order that the students gain an education appropriate to the needs of their own personal development, the furtherance of their education and the needs of industry and commerce in the area

### **Strand 3: The media (October 2012 – July 2014)**

The marketing plan will have seven main objectives in this area of influence. They are:

- To raise the awareness of the media of the vision and philosophy that Oasis Academy Silvertown has for the education of the children within the local community
- To enable these key stakeholders to identify the differences between the approaches of Oasis Academy Silvertown and those of most state secondary schools
- To enable these stakeholders to see the benefits of the proposed longer school hours and the different range of educational providers
- To ensure that the school gain's effective and positive support from these key stakeholders
- To encourage these stakeholders to give positive publicity and support for the proposed new school
- Inviting stakeholders to become involved in developing the school's work experience, service and enterprise projects as key supporters
- Providing regular updates as progress is made towards the opening of the new school.

### **Influencing strategies**

The influencing strategies that will be used are:

- The identification of these key stakeholders
- Making individual contact with an appropriate link contact with each key stakeholder including the local Docklands media.
- Holding a launch event specifically for these which will outline the school's vision and philosophy
- Identifying why the establishment of a school such as Oasis Academy Silvertown is essential for the intellectual and social growth of the local communities
- Encouraging positive support from these stakeholders
- Inviting stakeholders to become involved in developing the school's work experience, service and enterprise projects as key supporters
- Providing regular updates and 'media headlines' as progress is made towards the opening of the new school.

## E2.6 Statutory Consultation

### **Outline of consultation plan:**

#### **Target audience**

- Parents and carers in Britannia Village and the area south of the Royal Docks
- The Local Authority
- Community groups – local political associations, listed community groups, private nursery and pre-schools, parents' groups, primary school governing bodies and P.T.A.s etc.
- Potential feeder schools
- Local further and higher education providers
- Local employers

#### **Information to be provided to the target audience**

- Rationale for establishing the school
- Mission and values of the school
- Distinctive nature of the school
- Curriculum offer
- Admissions policy
- Timetable of events

#### **Method of consultation**

- Face to face
- Local radio and news media
- Web site
- Social media
- Public meetings
- Influence groups

#### **Outcomes**

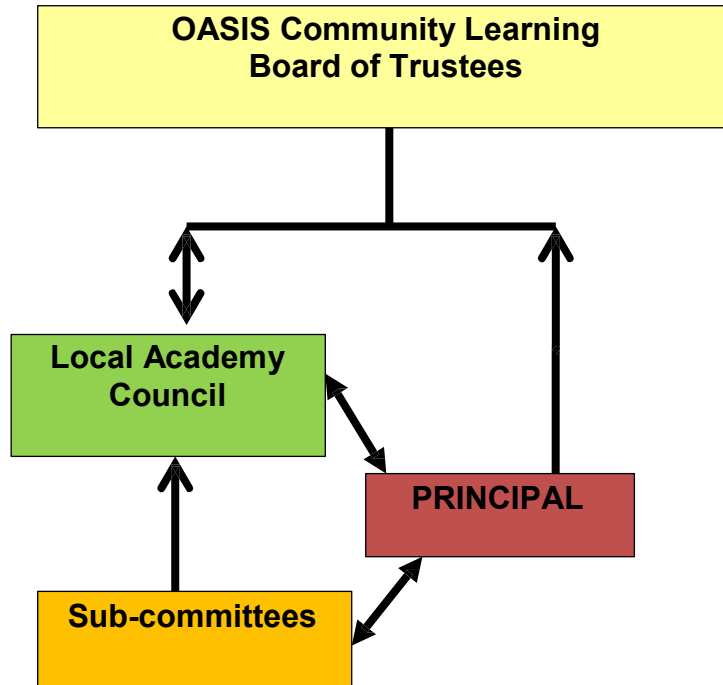
- A range of feedback reporting will be employed during and after the consultation incorporating. This will include use of the web site, newspaper and radio interviews and a newsletter distributed locally
- Face forwarded mechanisms through partnership building with all stakeholders

# Section F: Capacity and capability

Please refer to pages 30-33 of the 'How to Apply' guidance for what should be included in this section.

<b>F1: Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school.</b>	
<b>F1.1 The Delineation of Roles</b>	
<p><b>The Trust</b></p> <p>Oasis is a 'not for profit' organisation that is committed to using any possible surplus revenue within the organisation for the benefit of the children within its schools.</p> <p>The focus of the Trust will be upon:</p> <ol style="list-style-type: none"><li>1. The ethos of the academies within the Trust</li><li>2. The strategic direction of the Trust as it responds to local and national demands and policy</li><li>3. The efficiency and effectiveness of leadership and services across the school</li><li>4. The standards and achievements across the academy including the setting and monitoring of annual targets</li><li>5. The financial health of the academy</li><li>6. Having overall responsibility for site maintenance</li><li>7. Having overall responsibility for the appointment and dismissal of staff</li><li>8. Being the final point of call for appeals and grievances emanating from individual academies</li><li>9. Apply for funding grants in order to fulfil the Trust's objectives</li><li>10. Sign contracts with external organisations in order to gain best value for the academies in the Trust</li><li>11. Issue and monitor service level agreements to each academy in accordance with the services that they require</li><li>12. Hold, and monitor, the central bank account</li><li>13. Any change of constitution</li><li>14. The addition or removal of Directors; their legal duties as Directors and their obligations as a Charity</li></ol> <p>Whilst the Trust is the employer of all staff, it has delegated powers to the National Executive and Local Academy Councils to exercise governance arrangements for the academies within the Trust.</p> <p>As a Multi-Academy Trust, the Trust will assume responsibility for appointing the majority of each Academy's Academy Council.</p>	

## F1.2 A schematic diagram indicating lines of responsibility



## F1.3 Accountability

### Multi-Academy Trust

The Multi-Academy Trust is accountable to the D.f.E. for the overall performance of each of its academies in terms of strategic direction, efficiency and effectiveness, achievements and standards, and financial viability.

It is also responsible for the maintenance of buildings, appointment and dismissal of staff, appeals and grievances, gaining best value multi-academy contracts, issuing and monitoring of all service agreements across all academies but will delegate as much as this as possible, within agreed spending limits to the local academy council.

The Directors of the Multi-Academy Trust also have additional company law duties arising from legislation and common law to uphold. In particular they will comply with the Companies Act 2006. These statutory duties include:

- A duty to act within the powers granted as set out in the articles of association
- A duty to promote the success of the company
- A duty to exercise independent judgement
- A duty to exercise reasonable care, skill and diligence

- A duty to avoid conflicts of interest
- A duty not to accept benefits from third parties

A duty to declare their interests in any proposed transaction or arrangement with the company.

- The Multi-Academy Trust will have charitable status and, as such, it will comply with the regulations set by the Charities Commission by:
- ensuring that it is solvent and well managed and delivering the charitable outcomes for which it was set up;
- Ensuring compliance with Charity Law and delivering necessary reports and returns as required;
- Only using assets and funds in furtherance of the Academy Trust's objects

The local academy council is accountable to the Multi-Academy Trust for the overall performance of the academy in terms of strategic direction, efficiency and effectiveness, achievements and standards, adherence to multi-academy policies and practices and financial viability.

### **The Principal**

The Principal has accountability to both the Local Academy Council and the Multi-Academy Trust as his / her employer. He / she is accountable for the overall performance of the academy in terms of strategic direction, efficiency and effectiveness, achievements and standards, adherence to multi-academy policies and practices and financial viability.

He / she has delegated responsibility for day-to-day matters within the academy including the smooth running of the academy, the safety and safeguarding of students, the implementation of multi-academy policies and practices, delegated maintenance of the buildings within agreed financial limits, hiring and dismissal of staff (subject to the agreement of the Multi-Academy Trust), first level of appeal for grievances and appeals and the establishment of equal opportunities.

