

Section C: Education vision

Executive Summary

The Ongar Academy will be a fully comprehensive 11-19 secondary school for boys and girls serving the market town of Ongar, Essex¹ and surrounding villages, with a Priority Catchment Area² of 15,087 people and five local primary schools. It will also take students from a Wider Catchment Area³ with a population of 38,875 including a further 11 primary schools. Although the population has increased significantly and is set to increase further, there has been no local secondary school serving these populations since 1989. This has led to serious implications for local children and the community.

The Ongar Academy will have 4 forms of entry and 800 students at capacity. It will offer a broad and balanced curriculum with a particular focus on Science, Technology, Engineering and Mathematics (STEM). The Ongar Academy will address the educational aspirations of students and parents of the Ongar area by providing a centre of excellence for learning, embedded within Ongar itself, offering educational focus and equipping students to take their place, not only in the local community, but in the wider world. The Ongar Academy will deliver a curriculum that enables the broadest range of students to achieve, in ways that are appropriate to their learning styles, regardless of social background. To assist this, The Ongar Academy will form a learning hub that supports local communities and other schools in the area. This will be an institution that provides high quality education, promotes leadership and develops social capital. The Ongar area desperately needs this secondary school.

In this application, we demonstrate a clear rationale, strong vision, evidence of both need and parental demand, backed up by sound planning and a strong team. The Ongar Academy is responding to substantial parental demand with our Engagement Strategy demonstrating 709 parents supporting the Academy as 'first choice' resulting in 868 potential applicants.

Rationale

The rationale for establishing The Ongar Academy is simple and strong. Currently there is no local secondary school in Ongar and children have to take increasingly long bus journeys to and from school. The local school population is expanding and current provision is too far away and the choices of secondary provision are insufficiently strong. At Y7 children from our Priority Catchment Area are sent to 26 different Destination Schools⁴ and local parents are dissatisfied with the secondary school options available to them. Existing sixth form provision is also distant, poor quality and in many cases non-existent. Local primary provision is poor and would be strengthened by a coherent local educational infrastructure, based around a high-quality local

¹ Essex County Council, Epping Forest District, OS grid reference TL555035, Preferred Site Postcode CM5 0GA

² The Wards of Chipping Ongar, Greensted and Marden Ash; Shelley; High Ongar, Willingale and The Rodings; Moreton and Fyfield; and North Weald Bassett Ward. ONS Census data

³ Priority Catchment Area plus each immediately neighbouring ward

⁴ Defined as the schools which Ongar secondary students currently attend

secondary school. There are no STEM schools nearby, which is and will continue to be, a key employment prospect in the region.

The Ongar Academy will provide a strong local secondary option for parents, strengthen the sixth form offer and provide a focus for a growing community. The proximity of The Ongar Academy will obviate the need for lengthy bus and car journeys as the majority of children will walk to school. This will allow more time for study and engagement in community, after-school and enrichment activities. The Ongar Academy will form strong relationships with primary schools and support primary provision. In combination, these factors will see improved academic attainment of local children.

There are five key arguments for The Ongar Academy;

- a) There is no local secondary school option within 7.4 miles;
- b) The population is expanding
- c) There are no secondary schools within a 10 mile radius rated as Ofsted 1 'Outstanding'. Parents can only choose from school rated as Ofsted 2 or 3⁵;
- d) The community and local primary schools suffer from a lack of local secondary school; and
- e) Parents and local employers have expressed their desire for a STEM focussed school

No Local Secondary School for expanding population

Ongar is a market town which forms the hub for a wider rural community - referred to as the Priority Catchment Area. The population of Ongar is 6,251 of which 632 are in the 11-18 age range. The Priority Catchment Area, which includes immediately neighbouring villages within 5-10 minutes of the town, has a population of 15,087, of which 1,535 are 11-18. Presently there are 798 students in the Priority Catchment Area attending secondary schools. Within seven years, this number will rise to 1,132 representing an expansion of 334 students⁶ (41.85%). Essex County Council (ECC) acknowledges that there is a need for additional secondary school capacity in West Essex from September 2017.

The Local Planning Authority, Epping Forest District Council (EFDC) has agreed to allocate council owned land for the provision of 1,100 new homes at North Weald Airfield (within the Priority Catchment Area) under the existing Local Plan framework⁷. Using ECC formulae this will result in 220 new secondary aged children joining the catchment area. EFDC are also consulting on a new Local Plan and Officers advise it likely there will be a further 1,000+ new homes within the Priority Catchment Area (e.g. in either North Weald or Ongar) and 3,500 across the District. Brentwood Borough Council is also projecting a need for 3,500 new homes to meet the current targets.

Epping Forest District Council (EFDC) have referred us to research from Hamptons International⁸ demonstrating Epping Forest is the fourth most popular area for migration from London of 30-40 year olds with children, with 4,260 moving into the district in 2012 for 'lifestyle reasons'. EFDC

⁵ The nearest non-selective 'Outstanding' School is St. Martin's School, Brentwood (10 miles – Ofsted 1). This school does not prioritise children from the Ongar area in its admissions policy.

⁶ Based on data about local school enrolment as supplied by ECC

⁷ Agreed EFDC Cabinet 22/06/13 and ratified at Overview and Scrutiny on the 27/08/13.

⁸ Hamptons, A House in the Country, December 2013

further report that a significant number of these ‘social migrants’ will move again within the district to ensure that their offspring attend a ‘good’ or ‘outstanding’ Secondary school at KS3. This has a detrimental effect on the performance of Primaries and contributes to the low aspirations of its remaining pupils.

ECC’s advise they have not commenced substantive discussions with local schools on *“how best to meet the shortfall in Year 7 places forecast from 2016/17 onwards”*. ECC do not currently take into account projected housing growth unless it is identified within the existing Local Plan and their ‘adjustment for new housing’ does not include any new homes in North Weald or new homes likely to arise from the new Local Plan anywhere in Mid or West Essex. ECC has agreed that Roding Valley High School, Loughton (11.8 miles - Ofsted 2) will take one extra form of entry from 2018. Whilst ECC note Brentwood *“Year 7 intakes [...] are forecast to increase year on year over the next 5 years”* they consider there will still be surplus places in the area, but note pressure on primary places which will feed through. However, ECC project over 95% of potential surplus places in Brentwood will fall at two schools. ECC project a surplus of places at Beckett Keys (7.3 miles – Fee School) whereas it is in fact this school is now oversubscribed. Surplus places in Brentwood are therefore principally at Shenfield High School (9.4 miles - Ofsted 3)⁹.

It would appear therefore that ECC’s current options are to accommodate an additional 334 students from the Ongar catchment area, and 1,132 in total, in increasing numbers at remote schools and in the main, at the very worst performing school. Local parents are understandably dissatisfied with these options.

The Ongar Academy will address this basic need and provide parents and students with the choice of strong local school at the heart of their own community.

Travel to and from school

The vast majority of Ongar students currently travel to school, unescorted, on double-decker buses. The journeys can take up to 50 minutes each way; resulting in students spending over 300 hours per annum travelling (the equivalent of 43 working days). Parents and students report that travelling is unpleasant and stressful, with many incidences of bullying and dangerous behaviours. Recently retired County Councillor, Gerard McEwen, who served as the representative for Ongar and Rural electoral division for 22 years, advised that complaints regarding behaviour incidents on school busses formed a substantial part of his workload.

A recent study produced by the University of Sheffield for The Office for National Statistics (ONS)¹⁰ evidenced the negative impact of commuting on the ability to perform effectively and general health and wellbeing. In particular, the report noted commuters have *“lower life satisfaction, a lower sense that their daily activities are worthwhile, lower levels of happiness and higher anxiety on average than non-commuters”* and that *“taking the bus or coach on a journey lasting more than 30 minutes was the most negative commuting option in personal well-being terms”*. The report author, Professor Jennifer Roberts, has confirmed to The Ongar Academy that for children and young people it is important to stress the substantial benefits of fewer car and bus journeys to school and more active travel, on health and wellbeing.

⁹ ECC information from correspondence and ECC ‘Commissioning School Places in Essex 2013-2018’, 2012.

¹⁰ ONS, Commuting and Personal Well-being, 2014

The roads travelled by students are busy and increasingly subjected to congestion. Journey times to the main satellite towns such as Brentwood and Epping can increase substantially during busy periods making even the shorter commutes last up to 40 minutes each way. Children from the more rural villages will routinely spend 55 minutes to 1 hour each way on the bus, which can increase to well over an hour each way during periods of congestion. Parents feel this time could be better spent.

The roads are narrow and in places dangerous and a [REDACTED]

Parents have expressed concern that children from the Ongar area are often unable to access their full educational entitlement, including extra-curricular and enrichment activities, in comparison to their peers living near their chosen school.

See testimonials, Section E, Page 59

Whilst at present, Ongar parents benefit from free home-school transport to any one of three official Catchment Schools¹¹ from September 2015 ECC will charge for school bus travel to any Destination School other than the nearest. This will substantially reduce choice, present many families with an additional financial burden of £500 - £900 per annum and have particular impact on low income families. ECC currently estimates it spends £7,000 per day (£1.3m per annum) on home-to-school travel for secondary aged children in the District. The availability and reliability of public transport from Ongar to the satellite towns is extremely poor. This and the pressure/stress caused by long commutes is a particularly disadvantageous for students in KS4 and KS5 during examination periods for. At KS5 students are only allocated a place on a school bus if there is a space and parents from more rural areas report many incidents of KS5 school transport being unavailable.

When opened, The Ongar Academy will see at least 74% of the intake walking to school. The remainder will all benefit from significantly shortened bus journeys. By reducing students' journey time across the board, they will be released to enjoy an extended school, lead healthier and more fulfilled lives, benefiting fully in extra-curricular studies and enrichment activities.

Lack of choice - KS3 and KS4

Children from The Ongar Academy's Priority Catchment Area attend 26 different secondary schools. There are no 'Outstanding' non-selective schools available to our students within 10 miles of Ongar. Of the top 5 Destination Schools, 4 are graded by Ofsted as 'Good', with one 'Requiring Improvement'¹².

With St John's School, Epping (8.5 miles - Ofsted 2) Ofsted observed the school needed to improve teaching and learning, especially at KS3 and noted issues with consistency of marking

¹¹ Currently St. John's School, Epping (10.8 miles - Ofsted 2); Shenfield High School, Brentwood (9.4 miles - Ofsted 3) and Brentwood County High School (7.7m - Ofsted 2).

¹² 1. St. John's School, Epping (10.8 miles - Ofsted 2); 2. Brentwood County High School (7.7m - Ofsted 2). 3. Shenfield High School, Brentwood (9.4 miles - Ofsted 3); 4. Anglo European School (10.2 miles - Ofsted 2); and Hylands School (9.8 miles - Ofsted 2)

and behaviour. At Brentwood County High School (7.7m – Ofsted 2), Ofsted wanted the school to do better for more able students and improve performance of the Sixth Form (addressed later). At Anglo European School (10.2 miles – Ofsted 2) issues were observed with recording progress and marking. Shenfield High School, Brentwood (9.4 miles - Ofsted 3) requires substantial improvement in a range of areas and academic standards and achievement at Hylands School (9.8 miles – Ofsted 2) are substantially below national and LEA averages. It should be noted that Anglo European School has an element of selection on the basis of language and nationality (for non-local children, priority is given to those with *“strong and positive influence of a language and/or culture other than English [and/or] significant period of permanent residence outside the U.K. or a direct, substantial and sustained experience of a language and culture other than English”*).