### **The National Forum**

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

#### **F1.4 Financial delegation**

The Principal has delegated responsibility to place orders for single items or award contracts to the value of [REDACTED]. When awarding contracts the rules of fair value and competitive tendering must apply. Permission to place orders for single items or the awarding of contracts that exceed [REDACTED] but are below [REDACTED] will require the Principal gaining the agreement of the Regional Director. Permission to place orders for single items or the awarding of contracts that exceed [REDACTED] will require the Principal and the Regional Director gaining the agreement of the National Executive.

#### **F1.5 Hiring Staff**

The Principal should always seek to have a member of the Academy Council present at all appointments. All appointments must be ratified by the Academy Council at its next meeting.

Appointments of Principal or Vice Principal must always include representatives of the Multi-Academy Trust.

#### **F1.6 Dismissing Staff**

The Academy Council must be kept informed of any capability procedure being commenced that may lead to the dismissal of staff. The name of the member of staff may be kept confidential if the Principal and Chair agree that it is in the best interest of both the member of staff and the academy as a whole.

The Academy Council is responsible for first level appeals against dismissal but the final appeals process lies with the Multi-Academy Trust.

#### **F1.7 Conflict of interest**

Conflicts of interest may come in a number of different forms:

1. Direct financial gain or benefit to the trustee, such as:
  - a. payment to a trustee for services provided to the charity
  - b. the award of a contract to another organisation in which a trustee has an interest and from which a trustee will receive a

- financial benefit
    - c. the employment of a trustee in a separate post within the charity, even when the trustee has resigned in order to take up the employment
- 2. Indirect financial gain, such as employment by the charity of a spouse or partner of a trustee, where their finances are interdependent
- 3. Non-financial gain, such as when a user of the charity's services is also a trustee
- 4. Conflict of loyalties, such as where a trustee is appointed by the local authority or by one of the charity's funders, or where a friend of a trustee is employed by the charity

### **F1.7.1 Protocols to avoid conflict of interest**

It is Oasis policy that employees and others acting on Oasis's behalf must be free from conflicts of interest that could adversely influence their judgment, objectivity or loyalty to the company in conducting Oasis business activities and assignments. The company recognises that employees may take part in legitimate financial, business, charitable and other activities outside their Oasis jobs, but any potential conflict of interest raised by those activities must be disclosed promptly to the Chief Executive Officer.

All members, directors, academy councillors and employees will be expected to both sign and regularly update their 'declaration of interest submission. If a person thinks that there may be a conflict of interest then that possible conflict must be declared and the person involved should remove themselves from any discussions or actions pending further advice from the Company Board.

## **F2: Show how you will access appropriate and sufficient educational expertise to deliver your vision.**

### **F2.1 Capacity and capability to set up a school**

As a Multi-Academy Educational trust, with several years of experience in establishing and running schools, Oasis Community Learning has the resources, the people and the skills which are needed to set up and operate the proposed Oasis Academy Silvertown.

Oasis Community Learning permanently employs a number of very experienced and senior staff from the educational sector. Their time is split between challenging and supporting schools already within the Oasis family, working with the DfE to sponsor failing schools, working with good and outstanding schools to convert them to Oasis academies, and

developing Free School and New School proposals. Alongside our Education Team, we work on a project basis with a range of experienced and highly qualified consultants.

Our Development Unit supports the Education team in the planning and delivery of new and converting academies. Experienced and qualified Programme and Project Managers work to deliver the new school including community consultation, budget preparation, staff recruitment, marketing, site and buildings etc.

Within the Oasis family of academies there are 27 Future Leaders who will be ready to step into a leadership position within the next 18 months. We develop our talent pool in other ways, including a twice yearly lead practitioner forum to share expertise, and training our Principals to be OFSTED inspectors.

As Oasis Community Learning develops a regional structure alongside our national teams we confirm we have the capacity to commit time to this project.

**F3: Show how you will access appropriate and sufficient financial expertise to manage your school budget.**

Oasis Community Learning has considerable experience of the financial requirements for, and expertise in, setting up and managing Academies having successfully opened 26 academies between 2007 and 2012 of all phases and sizes.

The National Finance Team is based at the Oasis Centre, our Global Headquarters in central London, alongside our other Central Support Services. [REDACTED]

Oasis Academy Silvertown will be overseen by the [REDACTED]

Oasis Community Learning has a Finance Handbook for Academies which is based on the EFA Academies Financial Handbook, with additional Oasis specific guidance. This document specifies authorisation limits, along with established financial procedures and standard financial forms which will be implemented at Oasis Academy Silvertown. Induction and training will be given to new staff in order that these processes are understood and successfully implemented.



Oasis Community Learning has used financial software called 'PS Financials' for six years and this is well-known and understood within the group. Training in and support for the users of this system is undertaken by the National Finance Team. The financial Chart of Account is established and will be adopted by Oasis Academy Silvertown.

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

Oasis has appointed Responsible Officers to visit and report back to the Oasis Board for all the Oasis Academies, as well as for independent assurance. Oasis Academy Silvertown will be added to one of the Responsible Officer's remits. A monthly financial checklist is submitted by each academy which is checked by the National Finance Team. The Responsible Officer also checks through these on their monitoring visits in order to quality assure the data and identify any necessary training issues. Oasis Academy Silvertown will be required to produce this monthly checklist. Crowe Clarke Whitehill are the appointed external auditors of the Oasis Group of charities.

#### **F4: Show how you will access other relevant expertise to manage the opening and operation of your school.**

Oasis Academy Silvertown will benefit from a well-developed infrastructure in the Oasis Community Learning Development Unit. We have an experienced educational and project management team who have delivered 26 new academies on time and to budget. The Oasis Development Unit team, led by [REDACTED] - [REDACTED], works with the local team to guide preparations for and manage all the requirements necessary to open a new school/academy including:

- The consultation process
- Land transfer and lease arrangements
- Budget and finance model for new schools
- Risk management process
- Curriculum development and staffing structures
- The registration processes.

Setting up a new school offers both opportunities and challenges.

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

- Recruiting a full staff team starting with the Principal, allowing not only the best individuals but also the best team to be chosen to meet the needs of local children. This will include a balance of staff, some with many years of experience and some newly qualified. As the new school expands, so will the staff team and this will require an ongoing training programme to ensure a consistency in the approach teaching staff adopt.
- The ability for the leadership team to establish from the outset the culture, ethos and routines that will create the best learning environment for the children of Silvertown.
- Deciding on the best approach to delivering the curriculum. When setting up a new school there is a planning period prior to the school opening to allow careful consideration of how the curriculum can be delivered to best meet the needs of the children. This will include a balance between safe and proven methods and innovative new approaches. Once the school opens, the children's needs are typically demanding and so this offers a rare opportunity for genuine reflection, research and training. Experience from setting up the Oasis Academy Enfield shows that some ideas for innovation can work well when the school consists of Year 7 children only, but that they don't always work so well when the school is full with older children too.

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

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

### **Managing the operation of the school**

Oasis Community Learning also supports the ongoing operation of all of its schools with an experienced support staff team based in Oasis's Waterloo headquarters. As discussed earlier in this proposal, this includes the following:

### **Financial Services**

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

### **Governance Services**

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

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

### **Human Resources**

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

### **ICT Support and Development**

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

## **Marketing Services**

- Support for crisis PR
- Branding and Design support
- Website and Social Media support

### **F5: Provide realistic plans for recruiting a high quality principal, other staff and governance in accordance with your proposed staffing structure and education plans**

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

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

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

#### **F5.1: Recruiting the Principal Designate and their role in the pre-opening phase**

Oasis Community Learning will use its considerable experience of recruiting high calibre academy principals over the past five years to find an inspirational leader for Oasis Academy Silvertown.

- We will launch a national advert in the leading Education title "The Times Educational Supplement", using our TES Prime Gold Selection subscription, in order to attract serving Headteachers/Principals and Deputy Heads. Candidates will be pre-screened by TES Prime's Recruitment team who will act on Oasis Community Learning's behalf to nurture and support candidates.
- We will consider whether we can recruit from promote a senior

leader from within our family of academies to this post.