Whilst there are ‘Outstanding’ schools outside of the 10 mile radius, these are generally selective schools, or schools which have an element of selection in their admissions criteria. For example, Davenant Foundation School (11.8 miles – Ofsted 1) admits on the basis of faith (*“Applications will be considered on the basis of a parent’s commitment to the Christian or Jewish faith”*). The one non-selective ‘Outstanding’ School, St. Martin’s School, Brentwood (10 miles – Ofsted 1) does not prioritise children from the Ongar area in its admissions policy. Competition to gain places at ‘Outstanding’ schools is intense.

All ‘Good’ and ‘Outstanding’ schools have admission policies that favour children living nearest to the school gate, over students from the Ongar area. Of 798 students currently attending xxx secondary schools, only 8 attend Davenant Foundation School (1%) and 9 attend St. Martin’s School (5.6%). Only 16 students (2%) attend a selective grammar school. Therefore, only one in every twenty-two pupils from our Priority Catchment Area currently attends a non-selective ‘Outstanding’ secondary school. Children from the more deprived wards (e.g. Shelley) are much less likely to attend an ‘Outstanding’ school with only one in every seventy students currently doing so (4.4%). As the population increases and demand intensifies, these ratios will worsen.

The nearest school for most of Ongar town is Epping St Johns; a school with no sixth form and a poor reputation. During our Engagement Strategy, seven parents noted specific concerns regarding St. John’s school (e.g. *“St. John’s is such a poor option and results and behaviour are not satisfactory”*) and many more regretted their only choice was St. John’s.

Many parents choose to move their child to a primary school that is the feeder to an outstanding school. During our Engagement Strategy, eleven parents confirmed that they had considered moving for secondary school places (e.g. *“having to move to find a suitable school”*) and the

Lack of choice - K5

Current Post-16 opportunities suffer from the same problems as 11-16 provision and are exacerbated by there being fewer choices. Although three of the four closest schools have Sixth Forms; Brentwood County High School (7.8 miles – Ofsted 2), Shenfield High School (9.4 miles - Ofsted 3) and Hylands School (9.8 miles – Ofsted 2) there is no 6th Form at St. John’s School, Epping (10.8 miles – Ofsted 2). One school only retains 34% of its pupils into Sixth Form.

Sixth Form provision is singled out by Ofsted as specifically requiring improvement at Brentwood County High School (*“Too few students gain higher grades at AS and A level because they are not taught to use the study skills essential to enable them to make better progress”*); Shenfield (*“The sixth form requires improvement because there is considerable variation in the achievement of*

students at AS level"); and Hylands (*"The sixth form requires improvement because students' progress in some subjects is too slow"*). The current average 'A' Level grade at these Sixth Forms is in the range of C- to D. Sixth form provision to the south and east of Ongar is therefore currently poor and there is a lack of choice.

Sixth Form Provision in to the west of Ongar, in Epping Forest, is almost non-existent and ECC are currently consulting on a proposal to provide consortium Sixth Form provision combining five secondary schools¹³ all rated Ofsted 2 or 3. Under the title 'Epping District Sixth Forms', the proposal is that each school offers a basic set of 'A' Levels at their *"home site"* with many students having their study supplemented *"with a course or courses from one other site"*. Due to travel arrangements and the performance of the consortium schools, this option is unattractive to Ongar students and their parents. The consortium does not propose a STEM focus.

There is FE provision at Harlow College (9.7 miles – Ofsted 2); Chelmsford (11.1 miles – Ofsted 2) and Epping Forest College (10.5 miles - Ofsted 3). Chelmsford College only offers vocational courses and no traditional 'academic' subjects. Epping Forest College offers an A-Level in Maths but no 'A' levels in any of the sciences. Harlow College offers a limited range of science options and the Engineering Department was recently rated as Ofsted 3.

Parents with 16-19 students report significant difficulties in accessing Sixth Form and FE study due to infrequent public transport provision the prohibitive cost of transport.

As a result, Ongar students are not in receipt of the full range and choice of a local, high quality secondary or Sixth Form education. *See Information of Current Choices, Section E, Page 62*

Local primary schools

The local primary schools are underperforming and suffer from the lack of local secondary school provision. There are six primary schools in the Priority Catchment Area; three have been rated as Ofsted 3 and three are rated as Ofsted 2. No primary aged children within the Priority Catchment Area attend an 'outstanding' Primary school.

All six local Primary Head Teachers and Governing Bodies supported our Engagement Strategy, attending meetings, distributing and collecting consultation materials, etc. Three Heads hosted and participated in Parents Information Meetings and all have stated that they would welcome the opportunities that partnership with a strong local secondary school would provide.

While deprivation indices for the area are high in two wards, Shelley and North Weald, literacy and numeracy levels in four out of the six primary schools are below the national average and continue to fall. Schools serving the Shelley and North Weald Wards show significantly lower levels of attainment in literacy, maths and science. All six schools have an over 95% white British intake. Ofsted reports state that Shelley students in particular are in need of a broader understanding of other cultures, a task that the Academy will support.

¹³ Epping St John's CE School Debden Park High School (12.9 miles - Ofsted 2) King Harold Academy (12.1 miles - Ofsted 3) and Roding Valley High School (11.8 miles - Ofsted 2)

Absence levels in all six schools are higher than the national average with 'persistent absence' rates higher than the national average in five out of the six schools. The number of students in receipt of free school meals (FSM) in Shelley is particularly high at 47% and at St Andrew's Primary, North Weald is 9.5%. Ofsted specifically refer to the need to improve behaviour in Shelley school. The Ongar Academy will work in partnership with all six primaries to establish strategies to reduce the impact these issues have on attainment including transition strategies to KS3.

See profile of expected student intake, Section D, Page 13.

Primary Head Teachers from all six schools have advised that they have, at best, sporadic contact with existing Destination Secondary schools – mostly during the Secondary enrolment period. None report meaningful transition activities, teacher swaps, sharing of resources, CPD or collaborative programmes, designed to raise standards and provide wider life experiences for students. Although there is a Primary cluster involving five of the six schools, we are not aware of any curricular collaboration between the schools other than in sports. The DfE and Ofsted cite collaborative projects between secondary and primary as beneficial to attainment and well-being of primary students, strengthening their life chances and attainment at secondary level. The Academy will actively address such issues.

The wide spread of the 26 different destination secondary schools means that Ongar area students often experience the greatest upheaval at transition from KS2 to KS3. Students lose social ties, friendships and educational continuity. The local community have expressed a view that their children are marginalised and missing vital aspects of their education and social development. During our Engagement Strategy, twenty six parents raised concern regarding transition and ninety six expressed regret at loss of friendships and community ties. Children with SEND issues will benefit from improved home-school relations arising from closer proximity.

Our children leave primary at a disadvantage and are then further disadvantaged by losing continuity of provision, facing long commutes to/from secondary schools, and having few opportunities to attend 'Outstanding' secondary schools.

The wider community

Until 1989, Ongar had a thriving secondary school that was at the heart of a community with local employment in agriculture and light industry. The school provided access to careers in a range of industries and had a successful track record of transition to University. The school was closed in 1989, in the face of considerable community opposition, as a result of falling rolls across Essex and the gradual reduction of the catchment area in favour of schools in satellite towns.

There is now no significant focal point for community cohesion and engagement for young people of secondary age. Ofsted reports that young people who engage in social activities in their community have improved 'attainment and well-being' indices. Most secondary aged children in the Ongar area travel out of town for social events, clubs and societies. Lower income families struggle with transport. Greater social cohesion is a significant desire of the Ongar community and our team members have outstanding links with the Voluntary and Community Sector locally and nationally, and are harnessing these links to generate opportunity for The Ongar Academy to develop a range of community service initiatives locally, nationally and internationally.

STEM curriculum

Local parents and businesses initially identified the need for a STEM-based curriculum through our early focus groups and consultation. Local parents have now overwhelmingly endorsed this

approach as part of our Engagement Strategy. Parents clearly want a strong local STEM school, but at present, none of the secondary schools or Sixth Forms available to our children offers this specialism.

Ongar has an established Technology and Innovation Centre incubation hub on our preferred site and a Business and Research Park 0.6 miles away, both home to successful technology and engineering employers. We have generated substantial interest from local, regional and national high-tech and engineering businesses and over 60 local businesses keen to support a STEM school in Ongar.

There are a growing number of new career opportunities in medical engineering and high-tech industries locally, along the M11 Corridor and across the broader Local Enterprise Partnership area. In March 2013 the parliamentary office for Science and Technology issued a statement that there is a shortage of STEM skills in the UK workforce, with 42% of employers reporting difficulty in recruiting STEM-proficient staff. With an emphasis on STEM subjects the Academy will prepare students for a place in higher education and the local working environment through a curriculum emphasising the skills needed and desired by employers.

The Ongar Academy team have recruited a team with extensive experience working with and leading engineering businesses and teaching in STEM schools. Research tells us that STEM and Engineering schools are highly regarded by parents and often oversubscribed. Our support school, Chelmer Valley High School, Chelmsford is a popular and successful school with a PAN of 196 and over 800 applications for Sept 2014. It has had 500+ on the waiting list since it became an Engineering college and the STEM specialism is often cited during the Appeals process. This school has offered to work closely with The Ongar Academy and we are meeting with the Head Teacher to discuss the nature of the support they can offer. [REDACTED] We therefore have substantial academic experience and know how a STEM specialism raises achievement for all subjects and is very popular with parents and pupils.

The Ongar Academy team have exceptional links with HEI's and are already in conversation with the University of Exeter, Middlesex University, the University of Essex, University of East London and Anglia Ruskin University. We have formed links with the Engineering Society at ARU and through such connections are forging links with UTC Cambridge which specialises in biomedical and environmental sciences and has Cambridge University as a key partner.

See STEM partnerships, Section D, Page 17

Vision

Inspiring Excellence Every Day

Our vision for The Ongar Academy is to provide an inspiring, outstanding educational offer for local children, based upon a STEM curriculum, which meets and exceeds the aspirations of our students and their parents alike. We will fully equip young people to take their place, not only within their local community, but the wider world and provide a focus for the local community, building opportunities for all. Every student will be empowered to not only reach their potential but to exceed it. Our students will:

- Achieve outstanding personal academic results
- Be inspired to challenge and question the world they live in and have high aspirations for themselves and others
- Develop the personal skills needed to maximise opportunities and make intelligent informed decisions using fact based evidence to inform actions in every aspect of their lives;
- Become citizens of the future, adaptable and receptive to change, an essential skill in a world that is constantly evolving
- Have opportunities to not only enrich themselves but also the communities they will be contributing to

Academic achievement

The Ongar Academy will pursue academic excellence in its broadest sense and create a culture of high achievement and aspiration. Each student will have a dedicated Academic Mentor to support and guide them through their school career, ensuring academic and personal targets are aspirational and achievable.

There will be excellent teaching across the curriculum, with a particular focus on STEM subjects, led by highly qualified professional teachers. This will be underpinned by concrete industry and HEI links and an extensive and timely CPD programme, all resulting in an ethos of continuous learning and a staff team fully conversant with current education pedagogy and research.

Staff will be trained to use data in an intelligent and informed way to improve teaching and learning. Parents and governors will be assured the data will have strength under scrutiny.

We will have a designated Nurture Group, to support children who arrive with lower levels of literacy and numeracy, enabling students to achieve their potential regardless of parental support, social status or previous experience, so they are quickly able to access the full Academy offer with confidence. **See Nurture Group, Section D, Page 21**

We will provide structured opportunities for extension and broadening of educational experience through partnerships at a local, national and international level.

We will offer a longer school day and year to provide students with more time to embed core subjects and extend the curriculum through enrichment.

STEM

We know STEM is a gateway to the development of critical thinking skills and through a cross-curricular approach, particularly in KS3, we will forge powerful and stimulating links between all subjects. The Academy year will culminate in an end of year whole school project honing the skills learnt throughout the year.

By forging Partnerships with HEI's, industry and local businesses we will prepare our students for progression to Higher Education and/or employment opportunities in the burgeoning science and technology industries along the M11 corridor to Cambridge and beyond. By building a STEM school we are changing attitudes and opinions towards these subjects, providing students with the best possible start in life, whilst addressing a nationwide skills need.

Building communities

Our students will develop an understanding of the communities they belong to and feel they are adding value and are valued. The Academy will have a strong commitment to community service, locally, nationally and internationally and students will enjoy opportunities to participate in community building initiatives, in partnership with local and national voluntary sector organisations and enterprises, with an emphasis on the development of Leadership skills. Opportunities for overseas visits and partnerships with international schools and universities are being developed.

All students will understand their responsibility and respond to environmental change on a personal, local, national and international scale. Students will be ambassadors and enablers to improve a true sense of community with local residents.

Maximising potential

All students leave with the mind-set to maximise future opportunities and make informed decisions. Our students will learn to think independently and creatively and take ownership of their learning. We assert that all children are naturally creative, in an individual way and our students will be allowed creative freedom within a controlled environment. By setting open ended tasks and activities teachers will be able to assess and challenge student's natural responses and set new learning targets accordingly.

Exemplary behaviour

All students will display exemplary conduct with an engaging set of behaviours for learning. By developing an understanding of appropriate behaviours our students will learn to apply these in a given context. They will be respectful and orderly when required and model citizens outside of the Academy environment. We will engage with parents and support them to fill any skills gaps and behaviour issues utilising the before and after school enrichment opportunities that all students will access.

Knowing every student

Every student will go through our Academy induction which will provide benchmark assessment data allowing staff to set targets and map individual progress throughout their academic career. High levels of pastoral care, weekly meetings with Academic Mentors, home school contact at least every two weeks and family support will all enable close attention to emotional needs and support for learning. Staff communication with students and their families will focus on ensuring every student is supported to reach their full potential and the Academy will champion the development of self-esteem and self-worth in each and every student.

Headline Aspirations and Outcomes

All students will leave the Academy:

1. With a comprehensive understanding of STEM as a dimension of all aspects of society, the environment, work and leisure.
2. Equipped with transferrable skill sets that will facilitate confidence and autonomy both in their careers and wider lives.
3. With the qualifications and skills necessary to exercise choice when they access the next phase of education and/or training.
4. Having engaged with their community in school and at a local, regional, national and international level.
5. With evidence of experience and understanding of the role of leadership in all aspects of their personal lives.

Section D: Education plan – Part 1

The Ongar Academy intends to open with Yr7 initially and gradually build in numbers year on year. As our original cohort reaches Year 10 in September 2018 we intend a second entry point for Yr12. There is a tradition of moving to different schools between KS4 and KS5 in the area and with poor public transport provision, a lack of Sixth Form options and limited academic choices with a STEM focus, we believe a number of students will wish to attend join the Academy at KS5 before our own students reach Yr12. We have accommodated this in our budget as staffing for KS4 comes on line in 2018.

Table 1: Projected numbers of students by year

Year Group	Numbers Projected						
	2015	2016	2017	2018	2019	2020	2021
Year 7	120	120	120	120	120	120	120
Year 8	0	120	120	120	120	120	120
Year 9	0	0	120	120	120	120	120
Year 10	0	0	0	120	120	120	120
Year 11	0	0	0	0	120	120	120
Year 12	0	0	0	50	80	120	100
Year 13	0	0	0	0	50	80	100
Totals	120	240	360	530	730	800	800

Key Features

- An outstanding, secondary academy embedded in the community life of the Ongar and surrounding villages.
- An Academy that specialises in STEM to reflect the needs of local and regional employers.
- An Academy with a culture of high standards and high aspirations for all students.
- An Academy that offers a broad and balanced curriculum that is sufficient but does not lose depth of subjects.
- Through cross curricular activities our students will have exciting opportunities to work with employers throughout their Academy career and place their learning into real life context.
- An Academy that sets high standards of behaviour and expectation for its staff and students alike; valuing and knowing every individual.
- An Academy that promotes community service and develops leadership skills in all its students so that they can play an active role in the community on a local, national and international level

The students

We have carried out in-depth research in to the expected student profile that The Ongar Academy is likely to attract. Below is a summary of the 6 key primary schools data and our conclusions as to how The Ongar academy will address the needs of students coming to us.

Table 2: Profile of expected student intake

Primary schools nearest the Academy	Current total number of students	% eligible for free school meals	% EAL	% with special needs	Ofsted rating	KS2 % level 4+ 2012	KS2 % level 4+ 2013
Shelley	81	45.7	0%	7.4	3	56	Unknown
Chipping Ongar	160	12.5	SUPP	3.8	3	72	50
High Ongar	147	3.4	SUPP	5.4	3	83	86
Moreton	169	7.1	6.1	3.6	2	92	74
Fyfield	128	7.8	0	2.3	2	72	60
St Andrews	201	9.5	6.1	3.0	2	64	77
Local average	264	14.3		4.2		73	69
LA		13.6				74	75
National						75	75

From our research we know the following about our proposed intake:

- Four of the six primaries are below the national and LA averages for level 4+ in reading, writing and Maths at the end of KS2.
- All six are above national average for absenteeism and five are above national average for persistent absence.
- 50% of our feeder primaries are rated Ofsted 'requires improvement'.
- Ofsted reports make the following recommendations across the six schools:
 - Improve attendance
 - Improve accuracy in evaluating progress and attainment
 - Improve behaviour
 - Improve understanding of diversity & cultural awareness
 - Work with community to support students entering into education with the correct skills at the right level
 - Improve marking and promote independent learning.

These will become the driving factors for our curriculum, particularly at KS3.

Our parental surveys show that in addition to the above six primaries there are a further twelve potential feeder schools in wards which neighbour our Priority Catchment Area. A number of these have a traditional association with Ongar and were part of the original catchment area for the former secondary school in the town. Journeys to and from these schools to Ongar will be significantly shorter than journeys to and from the satellite towns (e.g. Brentwood, Epping, Chelmsford, etc.) and school transport funding is restricted to just the nearest school with effect from 2015, we expect to attract a further 15-20% of students from these neighbouring schools. This is evidenced in the results of our Engagement Strategy

See Engagement, Section E, Page 55

Implications of projected intake profile

- Attainment in English and Maths is lower than national average and continues to fall (note Chipping Ongar figures in *See Table 2, Section DF, Page 13*. This suggests that improving levels of literacy and numeracy should be a key priority for the curriculum and levels of support on offer at The Ongar Academy
- Students on the Free School Meals (FSM) register average approximately 11.6% but are substantially higher in the Shelly ward, where the Academy will be located, at 45.7%. FSM children will be assessed as part of their Academy induction to establish their particular learning needs and will have access to a number of different support packages to ensure they achieve their full potential
- Numbers of students who are beginners to the English language are well below national average; those identified will have two additional lessons per week. Not all EAL students will be at the beginner level. Should the numbers of beginner students exceed 25 then it may be necessary to hire additional EAL staff.
- Gifted and Talented (G&T) students will be challenged and expected to take on additional qualifications or courses over and above their core and option subjects.
- The majority of students are of white British origin and evidence suggests the next largest group is made up of 'Other White' students. The curriculum and culture of the Academy will be one of collaboration, teamwork, and understanding in order to broaden the cultural experience of our intake. We will seek to engender an awareness of wider cultures, diversity and community regardless of ethnicity or religious heritage.
- Attendance attitudes need to be improved and the Academy will work with families and introduce a robust sanction and rewards policy. The Mentoring programme will allow issues to be identified quickly and resolved.

More detailed information on our Mentoring system can be found later in this section.

The Curriculum Plan

Considering the above data and our vision for The Ongar Academy we have set out our Curriculum Plan below:

Academic achievement

The Ongar Academy will offer a broad and balanced curriculum, with a STEM focus, which serves the particular needs of our students and allows all students to achieve their fullest potential. The curriculum offer in particular prepares students for local and regional employment opportunities or to go into local industries. We have formed partnerships with other local schools, employers and educational establishments in order to widen what is on offer to our students. We will procure high quality careers advice for all students which will ignite high career aspirations in our students

We intend to follow the National Curriculum as a starting point, concentrating on building transferable skills, with Yr9 being a foundation for KS4. Core and STEM subjects will begin GCSE's in at the start of Yr 9 and continue through to examinations in Yr11. There will be opportunities for additional qualifications for those students with capacity. All other subjects will commence GCSE's in Yr10 although GCSE 'style' activities and marking schemes will be used in Yr9 in order to better inform students during the Option Choice programme where they select their courses for study at KS4.

The curriculum follows traditional lines but is challenging and integrated, using cross-curricular projects and themed work to enhance learning. Practical learning and 'real world' projects offer a vehicle for exploration, developing self-confidence, motivation, resilience and independent learning skills. In this way we will aim to build aspiration by placing learning in context.

Our cross-curricular themed work will link with our STEM focus and be tied to celebration of achievement. Embedded within our programmes of study, these well-designed, high quality projects with professional outcomes, will take place on a termly and yearly basis, allowing students to gain ownership of their learning and opportunities for community celebration and engagement. These activities will have validity in the 'real world' and require students to work collaboratively. As with the entire taught curriculum, every cross-curricular activity will have clear standards of achievement and expected learning outcomes.

By raising aspirations, expectations and ownership of learning, we intend our students to make exceptional progress and achievement in all year groups. This will be supported by regular 'learning conversations' with students and dialogue with parents. We intend that KS4 will progress with a significantly higher than average proportion achieving 5 GCSEs, grade A*-C, including English and Maths. Moreover, we will be paying particular attention to Progress 8 and Achievement 8 indicators. Yr9 will be a foundation year for KS4, with students being given the opportunity to develop the building blocks and attitudes for successful study at KS4 and beyond.

It is expected that a significant number of our students will stay with us to study at KS5. Those that chose to move on to college or Apprenticeships will be supported to do so. A comprehensive package of care and guidance will be offered throughout Yr11 in order to support their progression decisions and those students more suited to vocational learning will be signposted to appropriate courses at FE colleges or Apprenticeships. *The care and guidance process is detailed later in this Section.* We anticipate our students will gain a suite of high-level qualifications and experiences that will allow them to access Apprenticeships and Higher Education courses at local and national

universities, including the Russell Group and Oxbridge, with 75% going on to study STEM related subjects at university or taking up STEM careers/apprenticeships.

We will address the need to improve levels of literacy and numeracy by increased contact time for English and Maths for all students and by providing structured activities during the Tutor programme and Mentoring, focusing on closing the gap for our student intake profile and improving basic literacy and numeracy for all students. As students move through the Academy there will be the addition of personal financial literacy activities set within the Tutor programme as enrichment activities, for example, 'My Money Week'. These programmes will be structured in order to better equip students for adult life.