- We will hold an information evening for interested candidates where they can meet [REDACTED] [REDACTED], and the Oasis Academy Silvertown project team to hear more about the new school, the kind of leader we are seeking, and the selection process.
- We will longlist and then shortlist candidates for interview.
- There will be a rigorous 2 day interview process which will incorporate a variety of tasks designed to assess candidates' leadership skills and teaching ability.

In the pre-opening phase, the Principal Designate will:

- Sit on the Project Steering Group to develop future plans for the school.
- Recruit to the other teaching and support staff posts
- Develop the curriculum model
- Develop a staffing structure around the curriculum model
- Agree the budget
- Initiate and develop partnerships in the local community
- Meet with local primary and secondary heads.
- Meet with Oasis Academy Principals from across the family of schools at the termly Principals' forum.
- Contribute to the design and build of the new academy's facilities
- Design uniform, signage and other aspects.
- Secure admissions to the new academy.

#### **F5.2: Set out your plans for recruiting and developing high quality members of staff**

- We will advertise Teaching posts in the Times Educational Supplement and Support Staff vacancies in the local Docklands and East London media
- We will seek to promote Oasis staff from within our family of academies to posts in the new school.
- We will develop the team by encouraging suitable candidates to join our established Leadership Programmes run in conjunction with the National College for School Leadership and Children's Services and Future Leaders Charitable Trust. Subject leaders will be able to join the Oasis Lead Practitioners' forum which meets twice a year to share ideas and expertise with other academy colleagues.
- Our staff team will benefit from Oasis's partnership with the PiXL Club.

**F5.3: Describe how you will identify and appoint committed governors with the necessary skills to oversee both the establishment and running of a school.**

Oasis has a Head of Governance Services who oversees recruitment for the local academy councils. Academy Councillors at Oasis Academy Silvertown will be recruited by:

- Seeking recommendations from our existing community and business partners in Silvertown and the surrounding area for members with the skills, commitment and attributes necessary to make a positive contribution to the development of the new school.
- Seeking parent representatives from applicants to the school through focus groups, sending targeted group e-mails and newsletters.
- Using the SGOSS network we will interview candidates seeking a position on the academy council
- We will ask the London Borough of Newham to nominate local authority representatives to be considered for a place on the new academy council.
- Recruiting Teaching and Non-Teaching members of staff to sit on the new academy council.
- All applicants for positions on the academy council will engage in a professional discussion with the Oasis Head of Governance Services, the Principal Designate and another member of the Oasis Academy Silvertown project team.
- All applicants will be subject to an enhanced CRB screening.

## Section G: Initial costs and financial viability

Please refer to pages 34-38 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

**G1: Provide accurate financial plans that are consistent with the rest of your application and based on realistic assumptions about income and expenditure.**



# Section H: Premises

Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

The location for the premises for Oasis Academy Silvertown is crucial to the school's overall success. The premises need to provide a learning setting in the heart of Silvertown in accordance with the vision which can be accessed easily and safely by students – both on foot and by public transport.

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

**Option 1:**

In discussion with [REDACTED] we hope that the permanent home of the new school will be [REDACTED]. A good location for the new secondary school would be the southern end of the major GLA development site at [REDACTED], just to the east of the Britannia Village, and immediately north of the Pontoon Dock DLR station. [REDACTED] is the preferred developer and are in process of agreeing terms with the GLA, and are, in principle, supportive of this proposal. Should this not prove viable, there are other potential sites available, some of them also under GLA ownership. It is proposed to reuse the [REDACTED] currently on the Olympic village site provided by Urban Space Management, consisting of 33 containers and providing 600m<sup>2</sup> of habitable space, as part of a temporary new secondary school from Sept 2014 for three years. During this time a new school could be built adjacent to the temporary site, subject to planning permission. This proposal is supported by [REDACTED].

**Option 2:**

[REDACTED] has offered space on the airport site for the new school. Postcode [REDACTED]



# Annexes

## Appendix 1: Oasis Education Charter

### INTRODUCTION

**Oasis Community Learning** is one of the Oasis family of charities that is now established on five continents, providing education, health, housing and youth and community services. Oasis Community Learning is responsible for the **Oasis Academies**.

Fundamental to all Oasis activities are five core values at the heart of the **Oasis Ethos**:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

**The Education Charter** is the foundation document for Oasis Community Learning and the Oasis Academies. It is an expression of:

- Our inspiration
- Our guiding principles
- The framework for what we seek to do with the children, young people and families that we serve.

The Education Charter was developed during 2009 with contributions from:

- Students, staff, parents/carers, businesses and other members of the Academy communities
- Principals and Executive officers of Oasis Community Learning
- Other parts of the Oasis family in the UK and abroad.

It has drawn from and complements the guidance for maintained schools about the new framework for Ofsted inspection introduced in September 2009.

The Education Charter was confirmed by the Board of Trustees of Oasis Community Learning on 14<sup>th</sup> December 2009. It will be reviewed regularly.

Our fundamental aim is to create and maintain an ethos in the community hubs and Academies that reflects our core beliefs, values and behaviours.

Annex 1 provides further information about the **Oasis ethos**.

Annex 2 summarises the main ideas, words and phrases that our **students** used when talking about the Education Charter.

Annex 3 provides information about work in progress to develop **qualitative measures** of the educational outcomes of Oasis Academies. These will be used to balance quantitative data like attendance and exclusion rates and exam results.

## **SUMMARY**

### **Our Purposes**

We shall establish and sustain:

- a network of high-achieving learning communities that:
  - enables everyone to realise their full, God-given potential
  - refuses to put limits on achievement

(Target date: **2014**)

We shall ensure that:

- All Oasis Academies are among the most valued\* schools in England, providing:
  - excellent opportunities for everyone to learn
  - enjoyment in learning and an education for the whole person
  - service to the whole community
  - state-of-the-art facilities

(Target date: **2014**)

- All Oasis Academies are showing substantial improvements against challenging targets to raise standards across all aspects of their work

(Target date: **2011**)

\*Note: we understand 'most valued' in terms of the outcomes of this Charter – see page 6

### **Our Values**

- We are motivated by the life, message and example of Jesus Christ
- Learning, achievement, personal fulfilment and good citizenship are at the heart of all that we do
- We want to serve our children, young people, families and local communities with love, optimism, enthusiasm and integrity
- We aspire to the following in all our educational work:

#### **TRANSFORMING LIVES**

Every person matters and we value everyone in the Oasis Academies

#### **TRANSFORMING LEARNING**

We have a passion for learning and we want everyone to achieve their full, God-given potential

#### **TRANSFORMING COMMUNITIES**

We are committed to community development and will help to increase community cohesion, locally, nationally and globally

## **BEHAVIOURS THAT WE BELIEVE ARE ESSENTIAL FOR CREATING GREAT PLACES TO LEARN**

### **TRANSFORMING LIVES**

#### **Every person matters and we value everyone in the Oasis Academies**

- Creating strong relationships based on trust, as the heart of our understanding of inclusion\*
- Valuing and celebrating equality and diversity as the heart of the Oasis ethos
- Valuing the uniqueness of each person; recognising different talents or gifts that relate to the spiritual, emotional, physical and intellectual aspects of what it means to be 'human'
- Nurturing values like consideration for others, compassion, truthfulness, forgiveness, reconciliation, justice and a commitment to healthy and sustainable lifestyles
- Having the highest expectations of ourselves and others by: helping to create a 'can do' culture, wanting to do our very best and making a positive contribution to the community
- Providing inspirational leadership at all levels that models the Oasis ethos and is focused on relationships, creativity and life-long learning
- Developing full participation, strong team work and shared leadership among staff
- Developing student leadership and valuing all student contributions to improve learning, teaching and the overall quality of life in the Academy
- Listening to our stakeholders and partners and using their views to inform future developments

\*Note: being motivated by our Christian beliefs means that we are inclusive, amongst other things. For Oasis Community Learning, inclusion is about accepting the person but being prepared to confront and challenge unacceptable behaviour. It is about being intentionally committed to:

1. Serving and respecting everyone regardless of their gender, marital status, race, ethnic origin, religion or belief, age, sexual orientation or physical and mental capability.
2. Acknowledging the freedom of people of all beliefs or none both to hold and to express their beliefs and convictions respectfully and freely, within the framework of the law.
3. Never imposing our Christian beliefs on others but seeking to behave in a Christ-like way with everyone.