SEND, SA+ and SA students identified against national and local levels as requiring additional support in literacy will be engaged in early morning sessions before the Academy day begins, through small group or one-to-one support by withdrawal from some subjects, or directed to the Nurture Group. *This is explained later in Section D* The SENco will coordinate a team of LSAs and offer specifically targeted intervention and Reading Recovery delivered by staff and Paired Reading provided by trained student mentors. Progress will be carefully monitored on a 6 weekly cycle and further or alternative interventions put in place as needed

The development of a debating society, book fairs and the use of DEAR (Drop Everything and Read) will hone literacy skills for all students. Sixth Form Paired Reading groups will be among the activities that will also support this focus and offer opportunities to demonstrate leadership. The Nurture Group will support those with the greatest need in this area, acting as a one year intensive booster intervention. *This intervention is explained is explained later in Section D.*

Aspirational setting to aid progression

Setting will ensure that students make progress and move between groups with the aim being that 80% of students progress three levels or better from KS2 to KS4. The middle ability range students must achieve at least level 5a in both Maths and English by the end of KS3. The upper ability range will be supported to achieve GCSE A*/A/B and will be offered additional GCSEs through the Enrichment programme. As a STEM school we will expect them to achieve Triple Science, a Computer Science and a high-level in a Technology subject in addition to English, Maths and their Option choices, all by the end of KS4. Humanities and the Arts will also offer technology biased courses.

Effective timetabling in Science, English and Maths will aid movement between sets. Setting in all academic subjects will ensure that all students are able to access the lesson material through appropriately challenging differentiation. Mixed ability setting for social subjects such as Drama and Humanities will aid socialisation and avoid labelling, offering alternative role models. Students with substantially lower scores on entry to the Academy will be entered for dual science awards and children with level 5a or above will be able to study separate sciences from Yr9. Regular testing and assessment will establish the correct set for a student and careful planning and delivery will aid movement from one set to another. Our progress indicators will be monitored internally by the Assistant Headteacher- Achievement and will be compared with local and national statistics as well as comparing them against data from our support school, Chelmer Valley. By 'Ragging' achievement regularly, targeted interventions can be put in place to improve underachievement quickly. This has been very effective in our Support School, Chelmer Valley but also Burnt Mill, Harlow. We have key members of our group working in both schools who can validate this.

Cross-curricular themed projects will break down the separation of subject areas, particularly for Yr7 and Yr8 and build on the positive, thematic work approach often adopted at KS2. It will therefore ease transition from primary, but moreover develop key skills and competencies that will be beneficial throughout the student's time at the Academy and beyond. Some project work will be cross-phase and some in year groups but all will be mixed ability. *This will support our core principles set out in Section C.*

STEM

As a STEM Academy we will focus on the core subjects of Science, Technology, Engineering and Mathematics, preparing students for Higher Education and employment opportunities in the burgeoning science and technology industries locally and along the M11 corridor to Cambridge. Other subjects such as Arts and Humanities will offer programmes of study that emphasise our STEM focus, such as Music Technology, Theatre Technology and Design, Social Science and monitoring the Green footprint of our Academy. Personal experience and research suggests that having a STEM focus will enhance the learning and achievement of all our students across all subject areas.

We have already established supportive relationships with a number of local and national STEM businesses and Higher Education Institutions and will continue to develop these partnerships providing access points into further learning opportunities for our students. D'Lala Studios, an independent gaming company who have worked for Microsoft, now working closely with The University of East London are interested in working with us to develop our Computer Science curriculum, AOL (America On Line) have offered multiple resources in the multi-media field and have offered support to the Ongar Academy through work experience and visiting speakers, etc. They are particularly keen to become involved in our cross curricular project work, as are Nissan, Ford and GlaxoSmithKline. The latter company is particularly important to our students as they currently have a very large base in Harlow. All the companies that we are in current dialogue with have expressed an interest in helping build citizens of the future; offering practical help and advice, work-based mentoring, work placements, projects and visits showing all students from all backgrounds that a STEM career is possible and how it can lead to a happy and successful life.

Equally, businesses based at the Essex Technology and Innovation incubation hub on our preferred site and Business and Research Park 0.6 miles away, have offered their support to work with us and we are presently in negotiation as to what shape this support will take.

Through the focus on STEM we will:

- Ensure that all students will achieve qualifications in separate sciences, a technology and a computer science
- Offer more time on the curriculum for science study and have a STEM bias in other subjects
- Use multi-disciplinary, cross-curricular learning opportunities to pursue meaning, relevance and engaging contexts, skills of enquiry, problem solving and creative thinking
- Emphasise creative, investigative and evaluative processes; building transferable skills.
- Forge powerful and stimulating links between all subjects
- An interaction with local industries will form part of the STEM delivery.

Cross curricular themed activities

Every student will have the opportunity of participating in cross-curricular project work. Key features will include:

- Cross-curricular project over 4-6 weeks weaved through all subjects in term 1 and 2 and a discreet cross-phase project fortnight at the end of the summer term
- Well-designed projects with high quality professional outcomes allowing student ownership and community celebration and involvement.
- Projects will have a STEM focus and will be subject to scrutiny regarding the setting of appropriate standards of achievement and assessment
- Using close collaboration with external agencies and businesses
- Designed around significant content that has validity in the 'real world'
- Requires students to produce multi drafts of their work to develop resilience and self-reflection leading to an excellent outcome for every student
- Structured teacher and peer critique of students work to enable every student to aim for excellence
- Opportunities for Leadership roles
- A final exhibition to display work and celebrate

Examples of 'Project Fortnight' vertical year group project activities are as follows:

- Urban Ecology. Students research green building techniques. This will be a collaboration between sciences, humanities, English and arts to produce an Urban Ecology magazine, mock-up building site or graphic design. The outcome and choice of presentation would be selected by the students.
- Build a rocket. Using low cost materials, students construct a repeatable and quantifiable demonstration of projectile motion; leading to a public demonstration.
- Design a classroom. Empathy and learning style analysis/research and investigation by students will lead to graphic designs or mock-ups of indoor/outdoor classrooms.
- Calligraphy project. An example of a smaller half termly cross curricular project for Year 7 involving investigation, research and practical development of medieval manuscript lettering. This would be collaboration between Humanities, English and Chemistry and lead to the creation and refining of manuscript pages forming part of an exhibition and video diary activity.

Building communities

Having a sense of 'community' has been identified as a strong focus for The Ongar Academy. There will be an expectation that all students engage with this focus and in so doing, develop a sense of responsibility and belonging to the Academy and the broader community locally, nationally and internationally.

We will address the current imbalance of access to enrichment provision for Ongar children by offering a range of extra-curricular and enrichment activities which draw on what the local community and area have to offer (e.g. work experience with local businesses, sports and music coaching/tuition, youth theatre, etc.) as well as wider opportunities (e.g. Duke of Edinburgh Award and World Challenge). Student participation will be mapped and monitored by Tutors. There is a clear expectation that all students will engage with at least two activities per week but we will expect they will do more.

There will be a range of supervised before and after Academy activities from 8am to 5pm Monday to Friday with sports fixtures on Saturday mornings. The Academy will partner with the Adult Community College on the preferred site, to offer adult education and life skills opportunities. The Academy premises will be available to hire outside of these times as a way of building community links and revenue.

We will seek to promote overseas visits and develop partnerships with international schools and have forged links with the Town Twinning Association. Staff and students will engage in community activities and support the work of voluntary sector organisations. There will be opportunities for families to support the academy through structured volunteering and home academy partnerships

Leadership

Opportunities to teach leadership skills to students at all levels will be encouraged and exploited; equipping our students more readily for engagement in adult life as well as playing an active role in their community.

A role on the Student Voice council representing your tutor group or House for all year groups will be encouraged; along with opportunities to support others through peer-to-peer support and prefect duties at KS4, running clubs and societies at KS5. Holding particular roles within project work will be celebrated as will leadership roles within the classroom. All students will be issued with a Leadership and Community passport at the start of their time with us; leading to the Ongar Academy Certificate Award.

Cross curricular activities and engagement with the leadership programme will be logged and mapped and this will form the basis of regular dialogue with a student's Academic Mentor alongside student's academic achievement. As students move through their academy career the level of expectation for leadership and engagement will increase, culminating in The Extended Project in Yr12. There will be opportunities to gain recognised Leadership qualifications and the Ongar Academy will offer its own Leadership and Community passport through which:

- All students engage with the Academy wide Leadership and Community programme
- Activities and responsibilities will be listed and skills mapped across year groups
- An Ongar Academy Leadership and Community certificate at Bronze, Silver and Gold level, awarded at the end of a student's academy career, modelled on existing schemes or a bespoke awarded developed in partnership with other local schools
- Expectation and opportunity to engage with the Extended Project programme in support of University and Apprenticeship applications is made clear
- Opportunities to engage with 'connecting classroom's' (British Council) are identified
- Possibilities for cultural exchange and visits are identified

Voice

Following best practice as established in our Support School, Chelmer Valley, every student will have the opportunity to stand for annual elections as Student Voice representatives. Four elected representatives from each year group will attend fortnightly scheduled meetings. The Student Voice council will elect a president and vice president and share minute taking responsibilities between all elected members. Student Voice committees will run under the ECM headings and will be coordinated by Sixth Form. There will be a Governor associated with the Student Voice council.

Minutes will be taken at each meeting with a copy given to the Principal and put up in the staff room.. The Student Voice council will discuss issues that are of interest to the student body and the Principal will take their views into consideration on matters regarding Academy policy. Student Voice council representatives will be given an opportunity to present reports and chair discussions to their class and a dedicated teacher who volunteers for the role will lead the Student Voice council and run elections.

Through participation in lesson observations, trained Student Voice representatives will have a valuable input into the appointment of new staff as well as having an active role in the improvement and evaluation of teaching and learning within the Academy.

Knowing every student

Well thought through, evidence-based support will be put in place for all students whatever their particular needs may be. SEND support will be purposeful and have a significant impact on each child. Students who are Gifted and Talented (G&T) will be identified early and given innovative opportunities to further their learning and reach their potential. A Nurture Group will be run alongside the mainstream curriculum in order to better support those youngsters deemed 'not yet ready for secondary education' where additional support in reading, writing and social skills will be the main brief.

Literacy and numeracy levels are major concerns for the country as well as our area and therefore our Academy. Substantial additional time and support will be offered to those students failing to meet Level 3 in both English and Maths with the emphasis on their 'catching up' in order for them to be able to access mainstream lessons at the beginning of Yr8. This programme will be well planned and delivered and take priority over other subjects.

The Academy will promote good mental and physical health, given the impact this has on educational achievement. Mentoring is something that we see particular value in. We will have fortnightly conversations with parents, reporting on progress and agreeing individual learning targets. The Academy will lead the way in terms of promoting good behaviour; there will be clear, well understood rewards and sanctions where behaviour is unacceptable. Exclusion will be an absolute last resort

Strategies for personalising learning will focus on improving the consistency of high quality teaching to meet learners' needs. This will mean a dynamic relationship between learning and teaching through:

- Using data and assessment information rigorously to set achievable but aspirational targets
- Matching teaching styles to learning style to break down barriers to learning
- Six weekly data review and regular monitoring of progress with rapid responses at the point students begin to fall behind (RAG)
- Encouraging dialogue between teachers and students
- Promoting collaborative relationships and independent learning
- Judicious use of whole-class teaching as well as one-to-one, paired and group work based on specific projects and areas of enquiry
- Developing student's appetite and attitude to life-long learning

Nurture Group

Those attaining below level 4 in reading, writing and maths at KS2 will be identified before transition to The Academy through close links with all feeder primary schools and further benchmark testing on arrival. They will receive transitional support programme through our partnership with the feeder school two terms before entering the Academy and receive closer support and attention in reading, writing, maths and social skills, working in groups of no more than fifteen. The Nurture Group will have some timetabled time where the work will be very similar to primary-style teaching and will specifically target their needs. They will join the rest of their peers for subjects such as Drama, Humanities and Art and begin a carefully managed integration into the main body of the school as appropriate. This will in effect act as a longer, more detailed transition and may continue into Yr8 if there is a need. There will be assessment and data scrutiny every six weeks by the SENCo will direct the programme of study.