### **TRANSFORMING LEARNING**

#### **We have a passion for learning and we want everyone to achieve their full, God-given potential**

- Creating environments in all our Academies where learning is fun

- Providing all our students with excellent opportunities for learning and assessment to support learning
- Ensuring that students maintain good progress between the primary and secondary phases and other key transitions
- Aiming for 'good' to 'outstanding' standards of learning and teaching in all our Academies and, where necessary, getting the basics right to raise standards of attainment quickly
- Understanding and thinking critically about different worldviews as frameworks for learning
- Providing a forward-looking, broad and balanced curriculum which develops the gifts and talents of all students and those that teach and lead them
- Ensuring that Oasis Academies become centres of excellence for their specialisms
- Ensuring that students are accessing a wide range of extended opportunities for learning within and beyond the Academy
- Ensuring that learning balances knowledge and understanding with skills for life and caters for the whole person: academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally
- Providing progression routes for all students in the secondary phase that are attractive and accessible, helping them to meet challenging personal targets and achieve excellent results
- Enabling students to make a successful transition to interdependent living through employment, further/higher education or other beneficial activities; becoming confident, competent and fulfilled adults
- Providing learning and teaching in an environment that is healthy and safe and where there are excellent services for care, guidance and support, particularly for the most vulnerable students
- Developing a culture of mutual accountability and rigorous evaluation; being well prepared for external review and inspection
- Managing the resources that we are given in a responsible way to ensure maximum impact on the quality of education provided
- Developing our staff and sharing our successes between the Oasis Academies and more widely
- Measuring performance based on the aspirations and outcomes of the *Education Charter*; committing to continuous improvement
- Celebrating success widely and regularly; supporting others with their learning and being pleased when others do well

## **TRANSFORMING COMMUNITIES**

**We are committed to community development and will help to increase community cohesion, locally, nationally and globally**

- Demonstrating our Christian values through a love for and commitment to others which is self-giving and offered with compassion but also holds people to account; promoting responsibilities as well as rights
- Believing and demonstrating that any situation can be transformed

- Valuing and engaging with the religious, ethnic and social diversity of our communities and using this diversity as a resource for learning and a means to improve community cohesion
- Working effectively with others to reduce poverty and social injustice, in all their forms
- Helping to transform lives and communities through the overall work of the hub and, for Academies, through the contributions of students and staff to local, national and global needs
- Reducing consumption of the Earth's resources and increasing sustainable lifestyles
- Showing resilience and not giving up when faced with difficulties
- Seeing the wider community committed to, engaged with and proud of their Academy

## **THE OUTCOMES FOR OUR STUDENTS**

Oasis Community Learning is committed to measuring and evaluating the impact of the Education Charter and, in particular, the **outcomes for our students**. This can be done using quantitative evidence like exam results and also by gathering qualitative evidence about the experiences of students, parents & carers, staff and the wider community at an Oasis Academy (see Annex 3).

### **Outcomes for our students and other members of Oasis Academy communities:**

- Students and staff express a high appreciation for being included, challenged, supported and safe
- Students, parents/carers, staff, key partners and members of the wider community express a high level of satisfaction, that places Oasis Academies among the most valued schools in England; for example, as measured by the range of opportunities for learning, the level of enjoyment in learning, the range of successes and the quality of facilities
- Students and staff of the Academies are actively engaged in learning opportunities beyond the formal curriculum; there are increasing opportunities for adult learning
- Students, parents/carers and staff report that the Academies provide care, guidance and support that enable them to achieve their personal best
- Academies provide evidence of improvements against challenging goals that exceed national minimum targets for examination success\* and other key performance indicators, for example, attendance, exclusions and the quality of spiritual, moral, social and cultural development

[\*For example, all Oasis Academies will have reached or exceeded the current national target of at least 30% of Year 11 students gaining 5+ GCSEs at A\* - C, incl. English and Maths, by 2011]

- Students make successful transitions during their progress through the Academies and from the Academies to employment, further and higher education or other beneficial activities and on to adult life; the achievements of students and staff are celebrated

- Community members express a high appreciation for the opportunities to get involved with the life of the Academy and the hub, the variety of services for the whole community and the contribution Academies make towards community development and cohesion, locally, nationally and globally
- Financial and resource management, including energy consumption, provides evidence of sustainable practices across the network of Academies
- Oasis Community Learning and the Oasis Academies are recognized nationally for educational excellence, strong governance and rigorous accountability

## Annex 1

### THE OASIS ETHOS

Oasis Community Learning is a Christian sponsor of Academies and this raises questions for some people. Therefore we want to explain a little more about what being 'Christian' means to us.

If organisational purpose sets out *why* an organisation does what it does, and mission describes *what* an organisation does in order to achieve the purpose, then ethos is about *who* an organisation is and the *way* it achieves its purpose and delivers the mission.

As with food, ethos is like a flavour or a taste that permeates a whole dish. It is in everything and flows through everything.

Ethos is the very essence of Oasis, our organisational DNA. In short, our ethos is our identity or personality.

A person's identity or personality can best be understood by observing or experiencing the way in which he/she behaves. It is the same for an organisation.

Many words can be used to describe Oasis' identity or its organisational behaviours but central to any such description are the following statements. Oasis has:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

It is true to say a person's behaviours reflect what a person believes. In other words, what we believe about life determines how we behave and the things that we value.

Oasis' identity or organisational behaviours are rooted in, and flow from the Christian faith. Oasis' work is motivated by the life, message and example of Jesus Christ. How Oasis as an organisation behaves has a direct relationship to what Oasis as an organisation believes. Oasis' beliefs direct and shape the organisation's behaviours.

The following statements represent a few examples of Oasis' core beliefs:

- Each individual is made in the image of the God who created all of us, making us all equal and different.
- God is love. Love is not simply one of God's attributes, but rather the very essence of his nature. This love pervades the universe and is unconditional rather than earned.
- God became human in the person of Jesus Christ. He came to where we are. He shared our experience of life. He felt joy and pain. He engages with us and understands us.
- Jesus served others rather than expecting to be served and willingly sacrificed his life through the cross.
- Jesus rose from the dead. Death is not the end. There is resurrection and hope.

Therefore, it follows that Oasis will behave by:

- Seeking to serve all people equally, respecting their differences and aspiring to meet the needs of the whole person and the whole community because each person is valuable to God.
- Accepting others for who they are because they are accepted and loved by God.
- Engaging in the whole life of the communities we work in.
- Sacrificially serving both the individuals and the communities with whom we work.
- Living with the hope that transformation is always possible because the resurrection of Christ shows that even the darkest situation can be overcome.

Oasis behaviours cannot be separated from its beliefs; they are integral to one another. Oasis believes that its beliefs cannot have their full validity if they are not lived out. Equally, the behaviours cannot fully represent Oasis without an understanding that they demonstrate the Christian faith. The beliefs and behaviours together constitute Oasis' ethos.

However, Oasis never seeks to impose its beliefs on anyone. Oasis is always clear with staff, students, parents/carers, volunteers and any other parties about the fact that its behaviours and the things that it values flow directly from its Christian beliefs. But to be part of Oasis does not require anyone to own or accept these beliefs.

**Note:** Oasis Community Learning will also be producing

- statements that explain our understanding of key concepts like 'knowledge', 'truth' and 'transformation'
- 'think pieces' for staff development, and other interested individuals, that will explore issues like the relationship between Christian distinctiveness and an inclusive approach to the whole community; the implications of a Christian world view for curriculum design; the science v. faith debate
- Resources to develop the Oasis ethos in our Academies based on the behaviours identified in XXXXXXXXXX *Apprentice: walking the way of Christ* -

journeying; longing; believing; questioning; belonging; serving; persevering;  
forgiving; listening; engaging

## **Annex 2**

### **STUDENTS' VIEWS**

We invited groups of students from all the Oasis Academies to tell us what they wanted from their education, based on the key phrases in the Education Charter, and this is what they told us.

**What should 'we value everyone' mean?**

- [REDACTED]

**What should 'learning and achieving' mean?**

- [REDACTED]



**What should 'your Academy and the community' mean?**

- [REDACTED]

**What would you (as students) want to see as outcomes of the Education Charter?**

- [REDACTED]

**What would your parents/carers\* want to see as outcomes of the Education Charter?**

- [REDACTED]

\*Oasis Academies regularly seek the views of parents/carers about the progress of each Academy. This feedback was based on what students thought their parents/carers wanted for them.

**What would the local community want to see as outcomes of the Education Charter?**

- [REDACTED]

**Note:** We shall be producing shorter, visually attractive versions of the Education Charter for students, parents/carers and more general use. No doubt, we shall use some of the great words and phrases used by the students.

### Annex 3

## DEVELOPING QUALITATIVE MEASURES OF STUDENT OUTCOMES

Oasis Community Learning will gather, analyse and learn the lessons from both quantitative and qualitative evidence of the performance of Oasis Academies in order to celebrate success, share what is working well and develop a culture of continuous improvement. We believe that both sources of evidence are closely interrelated. For example, unless students are cared for and feel safe, they will not make progress and attain the best possible exam results. If the whole community does not support the life of the Academy, the range of educational opportunities for students is likely to be reduced. To support the evidence-gathering process, we are planning a regular 'Oasis Community Learning review' of the impact of the Education Charter on each Oasis Academy.

In order to create **qualitative measures of the outcomes** of the Oasis Academies (see page 6), we shall be considering tools and processes that might include some or all of the following:

- Student, staff and parents'/carers' views about the quality of the Academy as a safe and engaging place to learn.
- Student involvement with opportunities for extended learning and their contributions to the Academy and the wider community.
- How successfully the rhetoric of the Education Charter is experienced in the day-to-day reality of life in the Academy.
- The sort of people that Oasis Academy students turn out to be, what they move on to and get involved with and their ability to make the best of life. We plan to do this through longitudinal studies of our former students, working with research students in universities.
- The impact of extended services and the overall work of the hub on the development of students and their families.
- High percentages of students and parents/carers believing that the purposes and values of the Education Charter have been fulfilled.
- Relevant indicators from the Ofsted Self Evaluation Form (SEF).
- Ofsted reports with 'good' or 'outstanding' grades across key areas like the quality of students' learning and progress, behaviour, student care and welfare, students' contribution to the school and the wider community, promoting community cohesion and the quality of leadership and management, plus the best possible grade for attainment.
- Quality kitemarks like Investors in People, SportsMark, ArtsMark and the International Schools Award.

[Version agreed by the Oasis Community Learning Board, 14.12.09]

## **Appendix 2: The Faithworks Charter**

**Motivated by our Christian faith we, commit ourselves to serve others by aspiring to the following standards in all our community work.**

**We will provide an inclusive service to our community by:**

1. Serving and respecting all people regardless of their gender, marital status, race, ethnic origin, religion, age, sexual orientation or physical and mental capability.
2. Acknowledging the freedom of people of all faiths or none both to hold and to express their beliefs and convictions respectfully and freely, within the limits of the UK law.
3. Never imposing our Christian faith or belief on others.
4. Developing partnerships with other churches, voluntary groups, statutory agencies and local government wherever appropriate in order to create an effective, integrated service for our clients avoiding unnecessary duplication of resources.
5. Providing and publicising regular consultation and reporting forums to client groups and the wider community regarding the effective development and delivery of our work and our responsiveness to their actual needs.

**We will value all individuals in a way that is consistent with our distinctive Christian ethos by:**

1. Creating an environment where clients, volunteers and employees are encouraged and enabled to realise their potential.
2. Assisting our clients, volunteers and employees to take responsibility for their own learning and development, both through formal and informal training opportunities and ongoing assessment.
3. Developing an organisational culture in which individuals learn from any mistakes made and where excellence and innovation are encouraged and rewarded.
4. Promoting the value of a balanced, holistic lifestyle as part of each individual's overall personal development.
5. Abiding by the requirements of employment law in the UK and implementing best employment practices and procedures designed to maintain our distinctive ethos and values.

**We will develop a professional approach to management, practice and funding by:**

1. Implementing a management structure, which fosters and encourages participation by staff at all levels in order to facilitate the fulfilment of the project's goals and visions.
2. Setting and reviewing measurable and timed outcomes annually, and regularly to evaluate and monitor our management structure and output, recognising the need for ongoing organisational flexibility, development and good stewardship of resources.
3. Doing all we can to ensure that we are not over-dependent on any one source of funding.
4. Implementing best practice procedures in terms of Health and Safety and Child Protection in order to protect our staff, volunteers and clients.
5. Handling our funding in a transparent and accountable way and to give relevant people from outside our organisation/project reasonable access to our accounts.

## **Annexe 3: OASIS ACADEMY SILVERTOWN ADMISSIONS POLICY**

### **Introduction**

Oasis Community Learning is the admissions authority and will be responsible for deciding admissions to the school.

### **Example timetable for admissions:**

- a) By September each year – Oasis Academy Silvertown will publish in the Academy's prospectus information about the arrangements for admission, including oversubscription criteria, for the following September. This will include details of open evenings and other opportunities for prospective students and their parents to visit the school.
- b) September/October – Oasis Academy Silvertown will provide opportunities for parents to visit the Academy.
- c) October - Common Application Form to be completed and returned to the Local Authority to administer.
- d) London Borough of Newham sends Academy applications to Oasis Academy Silvertown.
- e) Oasis Academy Silvertown sends a list of students to be offered places at the Academy to the London Borough of Newham.
- f) February – London Borough of Newham applies agreed scheme for own schools, informing other local LAs of offers to be made to their residents.
- g) 1<sup>st</sup> March offers made to parents.

### **1) Pupil Numbers**

- a) Subject to approval by the Secretary of State, the Academy has the following agreed admission numbers:  
2013-14 and subsequent years 120 Year 7 students
- b) In any specific year, Oasis Academy Silvertown may set higher admission numbers than the Academy's agreed admission number for an applicable year group. Before setting an admission number higher than its agreed admission number, Oasis Academy Silvertown will notify the local authority and publish the proposal on the academy website. Students will not be admitted in any year group above the published admission number for that year group unless exceptional circumstances apply and such circumstances shall be reported to the Secretary of State.

### **2) Admissions Criteria**

Oasis Academy Silvertown will take part in the Local Authority co-ordinated admission process for admissions in September 2014.

- a) If Oasis Academy Silvertown is undersubscribed (i.e. there are less than 120 applicants for entry into a year group) the oversubscription criteria will not apply and all applicants will be admitted.
- b) A child with a statement of special educational needs which names Oasis Academy Silvertown in part 4 of the statement will be admitted to the Oasis

Academy Silvertown will count towards the admission number of 90. If your child has such a statement you do not apply for a place at Oasis Academy Silvertown under this policy. Instead, you must contact your local authority who will advise you on the procedure to follow.

c) Oasis Academy Silvertown will admit 120 students in the first year:

### 3) Oversubscription Criteria

If the school is oversubscribed, after the admission of students with a Statement of Special Educational Needs where the school is named in the Statement, priority for admission will be given to those children who meet the criteria set out below, in order:

The words in **bold** have meanings which are set out in the DEFINITIONS section below (section 7):

a) Looked after children and previously looked after children.

A looked after child is a child in the care of the Local Authority or provided with accommodation by the Local Authority (as defined in Section 22 of the Children Act 1989) at the time of application.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).

b) Children with an **exceptional medical or social need**, to be accompanied by supporting submissions from the applicant's GP and / or consultant, social worker or education welfare officer, setting out the particular reasons why Oasis Academy Silvertown is the most suitable school for the child and that the medical or social grounds are such that they cannot be met sufficiently at another school.

c) Children who have a **sibling** at Oasis Academy Silvertown

d) Children living closest to Oasis Academy Silvertown, using the method of measurement defined in clause 14.