Enrichment activities

There will be an expectation that every teacher and support staff member will offer an after-hours club and every Department offers one subject support session per week. Examples as follows;

- Homework club
- Breakfast club
- Subject Support Sessions
- Accelerated Readers club
- Gardening club
- Cookery club
- Film club
- Revision classes
- Sports Club
- Rocket Club
- Robotics Club
- Chess & Gaming (ICT)
- Science & Space

This list is an example of clubs and societies but will be enhanced by staff and students interests and engagement of and partnership with local clubs and societies. The Ongar Academy team have extensive experience of developing and delivering community based arts and educational activities and we have no doubt we can harness community support and generate additional resources to deliver an exciting and stimulating offer. Mentoring sessions will direct students towards appropriate choices.

Key features of The Ongar Academy

We have opted to employ several key features which from our experience we know to be essential for substantially raising achievement:

- There will be an extended academy day and year.
- The teaching day for students will run from 8.30 to 3.30, with the first session of the day set aside for Mentoring and Tutoring.
- The Enrichment timetable will run immediately after school for one hour with the expectation that all students will access a minimum of two activities per week but could access more as desired. Underachievers may be directed to after school subject Clinics.
- The Academy will run on a two weekly cycle to allow for greater flexibility in timetabling
- Non-teaching Co-tutors from within the established support staff team will release tutors to mentor in small groups during tutor time
- One-to-one Mentoring will be delivered by the Senior Team for those underachieving in several subjects.

The Academy day;

- An example of the Academy day is as follows:

08.30 - 09.00	Mentoring and tutor activities
09.00 - 10.00	Lesson 1
10.00 - 11.00	Lesson 2
11.00 - 11.30	Break
11.30 - 12.30	Lesson 3
12.30 - 13.30	Lesson 4
13.30 - 14.15	Lunch
14.15 - 14.30	Tutor time
14.30 - 15.30	Lesson 5
15.30 - 16.30	Enrichment for KS3 & 4

The Academy year;

- The Academy year will run for 39 weeks for students and 40 for staff (with a week at the end of the Academy set aside to aid planning and preparation of the cross curricular work, etc.)
- We propose to adopt the traditional three-term model and the academic year will run broadly in line with other Essex secondary schools.
- We propose to organise and host a summer programme for 2 weeks during the summer holidays with additional learning opportunities and activities for local children. Seed funding has been allowed and we will harness community support and generate additional resources to deliver an exciting and stimulating offer.

(Note, we are obtaining guidance from professionals and established Academies that have already navigated new staff terms and conditions with regard to an extended teaching day/year)

KS3 specific features;

- A three-year KS3 but with GCSE study for core STEM subjects and English commencing in Y9 for examinations in Yr11.
- Yr9 will provide the necessary foundations for learning at KS4 and GCSE 'style' activities and marking schemes will be used to enable informed choices to be made during the Option programme.
- Yr7 and Yr8 will use the extended day to close learning gaps and develop enquiring minds and a transferable skill set

KS4 specific features;

- A two-year KS4 with core STEM subjects and English commencing in Y9 for examinations in Yr11.
- Opportunities will be given in Yr9 to select subjects students want to study in more depth at Yr10 and Yr11.
- A variety of pathways will be offered at KS4 to support student ability, learning styles, interests and planned progression at KS5.

Maximum and minimum sizes of teaching groups;

- In KS3 students will be allocated to five teaching groups per subject per year and groups will contain no more than 25 students.
- In KS4 year groups will be divided into different groupings for teaching .This may fluctuate between 25 and 28 according to set allocation or student choice (it is not possible to confirm definitively at this stage)
- At KS5 smaller groups of 15+ are the minimum for subjects to be financially viable.

'Narrowing the Gap' strategies in relation to economic and gender issues.

The following strategies will be used to boost progress of lower attaining students

- A broad and rich curriculum that takes account of prior learning and experiences
- The development of a range of knowledge, skills, understanding and attitudes that will support learning and confidence
- Attention to appropriate material e.g. engaging boys with reading through the provision of non-fiction as an alternative
- Securing expected levels and progress in speaking, listening, reading and writing
- Employ strategies to enable students to see clearly how they are progressing (see section on mentoring)
- Setting individual targets in lessons
- Have an explicit focus on higher order thinking skills and learning how to learn
- By using group work, including academic peer tutoring, paired and cooperative learning, study support
- Offer out of classroom learning experiences that give students from disadvantaged backgrounds additional access to support for learning
- Students displaying the greatest need/distress during Transition from Year 6 will be encouraged into our summer holiday programme.

All the above have been taken from best practice observed in the schools in which our team currently work.

Curriculum Models and Content

The following section maps out our proposed curriculum model.

Table 3: Curriculum model for KS3

Subject/Year	Year 7		Year 8&9		Comment
	Session /2wk (50 hours)	Man/ Vol	Session/2wk	Man/ Vol	
Nurture Group		M			Identified group accessing extra support within a specifically targeted curriculum (1 Teacher+ 1LSA)
English	7	M	7	M	
Maths	7	M	7	M	
Sciences	7	M	6	M	
Technology	4	M	4	M	
ICT	2	M	2	M	Taught discreetly but also revisited across the curriculum
MFL	5	M	6	M	Dual linguists selected at end of Year 7 and split allocated time between both languages
History	3	M	3	M	
Geography	3	M	3	M	
RE	2	M	2	M	
PE/Dance	4	M	4	M	
Citizenship/PSHE/Leadership/Com					Rolling Citizenship programme plus ' Learning to Learn' during year (1 hour per 2 weeks)
Art	2	M	2	M	
Drama	2	M	2	M	
Music	2	M	2	M	
Enrichment &Community work	4	V	4	V	Clubs /after academy activities
Total	54		54		
Total no. lessons	50	M	50	M	
Reading/Homework	10	V	10	V	H/wk sessions running at the end of the day
Mentoring	0.20	M	0.20	M	
EAL Support	As required				
SEN Support	Will take place with hover support during lesson time and withdrawal as necessary				

There will be no early entries for national qualifications taken in Key Stage 3.

Paired Reading during Tutor time will be available from trained KS4 and KS5 students under the guidance of the SEND team. In this way, Tutor time will be an opportunity to model good community support and leadership skills. Junior Leaders in Yr7 and Yr8 will demonstrate roles of

responsibility in subject areas or tutor groups. The House System will organise competitive activities and broaden students understanding of local regional and international community building, through organised charity work, etc.

Table 4: Timetable of cross-curricular projects

Term 1	Year 8 - Science/Maths/Art	Year 7- Humanities/English/ Science	
Term 2	Year 8 - English/Humanities/MFL	Year 7 - Science/Maths/Art	
Term 3		Cross phase self-selected projects	Celebration

As can be seen, most cross-curricular work will be within specific year groups. Cross-phase activity will happen at the end of the summer term.

Table 5: Curriculum model for KS4 (at capacity)

Subject/Year	Key Stage 4		Comments
	10 & 11		
	Session/ 2wk	M/V	2 week timetable
English GCSE (core)	7	M	GCSEs in these subjects run from Yr9 -11
Maths GCSE (core)	7	M	
Triple science	15	M	
Technology and Design GCSE (core)	5	M	Option choice at KS4
Computer Science	5	M	Option choice between 3 pathways. All students expected to take a computer course
ICT Vocational	5	M	Option choice at KS4
RE GCSE(Philosophy & Ethics)	2	M	GCSE started in Year 9 for taking exam in Year11
Citizenship/ PSHE		M	Collapsed timetable enrichment to deliver this throughout the year
PE (core)	2	M	
MFL 1 GCSE	5	M	Option choice at GCSE All study French, in year 8 dual linguists selected
MFL2 GCSE	5	M	2 nd Language optional
History GCSE	5	M	Option choice at KS4
Geography GCSE	5	M	At least 1 of either History or Geography must be chosen
Art GCSE	5	M	Option choice at KS4
Music GCSE	5	M	STEM core (All students) but option choice within the subject area
Drama GCSE	5	M	Option choice at KS4
PE GCSE	5	M	Option choice at KS4
Work Skills	5	M	Option choice at KS4
Bus. Studies Voc.	5	M	
Total	54		
Total number of lessons	50		
Reading/Homework	15+	V	H/wk sessions running at the end of the day and home study
Mentoring	0.20		Delivered in class or withdrawn if deemed necessary
EAL Support	As required		
SEN support	Will take place with hover support during lesson time and withdrawal as necessary		
Reading coaching	0.20	V	Coaching other students for leadership award
Enrichment &Community work	4	V	
After Academy GCSE 1	2	V	
After Academy GCSE 2	2	V	

This KS4 Curriculum Model shows pathways for students from 2018 onwards. Core GCSE courses begin in Yr9 and students will sit exams at the end of Yr11. Allowing three years to cover the syllabi for core subjects enables teachers and students to study subjects in more depth. Examination courses will be carefully selected in order to offer the opportunity to follow a STEM dimension within the Arts and Humanities such as photography, multi-media/digital art and performance, etc.

All other subjects will offer GCSE 'style' work to Yr9 in order to ease transition and prepare students better for embarking on this next phase of their educational journey. By already having engaged with GCSE level work, the students will be able to make better informed choice during their Option selection.

There will be 3 Pathways available for Option Choices during Yr 9 for a September Yr10 start. Students and parents will receive guidance, based on aptitude and progress data, from the Leadership Team to determine which route will be the most suitable for them.

In Yr10 and Yr11 students will follow a core programme per 2 week cycle, leading to the following number of qualifications; English (2 x GCSE) Maths (1 x GCSE), Science (3 x GCSE), Technology and Design (1xGCSE), RE GCSE starting in year 9 (1x GCSE). core PE will be delivered to all students and Citizenship/Leadership will be delivered through a running programme over the Academy year. Students will opt for a further 3 Option choices from a suite of GCSE and Vocational subjects (3 x GCSE). Our Enrichment Programme will allow students to take a further GCSE from a small suite available on a voluntary basis.

- Pathway 1 - A suite of 11+ GCSE or Vocational subjects
- Pathway 2 - A suite of 10 GCSE/Vocational plus Study support (extra English and Maths)
- Pathway 3 - A combination of Vocational/ GCSE and Work Experience

It is intended that the majority of students will follow Pathway 1, with careful guidance into which courses better suit their learning style and ability. The English Baccalaureate can be accessed by all students via the make-up of the Option blocks.

Table 6: Potential option blocking showing the 3 possible pathways:

Core Delivery	Option Blocks			
	A	B	C	D
English Language English Lit. Maths Dual Science PE RE	Technology- Product Design Engineering Graphics Resistant Materials Textiles	Work Skills Art Drama Geography History Phil. & Ethics Spanish Computing (CIDA)	Art BTEC Business Stud. Geography Drama French Phil & Ethics Music French Study Plus	CoPE French ICT (BTec) Computer Sci History Geography Art Business Stud. PE

Key: **Foundation Learners**
Students requiring extra support in Maths and English
 All other students

All able students will be expected to study Triple Science. In order to access the EBacc and Progress 8, students will also select History or Geography and French or Spanish. They will then be left with 2 Option subjects. [See table of suggested choices at KS4](#)

Students may also like to choose from one of two additional after-school GCSEs. We would like to choose the topic of these GCSEs along with key stakeholders and staff but they could include subjects such as Computing, Geology, Astronomy, and Archaeology, all subject to staff skills.

This balance between the number of vocational courses and GCSEs offered can be altered but it is felt that it is sufficiently aspirational and appropriately challenging for the nature of our student intake.

A comprehensive system of advice and guidance will support students during their transition phases and subject selections at Yr9 and Yr11 in the form of Leadership Learning conversations with a member of the Leadership Team and careers support and guidance.

Should it be deemed timely for G&T students to take Maths or English in Year 10 this decision will be made on a year by year basis and not as a matter of policy. Should they do so, then this will be for the purposes of extension and allow those students to take additional qualifications in that subject e.g. Finance or Additional Maths or begin an AS Level. Careful consideration will be taken to ensure the higher grades, A*-B are not jeopardised by this decision. Only students working at FFT predictions or above will be considered.

It is envisaged that the qualifications on offer will be reviewed each year by the Curriculum Team and the most appropriate chosen to match our students learning styles and interests. The decision to offer A Levels, AS, GCSEs, BTECs or other award types will be made between the Leadership Team and the Directors of Learning and reviewed year on year, based on demand and suitability for progression.

Table 7: Curriculum model for KS5 (at capacity)

Subject/Year All at A Level unless stated otherwise.	Year 12		Year 13		Comment
	Session /2wk	Man/ Vol	Session/ 2wk	Man/ Vol	
Extended Project	1 2	M V	1	M	Continue in own study time where necessary to complete folder
English	9	M	9	M	
Maths Further Maths	9	M	9	M	
Core maths	2	M	2	M	
Physics	9	M	9	M	
Chemistry	9		9		
Biology	9		9		
Computer Science	9	M	9	M	
Product Design	9	M	9	M	
French	9	M	9	M	
Spanish	9		9		
History	9	M	9	M	
Geography	9	M	9	M	
Philosophy	9	M	9	M	
Economics	9	M	9	M	
PE/Dance BTEC (Level 3) PE	9	M	9	M	
BTEC (Level 3) Performing Arts	9	M	9	M	
Art	9	M	9	M	
Drama	9	M	9	M	
Music/ Music Technology	9+	M	9	M	Students will have some joint lessons and have additional peripatetic lessons
Extended Project	2	M			
Certificate of Finance	2	M	1	M	
Enrichment	2	V	2	V	Running clubs after academy/ time in the community
Total no. lessons	50		50		
Reading/Homework/ additional study		V		V	5 hours per subject
Mentoring	0.30	M	0.30	M	
Academy Community Support	One-to-one, small group or in class support (Reading recovery with Year 7 etc.)				

We would look to have an entry point for Yr12 at after 4 years to coincide with the beginning of KS4 for our academy. Our justification for this is that most of the staffing should already be in place for this level of study. However we do appreciate that student numbers and possibly subjects on offer may be reduced at the outset until our own Yr11 can make the transition into the

Sixth Form. Our emphasis will be to offer STEM subjects as a priority and as the Sixth Form grows, offer a broader selection of 'A' Level/BTECs. Courses will only run if they gain enough take up during the selection process. Minimum numbers will be assessed according to finances but a broad assessment is 15+. STEM subjects will, by experience, attract greater numbers and could be taught in groups of 25.

To access the relevant pathways in KS5 students will need to gain the various entry requirements listed below;

- Pathway 1 - 3x 'A' Level/ Vocational courses + Financial Awareness Level 3, Leadership & Community TOA Award, Extended Project. Entry- B grade in English, Maths and any subject wishing to take at 'A' level
- Pathway 2 - 4x 'A' Level/ Vocational courses + Financial Awareness course, Leadership & Community TOA Award and Extended project. Entry-C grade in GSCE English and Maths and B GSCE grade in subjects wishing to take at 'A' Level
- Pathway 3 - Vocational courses + continued Maths and English studies in order to attain C grade, Leadership & Community TOA Award. Entry- 4 D/Cs for Level 1or 2 courses

All KS5 students will receive a printed programme of study which will include a compulsory learning programme including a certificate in Personal Finance; an in-house Leadership Award (we will look to offer accredited awards) and the preparation of an Extended Project for award at the end of Yr12 in readiness for University applications in the Autumn of Yr13.

The timetables outlined above indicate the type and range of subjects that could be offered at The Ongar Academy and is based on several key assumptions:

- In general the National Curriculum will be followed
- Literacy & numeracy must be addressed in depth
- The middle ability band of students must be adequately challenged and stretched
- The brightest students must have opportunities to excel

The Citizenship and PSHE programme of study will be taught thematically at both key stages. Citizenship, PSHE and RE lessons will (a) promote the spiritual, moral, cultural, mental and physical development of students at the academy and of society, and (b) prepare students at the academy for the opportunities, responsibilities and experiences of later life.

Enrichment and community activities

Ofsted reports and Dashboard data indicates that a number of our students lack the breadth of experience achieved by exposure to other cultures; particularly the youngsters from Shelley Ward. The Ongar Academy intends to address this in part through an exposure to a comprehensive enrichment programme and community activity that extends beyond the Academy gate and encompasses connections with other countries as well as our own.

All students will be expected to engage with the programme and student involvement will be mapped via Tutors/Mentors. This will form part of a Leadership Passport which starts with their activities in Yr 7 and follows through to Yr11 and the sixth form.

Enrichment and Community activities will involve sending student ambassadors to help with local events such as primary school sports days and fundraising activities will be set up for local causes. As mentioned previously our team has exceptionally strong links with local and national

voluntary sector organisations and we have consulted with such groups and started the process of engaging them in our proposals. Members of our team are also involved with organisations such as the Women's Institute, Town Twinning Association, Business Networking Groups, Rotary Club etc. The Twinning Association in particular will open up opportunities for overseas exchanges. The Epping Ongar Steam Railway will provide opportunities for the students to engage with the community engineering initiatives. A balance will be offered within each key stage and adjusted to match the needs of each cohort. Work experience will be encouraged in local businesses.

STEM specific enrichment

An emphasis will be placed on STEM enrichment activities, but not at the detriment of other student interests/aptitudes. There will be a specific STEM Enrichment day for each year group every term with an activity fortnight at the end of every school year. Examples of enrichment activities as a result of the specialism would be:

- Local Engineering and Technology companies work with Yr10. E.g. Ennovate, a local IT company specialising in web design; Battelle, a global science and engineering company based in Chelmsford; Finmeccanica, a global aerospace company
- Trips and visits
- Maths taster days at Universities
- APU lectures on 'Engineering our future'
- Access to high level apprenticeships and apprenticeship fairs
- Cambridge University institute of Manufacturing day 'Girls in Engineering' and host our own for Yr5 and Yr6 primary girls
- STEM days for all year groups
- Entry into competitions, national and local
- IOP (Institute of Physics) lectures
- ESERO - Space Education Quality Mark

Examples of STEM dimensions in other subject areas

- Water Aid Day - Humanities
- Creative Arts and Technology cross-curricular days
- Maths in Music and Music Technology
- Space- Creative, Hums, Tech and Science

Day and residential trips will be an important part of every students experience during their time at The Ongar Academy. We will offer a different activity/event for every year group. The types of trips will include cultural, historical and social themed trips. The emphasis will be on broadening horizons and understanding other cultures.

Links with International Schools

It is the intention of The Ongar Academy to establish relationships with several international schools to enable its students to experience different cultures, student exchanges and work on various projects aimed at enhancing awareness and instilling a global perspective. There will be opportunities for cross cultural activities through the British Council 'Connecting Classrooms' initiative.

Extra-curricular provision

All students will be expected to access enrichment activities. This will be closely monitored and mapped across the academy to ensure provision is available to all. Teacher led clubs to be provided by staff as part of their contract before, during or after school, for example (not an exhaustive list):

- Homework club
- Breakfast club
- Subject Support Sessions
- Accelerated Readers club
- Gardening club
- Cookery club
- Film club
- Revision classes
- Sports Club
- Rocket club
- Robotics club
- Chess & Gaming(ICT)
- Science & Space

Plan for assessing and meeting the needs of all students

On entry students will take a series of benchmarking tests in English, Maths and Science, NFER/CAT Tests and alongside data from the primary schools, will determine a student's starting point at the beginning of their Ongar Academy journey. This will allow us to accurately assess and monitor progress over their school career.

Those students with specific needs will be identified before entry through close liaison with the primary schools and will have been offered specific and tailored support during Transition. The Head of KS3, Pastoral Manager and SENCo will meet with the primary teacher directly and through an in-depth handover meeting will gather information on individual students and plan a transition programme according to need. Further visits will be organised both to the primary school and at the Academy in order to further support the process. There will be an induction day in the summer term, followed by a 'Meet the Tutor' evening for new parents. A work pack will be given to all intake students to begin working on during their last term in primary that will be marked by the Academy English staff and will form the basis of the first piece of English work in the autumn term. This will engender a smooth transition in their learning between the two phases. Again this is best practice observed in our Support School.

From our data we will build on literacy skills on entry and close any gap in achievement. Our strategies for improving literacy and narrowing the gap are as follows:

- 1) Collect data from feeder primaries
- 2) Complete NFER/CAT Group Reading test and British Spelling Test to advise setting for Yr7
- 3) If data inconsistent complete diagnostic testing (WIATII)
- 4) Small, identified groups removed for extra literacy (Reading Recovery) with phonics trained Learning Support Assistants
- 5) The same tests are repeated in Yr8 and Yr9 to check progress
- 6) Paired Reading with trained older students for 3 mornings a week for those with reading age below 8
- 7) Literacy one-to-one for Pupil Premium students underachieving
- 8) Shared training for Yr6 and Yr7 staff in cognitive skills and comprehension activities
- 9) Use of IEPs for SEND, SA+ and SA and staff informed and updated on reading/spelling ages to inform planning

From this data, decisions around Student Premium fund expenditure will be made as well as the utilisation of one-to-one Tutors and Staff / Academic Mentors. Student grouping will follow Raise-online ; girls, boys, upper, middle, lower, SEND, EAL, FSM, Ever 6, PP and any identified groupings particular to our students.

Students with Special Educational Needs and/or Disabilities and/or Statements will have an IEP updated 6 weekly and reviewed termly by the SENCo, parent and student, who will implement agreed action plans appropriately. All staff will regularly feed into the IEP review and will be updated of the outcome.

Further Interventions may include the use of:

- Inclusion team (SENCo)
- Learning Support Assistants
- Reading recovery groups
- One-to-one reading coaches
- Nurture group
- Gifted and Talented Coordinator
- EAL Coordinator
- Primary Liaison
- Staff/Academic Mentors
- Community and Business Mentors
- Learning access equipment

Mentoring

In addition to the core timetable, students will receive 20 minutes of small group (3 students) mentoring once a fortnight with their Tutor. Further one-to-one Mentoring will take place before, during or after school via carefully selected Staff. This will be decided by the Assistant Principal-Achievement through close discussion with Directors of Learning, SENCo, with wellbeing meetings having input. Students with special educational needs may be withdrawn from some mainstream lessons to undertake one-to-one, paired or small group sessions with Learning Support Assistants. This will be done on a case-by-case basis and only with a particular academic purpose.

Student profiles indicate very few who are beginners at the English Language, those who are, will be allocated an additional lesson once per day to receive English Language tuition. Other than that they will attend all mainstream lessons and be fully immersed into each subject. Teachers will be expected to provide subject vocabulary booklets which covers the whole years' worth of work. The EAL Coordinator will address the needs of the few students in our cohort with English as an additional Language. The coordinator will have full teaching duties but receive 2 extra free periods in which to complete extra duties.

Two primary schools, Shelley and St Andrews, show a higher number of SA and SA+ with particular weaknesses in literacy to be addressed. Paired Reading coaches (KS4 and 5) will be allocated to SA and SA+ students and those in receipt of free school meals and then to students with the lowest reading ages in that order of priority. Paired Reading coaches will spend 20 minutes with one student at a time, three times a week during registration.