### 4) In-Year Admissions

In Year-Admissions will be coordinated locally by the academy. Applications should be submitted to the academy directly using the Oasis Academy Silvertown Application Form. Parents/ Carers will be advised if a place is available for their child. If more applications are received than there are places available then applications will be ranked by the Admissions Authority in accordance with the oversubscription criteria.

## 5) Tie-Breaking

- a) Where there are more applications satisfying any category a) to d), places will be offered **in order of proximity to Oasis Academy Silvertown** at the date of application. Those living closer will be given higher priority.
- b) Measurement of those living closer will be calculated using the method defined in clause 7b.
- c) If there are two or more applicants who live the same distance from the school, for example from the same block of flats/apartments, and where the priority status of those applicants cannot be distinguished by the oversubscription criteria at paragraph 4 above then priority will be decided through a process of random allocation. This process will be independently verified.

## 6) DEFINITIONS

### a) Sibling

Brother or sister, whether whole, half, adopted or step; provided that the applicant child is living in the same family unit at the same address as that sibling. For a sibling of the applicant child to be treated as being at Oasis Academy Silvertown, the sibling must have a place to attend Oasis Academy Silvertown on the day the applicant child would start attending should they secure a place.

### b) In order of proximity to the School

Priority to those living closest to Oasis Academy Silvertown as measured by a straight line from the permanent site of the school. This measurement will be done using a computerised mapping system. This measurement will be from a point from the child's home as identified by the software to a point at the school as profiled by the software.

### c) Exceptional medical or social need

Only exceptional reasons directly relevant to Oasis Academy Silvertown as set out in Section 5 of the application form will be considered. The admission authority may contact professionals involved with your child for further information. Any information provided will be treated in strict confidence.

#### **d) Home address**

The home address is the child's main residence at the time of application. Where a child lives for part of the week with each parent, the child's home address will be the address where he or she lives and sleeps and goes to school from for the majority of school week. Where this remains equal, the address that is registered with the child's GP will be used as the home address.

Oasis Academy Silvertown reserves the right to investigate so far as it considers necessary the evidence provided in support of a home address. Oasis Academy Silvertown Application Forms are to be accompanied by two documents providing evidence of address of the child. If there is a dispute to where the child's main residence is, the address that is registered with the child's GP will be decisive.

Where false or misleading information has been provided on application to gain a place at Oasis Academy Silvertown, the Admissions Authority may withdraw the offer of that place.

#### **e) Multiple Birth Applications**

Where multiple applications are received from one family, e.g. twins, triplets or other multiple births, for a single remaining place in the oversubscription criteria, the Admissions Authority will admit both/all children even if it means going over the admission number of 120.

#### **8) Waiting list**

The Waiting List will be coordinated locally by the academy. Applications should be submitted to the academy directly using the Oasis Academy Silvertown Application Form. Parents/ Carers will be advised if a place is available for their child. If more applications are received than there are places available then applications will be ranked by the Admissions Authority in accordance with the oversubscription criteria.

#### **9) Appeals**

- a) Parents/ Carers of children who fail to gain places may appeal to an independent appeals panel. All unsuccessful applicants will be advised of the process for appeal to the Independent Appeals Panel which will be heard in accordance with the Appeals Code.



**Appendix 4 – Curriculum Vitae of Oasis National Academies Executive:**

**CURRICULUM VITAE**













## Appendix 5: Marketing and Consultation Activity:

1) Google Map of our Consultation Activity:





Conrad House  
Wesley Avenue  
Royal Victoria Dock  
London  
E16 1TD

**Lettings**

t: 020 7474 1234  
f: 020 7474 2900  
e: [lettings@royaldocks.com](mailto:lettings@royaldocks.com)

**Sales**

t: 020 7474 3456  
f: 020 7474 2900  
e: [sales@royaldocks.com](mailto:sales@royaldocks.com)  
[www.royaldocks.com](http://www.royaldocks.com)



Britannia Village Hall  
65 Evelyn Road  
West Silvertown  
London  
E16 1TU

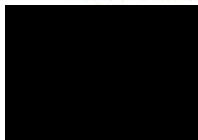
17<sup>th</sup> December 2012

Dear

**Re: Oasis Academy Silvertown**

As the area's longest established and leading estate agent, Royal Docks Property Services fully supports the application to establish Oasis Academy Silvertown. We believe that an excellent secondary school here would stop people with children moving away to seek better quality education elsewhere - and in fact would encourage families to move into the area to guarantee entrance to the new school. We also believe that a better standard of secondary education would lead to more job opportunities for local young people and a resultant fall in crime. This would considerably help community cohesion and make Royal Docks an even happier and more desirable place for people to live.

Yours sincerely



Residential Sales | Lettings | Financial Services

Royal Docks Property Services is a trading name of Royal Docks Property Services (London) Ltd.  
Registered Office: Conrad House, Wesley Avenue, Royal Victoria Dock, London E16 1TD Registered in England No. 3808314





4 December 2012

To whom it may concern

**RE: Oasis Academy Silvertown**

I fully support the application for a free secondary school in Silvertown. Royal Docks ward is in a unique and isolated situation within the LB of Newham. This is currently a disadvantage in terms of our young people's secondary education. However the area has huge potential and a school here could provide a tremendous example as a way to improve attainment dramatically.

I am a former governor of Britannia Village Primary School and I hope we can build on the outstanding educational foundation it provides. I have great confidence that the partnership with Oasis Community Learning would continue the positive impact, allowing many more of our young people to fulfil their undoubted potential.

I look forward to working with the Free School team to ensure the new school becomes a great success.

Yours faithfully,

Councillor Steve Brayshaw  
Community Lead Councillor, Royal Docks Ward

Host Borough for the London 2012  
Olympic and Paralympic Games

London Borough of Newham  
Newham Dockside  
1000 Dockside Road  
London E16 2QU

T +44 (0) 20 8430 2000  
W [www.newham.gov.uk](http://www.newham.gov.uk)

Newham

Recorder

and what you want, when you need it using our LONDON24 app

Wednesday November 14, 2012 5:00pm

Wednesday November 14, 2012, Recorder 9

### Proposed Oasis Academy Silvertown Opening September 2014

In Partnership with Britannia Village Primary School

**Public Consultation Meetings**

**Wednesday 14<sup>th</sup> November 2012**  
at Britannia Village Primary School, Westwood Road, E16 2AW  
from 2.00pm-3.00pm

**Wednesday 21<sup>st</sup> November 2012**  
at Drew Primary School, Wythes Road, Silvertown, E16 2DP  
from 2.30pm-3.30pm

**Wednesday 21<sup>st</sup> November 2012**  
at Calverton Primary School, King George Avenue, Custom House, E16 3ET  
from 3.30pm-4.30pm

**Tuesday 11<sup>th</sup> December 2012**  
at Eritonnia Village Hall, 65 Evelyn Road, E16 1TU  
from 7.00pm-8.00pm

Oasis together with Britannia Village Primary School are proposing to establish a new secondary academy in Silvertown to open in September 2014.

The proposed Oasis Secondary Academy Silvertown will provide a local, co-educational school, offering a first-class learning environment and educational opportunities to students aged 11 to 16 years.

Do you live locally and is your child 9 years old or younger? Then please come along to one of our consultation events to find out more and help shape the vision.

Register your support for your child attending the new school and find out more about it at:  
[www.oasisacademysilvertown.org](http://www.oasisacademysilvertown.org) or please contact:  
[glenn@oasisuk.org](mailto:glenn@oasisuk.org) or tel: 020 7021 4484 for further information.