Well-being meetings regarding student's ability to engage and access the curriculum (emotional or physical) will take place regularly between the Head of Year, Pastoral Managers, SEND team, Academy Nurse/ Councillor, outside agencies, etc.

Inclusion

Teachers will be required to differentiate effectively so that the needs of all students are met and they can achieve appropriately challenging learning objectives. Should students require additional support to that available during lesson time then alternative arrangements will be made. This will be the responsibility of the Inclusion Team. The inclusion team will be structured in the following way:

- 1) Head of Inclusion/SENCo
- 2) Learning Support Staff
- 3) One-to-One Coaches

The Head of inclusion/SENCo will be responsible for ensuring that all SEND, SA+ and SA, and FSM students make the progress expected of them or better and will ensure that needs are identified, individual support plans designed and provision of resources or referrals to external agencies made. These support plans will be assessed and reviewed 6 weekly, discussed at 2 weekly wellbeing meetings and SMART targets given to students. The effectiveness of specific interventions will be analysed and adjusted accordingly. All vulnerable groups will be clearly identified and staff made aware. Data will be collected and analysed by the Assistant Principal, who will implement the RAG system to alert staff to underachievement and direct resources to support the student

The role of the SENCo will follow statutory requirements at all times.

Pupil Transition

Transition to the Ongar Academy

Summer programmes

We will offer the students of The Ongar Academy the opportunity to participate in a summer programmes staffed by Academy staff and volunteers and offer fundraising and development opportunities for our business and community supporters. This will be of particular benefit for those students in Transition from Yr6 to Yr7, to ease potential anxiety and avoid an increase in the learning gap. Local primary academy students will have participated in a number of joint and separate activities on our campus during Yr5 and Yr6 in order to ensure continuity of provision. Our Transition Coordinator will ensure that project work bridges the divide between primary and secondary school and travels with the student to be marked and celebrated on their arrival at the Ongar Academy.

The Head of KS3 will be allocated responsibility for liaising with primary schools. Opportunities to visit and work with us before they start with us will have been made available through our STEM and community foci. Opportunities for our staff to visit and work with the local primaries will be sought in orders to smooth transition and cross phase activities and summer work will be encouraged.

STEM focused taster days will be organised with our feeder primary schools. 'Girls in Engineering' for Yr5 will begin to address the lack of aspirations our girls have within what is still predominately considered a male environment. Lego days or Science adventure days will support the teaching of maths and science in our local primaries. Digital artwork and computer programming will also be on offer to ease the transition and drive the desire to come to our Academy.

Staff with particular key stage responsibilities will work with teachers and pastoral staff and parents in order to better prepare our students for the transition point between each key stage. Our cross phase projects will support this as students will have already worked on projects together.

Home /Academy Relationships

Parents/carers will sign a Home/Academy Agreement indicating that they have understood the nature of the relationship between them and the Tutor/Mentor/Academy and the calendar of events they will be expected to attend. Parents/carers will receive training at this event as to how to log in to the public area of SIMs. We will expect and advertise the fact that the Principal's door will always be open to parents/carers and we will expect parents/carers to complete a full evaluation of the Academy every year via an on-line survey.

At the start of Yr7 and from then on at the start of each academic year parents will attend a welcome evening whereby expectations of them, us and their children will be set out for the coming year. We will make it clear that full attendance at Mentor/parent/student meetings will be required.

Transition into our Sixth Form will involve a planned induction week at the end of the summer term. Best practice shows a combination of starter sessions for all subjects, where staff will give a taster and an overview of the course, as well as set any 'summer homework' and reading in

preparation for September, works best. A team building day, study skills tuition and a visit to a local university will also be offered.

Transition from the Ongar Academy

At both progression points; end of KS4 and 5, our students will be given comprehensive advice and guidance through careers talks, meetings, conventions and parents events. Each student will be given a series of meetings with a senior member of staff to discuss current and projected achievement data, career aspirations and next phase of education options. Equal support will be given to all students regardless of their intention to stay with the academy for KS5 or not. We would expect 20% may not feel it appropriate to follow a broadly academic Sixth Form offer with us and select to further their studies elsewhere. Equally a number will select to join us from other schools to pursue the high quality provision provided particularly in STEM subjects. A Careers fair will be organised as well as information evenings.

Special conference days and trips will be organised with our business and university partnerships in order to raise the aspirations of our students. Opportunities for appropriate apprenticeships, particularly in the STEM subjects will be brokered and work experience in the sixth form will be specifically tailored to their intended destinations for progression. We would seek to match our students with willing contacts who would be able to mentor via email and perhaps support with extended project research.

Careers information, advice and guidance

Information, advice and guidance will be given to all year groups from 7-11 and provided in an impartial manner, in the best interest of the students. The role will be performed by the Careers Advisor, a role held by Head of KS4 using bought in services as required, at the Ongar Academy who will also promote high aspirations and encourage students to develop goals setting behaviour from the age of 11. Their responsibilities are:

- Deliver high quality and inspirational assemblies, talks and sessions to encourage students in the development of their career goals and to broaden their horizons
- Meet every student individually to discuss career goals and aspirations during years eight and eleven
- Co-ordinate work experience placements
- Co-ordinate trips to universities and organise Easter and Summer schools at universities
- Co-ordinate careers fairs and talks
- Provide one-to-one impartial advice regarding GCSE, A Level and vocational subject choices as well as offering student/parent/carer drop in sessions
- Monitor and evaluate the quality of offsite educational provision
- Assist with research and decision making into further education, training and employment opportunities in the area
- Target hard to reach parents/carers and offer support and advice
- Arrange placements for student volunteers
- Record and monitor students' career progression post 16
- Strategically plan the annual cycle of careers events.

Section D2

Measuring student performance effectively and setting challenging targets

At The Ongar Academy we will set the following standards of achievement for:

The whole Academy:

- Leadership, management, student behaviour and safety must be exemplary from the very beginning. Expectations must be set for all members of the academy community to conduct themselves in the highest possible manner.
- All teachers must meet Ofsted standards of good or better teaching in at least three lesson observations throughout the year – data regarding lesson observations will be collected and monitored by the assistant principal on a termly basis. A package of support will be put in place to support the teachers to improve standards that are expected from the Ongar Academy.
- The whole academy must be judged good or better by Ofsted inspectors, from the first inspection. Evidence of progress of each child will be measured against the targets set, and attendance and exclusions will be scrutinised every six to eight weeks by the Academic Manager who will break the data down into the progress of groups.

Individual students:

Student Performance/Academic achievement

By end of KS3:

- All groups (Girls, Boys, SEND, Gender, EAL, FSM, upper PA, middle PA, lower PA, & PP): of which 80% are expected to make 3 sub-levels of progress over the year. The targets above are based on Burnt Mill (4th most improved school in the country) and Chelmer Valley Academy Targets, both high performing schools located within 12.5 miles of Ongar.

Minimum by end of KS4:

The following percentages are a minimum expectation of the students at the Ongar Academy to maintain high levels of achievement. These will be determined by school targets based on FFT D+1 data. The student's targets are fluid so once they have met their target a new target will be set.

- Percentage achieving 5 or more A*-C GCSEs (or equivalent) including English and Mathematics: 76% in line with the nearest 'Outstanding' academy and above all other local schools.
- Percentage achieving the English Baccalaureate: 76% matching our above target, as the first examinable cohort will be judged on 'Progress 8' so students automatically qualify for the English Baccalaureate.
- Percentage achieving target grades in at least STEM subjects: 100%
- Retention into 6th form: 100%
- Lesson observations rated 'Good' or better: 90%

- Parental and student satisfaction: 90% or above

By end of KS5:

- Percentage of Key Stage 5 students achieving 3 A levels (of those only taking 3) or equivalent at A-E : 100%
- Percentage of Key Stage 5 students achieving 4 or more A levels or equivalent at A*-E: 100%
- Percentage of Key Stage 5 students who get 2 A levels AAB in “facilitating” subjects: 30% (above national average, 15.3% and local schools <8%)
- Percentage of Key Stage 5 students who get 3 A levels AAB in “facilitating” subjects: 20% (above national average, 9.6% and local schools <4%, local secondary St Martin’s, more than 10 miles away, achieved 56% - this is an aspirational target of the academy when established.)
- Percentage of Key Stage 5 students that go onto any/Russell Group universities: inline or above national averages
- Average A level score C+/B (local schools, C-/D)
- Lesson observations rated ‘Good’ or better: 90%
- Student and parental satisfaction: 90%+

Disadvantaged students

- We expect all disadvantaged students, from all backgrounds, to make the same levels of progress as other students in the Academy. To facilitate this target, interventions will be put in place, as mentioned earlier in [Section D](#).

STEM and Community Targets

- Every student completes two STEM based projects per academy year.
- 75% of all students achieve a qualification in three sciences (Triple Science).
- 100% of all students achieve a Design and Technology qualification.
- Every child achieves at least a Bronze award in their Leadership and Community Passport.
- All students participate in two or more enrichment activities per week

Assessment for learning – identification of learning needs

Teachers will be expected to deploy techniques which diagnose how much progress students have made in lessons and which areas to improve. Setting clear learning objectives will be essential for every lesson and teachers will be expected to be able to make quick and accurate assessments of how well students have managed to meet them. Teachers will be expected to use a variety of teaching methods routinely in lessons to appeal to all types of learner and adjust their planning accordingly to provide opportunities for students to make the improvements identified.

Monitoring and Evaluation Systems:

Accurate Academy Self Evaluation is essential at all levels and will be monitored by the following:

- Attainment and progress (see standards of achievement above)
- Quality of leadership; the Principal will be routinely performance managed by the board of governors, all other responsible persons to be monitored on a half termly and annual basis
- Quality of teaching through half termly lesson observations and rigorous performance management
- Quality of Learning and behaviour for learning will be monitored through lesson observations by Leadership, Line- Managers and Student voice
- Student attendance through the day to day collection of relevant data
- Behaviour through the number of serious incidents and fixed term exclusions on a day to day basis
- Students' enjoyment of academy during weekly mentor meetings and via an annual whole academy survey and student voice soundings on a rolling programme
- Parents and carers attitudes during fortnightly calls home and via an annual satisfaction survey
- Budget planning and management through rigorous daily scrutiny, fortnightly and annual reports to the relevant bodies.
- Attendance at Extra-Curricular / Support sessions mapped by Pastoral staff and staff mentors.

We will validate our data by comparing it with other schools in our area and in particular through working with our support school, Chelmer Valley. We will take every opportunity to work with staff from other schools or HMI to address any issues we may have. For instance should we feel that a subject area is not performing as it might we will look to bring in AST support.

Measuring Performance and Setting Targets

We will ensure that students meet their targets and expectations in the following ways:

- Accurate and regular diagnostic assessments and identification of learning needs and aptitudes.
- Regular formative and summative assessment.
- Close involvement of parents/carers and high quality reporting mechanisms.
- Rigorous performance management of staff.
- Accurate whole academy self-evaluation processes.

On-going assessment

Progress measures set against aspirational targets developed from FFT D +1 and Academy targets will be measured every six weeks. There will be half-termly data collection for all year groups in order to ascertain progress and identify any intervention required. This data will form the basis of Line- Management discussions between Middle Managers and Senior Leaders. It will also form the basis of Learning Conversations between Mentors and mentees.

All data will be reviewed and challenged by the Achievement Leader (Assistant Principal-Achievement), who will oversee progress for all groups of students as well as individuals and RAG those who appear to be falling below expectations and highlight them for further intervention.

Staff will be data literate to inform planning and monitoring of the progress at classroom level, staff will identify underachievement in the first instance.