Follow us on Twitter:  
@OasisSilvertown  
Like us on Facebook:  
Oasis Academy Silvertown



8<sup>th</sup> November 2012

**MEDIA RELEASE FROM OASIS**

**Oasis Community Learning Announces Plans  
For New Secondary Academy in Silvertown**

Oasis Community Learning and Britannia Village Primary School today, announce their proposal to establish a brand new secondary school – Oasis Academy Silvertown - which will open in September 2014.

**Public consultation meetings for local parents and carers will be held on:**

- **Tuesday 14<sup>th</sup> November 2012 from 2.00pm-3.00pm at Britannia Village Primary School, Westwood Road, West Silvertown, London. E16 2AW**
- **Wednesday 21<sup>st</sup> November 2012 from 2.00pm-3.00pm at Drew Primary School, Wythes Road, Silvertown, E16 2DP**
- **Wednesday 21<sup>st</sup> November 2012 from 3.30pm-4.30pm at Calverton Primary School King George Avenue London E16 3ET**
- **Tuesday 11<sup>th</sup> December 2012 at 7pm at Britannia Village Hall, 65 Evelyn Road, London E16 1TU**

The new Oasis academy, located in Silvertown, will be launched under the coalition government's Free School policy. It will be a small, co-educational school for children aged 11-16 years, with four forms of entry, opening with an initial intake of 120 Year 7 pupils in 2014. The school will cover the National Curriculum and prepare students for national tests and examinations at all levels. The school will be fully inclusive, accepting children irrespective of faith or ability.

Steve Chalke, Oasis Founder, said:

"Oasis' goal is to create an outstanding community secondary school in Silvertown which will offer both an excellent education and many additional opportunities for students and their families. We are delighted to be developing this much-needed new school in order to meet the needs of this diverse community. We look forward to working with Britannia Village Primary School to make their long-held dream of providing continuity of education for local children a reality."

Local children will be able to maintain the friendships they have made during primary school and be better supported through the primary to secondary school transition phase, which many find difficult. Oasis plans to develop a range of children, youth

and family programmes around the new school to build community and support local residents.

Oasis and Britannia Village Primary School are hoping local parents and carers and the wider community will welcome the new school proposal and sign up in support of it. Oasis and Britannia Village Primary School will be seeking signatures at the consultation events from those supporting the plans to support their application to the Department for Education. Local parents and carers may also sign up online through the website: [www.oasisacademysilvertown.org](http://www.oasisacademysilvertown.org).

A number of possible locations for the new secondary school are being considered, and Oasis will work closely with the local authority and the Department for Education over the coming months to identify and secure a suitable site. Oasis and Britannia Village Primary School are delighted to be working with Lord Mawson of Andrew Mawson Partnerships to develop the proposal.

Lord Mawson said

“This exciting and important project will be supported by Water City CIC and Andrew Mawson Partnerships (AMP). We will work with Oasis and the Britannia Village Primary School to ensure the success and quality of the new school, and its integration into the wider economic opportunities in the Royal Docks and wider afield. This would form part of a wider Water City programme seeking to maximise the potential of the on-going redevelopment of the Royal Docks, particularly for the benefit of the local community.”

Oasis Community Learning has a successful track record in delivering education, having established 19 academies nationwide and is England’s most improved academy group. The Educational Trust, which will have 28 schools by April 2013, with many more in development, aims to create and sustain a network of excellent learning communities where every child can realise their full potential.

Linda-May Bingham, Headteacher of Britannia Village Primary School, said:

“We are very excited at the prospect of partnering with Oasis to open a new secondary school in Silvertown. The academy will offer students a seamless transition from the excellent primary education and pastoral care currently offered to local children. We will create a healthy, warm, safe, nurturing environment where community is paramount. This will be a place where young people and those working with them, feel that there is genuinely no better place to learn, grow and work”.

Ends

**Editor's notes:****Editor's notes:**

1. Oasis Community Learning is part of the family of Oasis charities. For more information about Oasis Community Learning, go to: [www.oasiscommunitylearning.org](http://www.oasiscommunitylearning.org). Oasis Community Learning is a family of 19 academies, 10 secondary academies, 7 primary academies and 2 all-through schools. By April 2013 Oasis will be a family of 33 academies.
2. Oasis Trust was established in 1985 and is now a group of charities working to deliver education, training, youth work, health care and housing in 10 countries around the world.
3. For further information on the proposed Oasis Academy in Silvertown please contact:  
Lucia Glynn Tel. 07973 940779 [lucia.glynn@oasisuk.org](mailto:lucia.glynn@oasisuk.org)
4. Andrew Mawson Partnerships (AMP) is delivering the St Paul's Way Transformation Project [www.stpaulsway.com](http://www.stpaulsway.com): a £100M regeneration programme in Poplar, Tower Hamlets, building on the experience of the Bromley-by-Bow Centre. The Transformation Project brings together all the major partners on one street and seeks to ensure aspirational, integrated, connected regeneration. To date this has included a new build £40M Secondary School, which has gone from one of the lowest performing schools in London to one of the 12 most improved schools in the country. AMP has also been promoting regeneration in East London more widely under the umbrella of Water City and has been working in Silvertown for the past six years. Lord Mawson is a Director of the London Legacy Development Corporation.

Follow the progress of the new school on Twitter: @OasisSilvertown and on the Facebook page: Oasis Academy Silvertown



■■■■■  
Britannia Village Hall,  
65 Evelyn Road,  
West silvertown,  
London,  
E16 1TU.

RE/MAX Signature

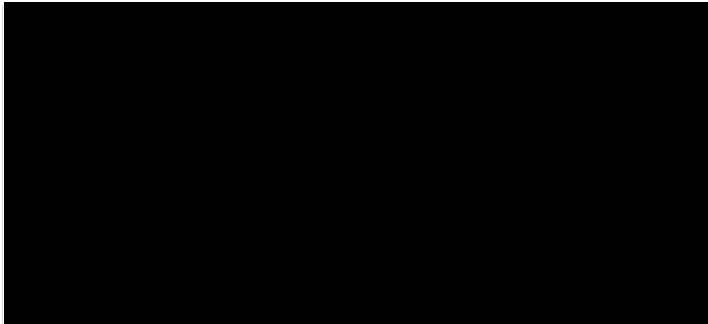
Waterfront Studios,  
1 Dock Road,  
London E16 1AG  
Office: +44 (0)20 3657 6727  
Fax: +44 (0)20 3638 1323

11<sup>th</sup> December 2012

Dear ■■■■■

I am very pleased to hear about the proposed Oasis Community School for Silvertown. In my experience projects such as this have gone along way to enhance the local community and build solid foundations for on-going education and the levels achieved. I have already heard of the high achievements from Britannia Village Primary School and for pupils to have the chance for a transition into a local secondary school operating at the same level is outstanding. Looking at this proposal from a business point it makes Britannia Village an attractive area for my clients to look for property; with such facilities on the horizon I can see great demand for the area. I wish everyone the best of luck and I wholly endorse, encourage and support the proposal.

Yours Sincerely



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## Proposed Oasis Academy Silvertown Opening September 2014

In Partnership with Britannia Village  
Primary School

### Public Consultation Meetings

**Wednesday 14<sup>th</sup> November 2012**

at Britannia Village Primary School, Westwood Road, E16 2AW  
from **2.00pm-3.00pm**



**Wednesday 21st November 2012**

at Drew Primary School, Wythes Road, Silvertown, E16 2DP  
from **2.30pm-3.30pm**

**Wednesday 21st November 2012**

at Calverton Primary School, King George Avenue, Custom House, E16 3ET  
from **3.30pm-4.30pm**

**Tuesday 11th December 2012**

at Britannia Village Hall, 65 Evelyn Road, E16 1TU  
from **7.00pm-8.00pm**

**Oasis together with Britannia Village Primary School are proposing to establish a new secondary academy in Silvertown to open in September 2014.**

The proposed Oasis Secondary Academy Silvertown will provide a local, co-educational school; offering a first-class learning environment and educational opportunities to students aged 11 to 16 years.

Do you live locally and is your child 9 years old or younger? Then please come along to one of our consultation events to find out more and help shape the vision.

Register your support for your child attending this new school and find out more about it at:

[www.oasisacademysilvertown.org](http://www.oasisacademysilvertown.org) or please Contact: lucia.glynn@oasisuk.org or tel: 020 79214464 for further information.

Follow us on Twitter:

@OasisSilvertown

Like us on Facebook:

Oasis Academy Silvertown





# Proposed Oasis Academy Silvertown Opening September 2014 In Partnership with Britannia Village Primary School



## Public Consultation Meetings

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HOME BUSINESS LIFESTYLE NEWS PROPERTY SPORT TRANSPORT

### School's plans chime with vision for docks

By Beth Allcock on November 15, 2012 11:55 AM Tagged with: britannia village primary school, free school, linda-may bingham, lord mawson, oasis academy silvertown, steve chalke

The creation of a secondary school in Silvertown will feed into the wider ambitions for the re-birth of the Royal Docks as a knowledge cluster, say its backers.



Oasis Community Learning and Britannia Village Primary School have joined forces to unveil proposals for the Oasis Academy Silvertown, set to open its doors to a cohort of 120 Year Seven pupils in September 2014.

The school will cater for children aged 11 to 16 and follow the National Curriculum.

The project has also attracted the support of Lord Mawson – the man behind the radical transformation of Tower Hamlets school St Paul's.

Oasis founder Steve Chalke said: 'Oasis' goal is to create an outstanding community secondary school in Silvertown which will offer an excellent education and many opportunities for students and their families.

"We look forward to working with Britannia Village Primary School to make their long-held dream of providing continuity of education for local children a reality."

A number of possible locations for the school are currently under consideration, with negotiations between the local authority and the Department for Education still ongoing.

Serial social entrepreneur Lord Mawson said the "exciting and important" project would receive the backing of both Water City CIC, an enterprise which strives to make use of east London's water heritage for economic and social benefits, and Andrew Mawson Partnerships.

He said: "We will work with Oasis and the Britannia Village Primary School to ensure the success and quality of the new school and its integration into the wider economic opportunities in the Royal Docks.

"This would form part of a wider Water City programme seeking to maximise the potential of the redevelopment of the Royal Docks, particularly for the benefit of the community."

Linda-May Bingham, headteacher of Britannia Village Primary School, added: "This will be a place where young people and those working with them, feel that there is genuinely no better place to learn, grow and work."

A series of consultation events have been planned.

The first took place on Wednesday with others following on November 21 and December 11.

Go to [oasisacademysilvertown.org](http://oasisacademysilvertown.org) for more information.

Share: [Comments \(0\)](#) | [Permalink](#)

#### Older/Newer

« Drama as baby born in Canary Wharf shopping centre | Haggis and Sinatra join the fun at Wharf Ice rink »

Leave a comment  
Name  
  
Email Address



**Britannia Village General  
Management Company  
c/o Warwick Estates**  
Britannia Village Hall  
65 Evelyn Road  
West Silvertown  
LONDON E16 1TU

11 December 2012

To whom it may concern

Oasis Academy Silvertown

As [REDACTED] Britannia Village General, I fully support the application to establish Oasis Academy Silvertown.

I believe that an excellent secondary school here would stop families with children moving away to seek better quality education elsewhere and, on the contrary, would encourage families to move into the area to guarantee entrance to the new school.

I also believe that a better standard of secondary education would lead to more job opportunities for local young people and a resultant fall in crime. This would considerably help community cohesion and make Royal Docks a happier and more desirable place for people to live.

Yours faithfully,

[REDACTED]

[REDACTED]

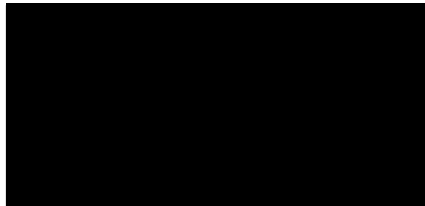


11<sup>th</sup> December 2012

West Ham United Community Sports Trust fully supports the plan to establish a secondary Free School in Silvertown.

We currently work with people in the Britannia Village community and would like to expand this work to cover the new Free School. We hope to encourage local young people participate in a wide range of sports, in and outside of school.

We are working in close partnership with the new Newham Leisure Trust 'Active Newham' and the new Mental Health Trust. We would seek to build a wide partnership involving Oasis Academy Silvertown, to reach out to all members of the community helping them to join other healthy living and exercise groups.



WEST HAM UNITED FOOTBALL CLUB LIMITED



Dear Sir/Madam,

At Jamie Oliver's Ministry of Food Stratford and Leaside Food we would look forward to working with Oasis Academy Silvertown to encourage pupils and adult members of the community to cook and eat healthily.

We would work with them to integrate this into the curriculum as well as offering pupils further education training opportunities.

With best wishes,



████████████████████ Jamie 's Ministry of Food Stratford



THE RT. HON. STEPHEN TIMMS MP

House of Commons  
London SW1A 0AA

Tel: 020 7219 4000  
Fax: 020 7219 2949

*Labour Member of Parliament for East Ham*

---

[REDACTED]  
Founder, Oasis Global  
75 Westminster Bridge Road  
London  
SE1 7HS

31 December 2012

Dear [REDACTED]

Thank you for meeting with me on 19 December to talk me through the proposal of Oasis Community Learning for a new secondary academy in Silvertown. I am writing in support of the Free School bid which you will be submitting to the Department for Education shortly.

[REDACTED]  
[REDACTED] have both raised with me the case for a small co-educational secondary school in the Silvertown area. They have made the point to me that, at present, a significant number of pupils choose to leave the borough for their secondary education. Your proposal for a small, new school which every pupil will be able to walk to is attractive, particularly in view of proposals for future development in Silvertown.

As you know, Newham has benefited from dramatic improvements in school standards in recent years. I am confident in the capability of Oasis to create another excellent school for local families. I have been impressed by what I have heard of the Trust's track record elsewhere in London of establishing genuinely inclusive, comprehensive schools commanding confidence in the local community.

Thank you for briefing me. Please do keep me informed of the bid's progress. I wish you every success.

Yours sincerely,

STEPHEN TIMMS MP

Cc Cllr Quintin Peppiatt, Cabinet Member for Education, L B Newham

[REDACTED] Royal Docks Community School,  
Prince Regent Lane, Custom House, E16 3HS

## **Appendix 6: - Questions Asked in our Consultation Survey Questionnaire**

This questionnaire aims to help gather views on our proposal for Oasis Academy Silvertown. We are consulting with potential parents/carers as well as the wider community; your view is important to us and we welcome your response.

**Please tick the boxes as appropriate.**

### **1) I would like to have a new local secondary school in Silvertown**

Strongly agree      Agree  
No view              Disagree  
Strongly disagree

### **2) What do you think are the most important aspects of secondary school education in Silvertown? (Please rank from 1 to 10, 1 being the most important and 10 being the least important.)**

Excellent academic facilities	Good exam results
Smart students in uniform	Good teachers
Facilities open to the community	Parent/carer involvement
State-of-the-art computing facilities	Vocational training
Design of the learning environment	

### **3) Please add any other comments below (please feel free to attach an additional sheet if required)**

### **4) Please provide the information below if you wish to register your interest in sending your child to the proposed Oasis Academy Silvertown, or alternatively, if you wish to be kept informed about the Free School proposal.**

Title:  
Full name:  
Address:  
Postcode:  
Telephone number (daytime):  
Email:

### **5) What connection would you have with the proposed Oasis Free School in Silvertown?**

Parent/carer of a child at a local primary school      Staff/Governor at a local school  
Member of the public      Other,  
please specify

### **6) Do you have a child that you would like to attend the Oasis Academy Silvertown once it is open?**

No  
Yes, If yes, what is your child(ren)'s date of birth

7) **My child is a:**

Girl

Boy

8) If Oasis Academy Silvertown is opened, would you select it as the **first choice** for your child's education rather than another school?\*

Yes

No

\*Given this is a consultation on a school proposal, this does not oblige you to send your child to this school, but is seen as an indication that you would seriously consider it.

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