Table 8: The Academy monitoring and evaluation schedule for the Academy year

Term	1	2	3
Leadership	Exams analysis Whole academy SEF reviewed and completed Whole academy targets reviewed SDP updated. All subject Areas Focus 1 'Challenge'	Stakeholder voice activities. Learning and climate walks on focus 2 Behaviour for Learning. Analysis of behaviour logs Behaviour & Safety aspect of SEF reviewed/ updated.	Leadership group review-focus 3 differentiation. Leadership & Management section/SMSC of SEF reviewed/updated/priorities identified. Analysis of internal data. Observations on literacy/differentiation. Priorities finalised for next academic year
Director of Learning/Departmental	Exam analysis and internal data of all key stages. SEF reviewed Subject and area lesson observations. Teaching & Learning priorities identified SD reviewed/updated. Progress and work sampling.	Learning conversations/questionnaires on quality of T&L. Behaviour logs for subjects discussed with Line Manager. Behaviour for Learning walk. Area Development plan reviewed/ updated. Analysis of internal data- all key stages. Progress & work sampling.	SEF- leadership & Management/SMSC reviewed for Area. Priorities identified. Area Development Plan reviewed and updated. Analysis of internal data. Progress & work sampling. Final SEF review and conformation of impact/ ongoing priorities
Book Check	Yrs 9, 13 & 11	Yrs 7 & 10	Yrs 8 & 12
Student Voice	Yrs 13, 8 & 10	Yrs 9 & 11	Yrs 7 & 12

Link Governors will adopt a special interest in key areas of the curriculum and Academy development. Structured Governor Visits will occur four times per term, following an agreed Governor Visit Policy/Procedure all in liaison with the Director of Learning. Governor committees will hold the Principal to account and will follow a development plan that requires information at key points of the year. For instance the Curriculum and Delivery Committee will monitor the following;

- Autumn - Exams analysis
- Spring - The curriculum plans for the following year
- Summer - Review policies and have an active involvement in the Academy Development plan as a result of the SEF.

Monitoring and Improving the Quality of Teaching and Learning

In whole school reviews, 90%+ of all lessons are to be judged as 'Good' or better by OFSTED criteria over the academy year. During the year staff may be observed more than this and where a lesson is deemed 3 or below a return visit will take place within two weeks. If this lesson is also 3 or below a support package will be put in place where the member of staff is given a mentor and lesson observations may well increase. Further under performance will trigger capability.

A comprehensive and continuous programme of monitoring and evaluating the quality of teaching and learning will be in place. An important reference will be OFSTED criteria for the quality of teaching and the national Teacher Standards. Rigorous procedures will, in turn, inform CPD and training requirements for staff. Regular Climate walks, lesson observations from senior staff as well as line managers and an 'Open Door' policy will inform any judgements regarding the quality of provision. As will the following;

- Book monitoring and quality of marking
- Student voice responses
- Parental questionnaires
- Internal reviews
- Analysis of lesson observation data at all levels
- Systematic checking of learning to ensure it is rapid and sustained
- Staff responses to questionnaires
- Homework checks

A high emphasis will be placed on ensuring differentiation, challenge and higher order thinking skills with quality feedback to students, both written and verbal.

Through the 'Open Door' policy staff will be encouraged to collaborate and support each other in attaining high quality of delivery and learning in their lessons.

As Literacy and Numeracy are whole academy foci for us we will, at capacity, appoint Literacy and Numeracy coordinators who will provide inset and guidance and monitor literacy across the curriculum. Until capacity these roles will be held by Directors of Learning.

Levels of scrutiny will run from Leadership Reviews through the Line Management system and result in an analysis of progress at Leadership level. Please see section on quality of teaching.

Each Academy year there will be a rolling programme of observation and review following Ofsted criteria that covers the entire Academy, year group by year group, as well as all Departments and Directors of Learning (see table above). Primarily this will be conducted by Leadership in partnership with Heads of subject area. Any Academy foci will be addressed at this time e.g. 'challenge' or any issues arising from the Academy Development Plan and Self Evaluation (SEF)

All staff will be observed at least once a term, including twice a year for PMR purposes and may elect to use these from the Leadership/Area reviews or organise further specific observations through their Line Manager should they wish. By this process although we will engender an 'open door' policy within the academy; encouraging staff to share good practise. Strengths according to Ofsted criteria will be integrated into the staff development programme of sharing good practice and any areas for development will form an Action plan for Heads of Area or Department to follow. A follow up interview will take place between Line-Managers and Heads of Area

Any lesson observation falling below Ofsted 2 grading will trigger a revisit within 2 weeks. Should the following lesson also be 3 or below the member of staff will work with a senior member of staff or external AST in order to improve. Should the problem continue then the academy will follow capability guidelines.

Whole Academy issues identified will inform strategic planning and the Academy Development Plan.

Staff Accountability and Targets

In terms of line and performance management of staff, senior leaders will ensure that the teams across the academy make efficient use of the data collected, that it is understandable and translates swiftly into appropriate and effective intervention. All staff will be performance managed on the achievement of the students they teach; the quality of their lessons and their involvement in academy initiatives. Targets will be set in discussion with line managers and will be monitored consistently throughout the year. Teachers will be expected to go the extra mile in order to ensure that their students achieve the minimum expectations outlined above. The RAG team under the guidance of the Assistant Principal – Achievement, and Progress will be responsible for identifying poor progress through scrutiny of the following:

- Staff internal data/tracking
- Lesson observation feedback
- Termly test results
- Student behaviour in lessons
- Exam outcomes
- Attendance to lessons

Directors of Learning will be responsible for supporting weaker teachers and senior leaders will be expected to take decisive action where necessary.

Staff morale, development and retention

A clear, coherent PMR/CPD programme will enhance morale and offer opportunities to develop and extend good practice. Engagement in Masters Programmes and educational research will be encouraged and supported. An encouragement for staff at all levels to be engaged in educational research will foster an ethos of high aspiration and benefit our students. It will be an expectation that all UPS staff actively engage in furthering their own knowledge as well as delivering inset to their colleagues.

Staff will be given the opportunity to share good practise and innovation through an in- house inset programme that anyone can elect to play a part in. It will be an expectation that all major post holders of responsibility and UPS staff will automatically have a role to play in this initiative.

We will encourage new ideas and continually revitalise the quality of experience that we give to our students. Staff will be encouraged to attend networking meetings for their specific subject areas. An in-house inset programme and an encouragement to continue studying among the staff will allow for the sharing of research and exploration within the staff body.

Assessment and Data Tracking

Regular assessment and data tracking will provide the mechanism for effective and accurate tracking of student progress. All staff at all levels will be trained to use data effectively. We will be fine levelling our data. B1 will mean could be supported to possibly achieve an A grade, B2 suggests a clear B, B3 suggests insecure B and will need further support to access the B grade a We have practical experience of this system is working in our own establishments and it is having a significant impact in accurate prediction

Regular Formative and Summative assessment – measurement of progress

As in any good school, all students will be routinely assessed throughout the academic year.. The annual cycle of assessments will be available in advance to parents/carers and students via the web based student information system. Parents/carers and students will also have access to marking criteria and grade boundaries (whether levels or A, B, C etc.) for all subjects

Expected Levels of Progress– measurement of progress

Every student will be expected to make at least three levels of progress during Key Stage 3, with 80% achieving more. Sub levels are set at 1/3 of a level of progress and these levels will be assessed in all subjects, diagnosed using standardised measures. The levelling system will be consistent across all subjects.

Monitoring student participation in activities

Student participation in activities will be mapped across the academy and throughout their academy career. This will form the basis of Learning Conversations that they will have with their mentor/tutor and be reported home through the fortnightly home- academy contact by telephone. Each member of staff will have 10-15 students that they follow in terms of progress and engagement. These will be met 2 weekly and a call will be made home to parents.

Student and parental satisfaction

Student Voice will play an integral part in Academy life as the Academy grows. There will be student led committees run in accordance with each strand of the Every Child Matters (ECM) strategy. Students will play an active role in the day to day running of the academy as well as playing an integral part in the development of teaching and learning. They will be involved in setting high standards of behaviour for learning and play a valued role in the employment of new staff. They will assist in lesson observations and offer feedback into staff inset programmes The Student Voice council will be voted via tutor groups and form part of the Leadership Passport along with other opportunities to support their peers through sports captains and community leaders. Each committee will eventually led by a member of the 6th form as part of our Leadership and Community programme.

Liaising with and reporting to parents / carers

We will ensure that the Student Information Systems (SIMS) is organised in such a way that parents can access real time information about their child(ren) via the Internet. It will include 'live' reporting of attendance data, student grades, student timetables, and homework schedules and will be able to store reports and individual education plans, this will include participation in enrichment activities.

Reports to parents/carers

As well as being able to access the data on line, parents/carers will have reports sent home four times per academic year: after the first half term holiday, after Christmas, after Easter and before the commencement of the exam period. Reports will be a summary of the data collected during that term. Teachers will also add a short, precise and informative written comment as to which areas students need to improve. This data will include:

Promoting student contributions to the local community

At the beginning of each Academy year we will train students to set up and manage community projects in order to promote good citizenship and community minded behaviour throughout the Academy. Each student will be expected to allocate a portion of his or her Academy time to such projects. This may involve organising or participating in charity events, being elected to the Student Voice council, becoming a member of the anti-bullying team or volunteering time to help a younger student learn to read. This will be recorded in their student Leadership and Community Passport.

The Academy will adopt local and national and world wide charities and hold fundraising or awareness events to generate support. Students will also be expected to represent the academy at all times, whether on site or at home, and be polite, helpful and respectful to their families and community.

Attendance

The target for attendance is 95% and above. Attendance issues will be addressed through a direct communication with students and parents during the 2 weekly contact phone calls. An automated message system will call home to alert parents of unauthorised absence and require a response. Student Attendance Monitors, as a part of the Leadership focus along with tutors and Heads of Year will monitor attendance and highlight concerns early. An attendance panel will interview students if their attendance falls below 90%. Electronic registering will set the bench mark for punctuality and pick up any attempted truancy. Lateness and punctuality will be monitored by Heads of Year. A target of no more than 2% will be set. The Attendance Officer will work closely with parents and Pastoral Managers to resolve issues.

A number of our primary feeder schools and a significant number of the local secondary schools around us have higher than average persistent and regular absences recorded. There will need to be a culture change among parents and students alike. A reward and celebration system will be put in place in order to achieve this. Opportunities for Leadership roles among the student body as Attendance Monitors will be established. Early intervention and phone calls home by Attendance Officer will quickly establish a dialogue with parents.

Behaviour and discipline

Behaviour will be 'Good' or better by Ofsted criteria. Behaviour Learning walks and a comprehensive Leadership Evaluation and Monitoring Programme will ensure that behaviour around the Academy is calm, orderly, cooperative and respectful. Feedback from the wider community will be sought through questionnaires and feedback sheets at various events.

Behaviour logs will reflect the number of 'Senior Duty Call Outs' or instances of low level disruption to learning. An emphasis will be made on allowing teachers to teach and students to learn.

The Student Voice council will be an essential tool in monitoring behaviour in and outside of the classroom and behaviour for learning will be a whole academy focus. Strategies will be in place to deal with any bullying and cyber bullying. All racist/sexist or homophobic incidents will be logged and dealt with swiftly and fairly.

Exclusion data will be monitored regularly by the Head of Pastoral and Leadership Team and will consistently fall below national averages for fixed term and permanent exclusions. All avenues will be explored before exclusions are put in place. However the standards of behaviour will be set very high and parents will be expected to enter into a 'Home Academy Agreement' regarding behaviour and attendance at the start of the academy year.

The Ongar Academy will set high expectations for discipline, of paramount importance is that Teachers should have the right to teach and students to learn. There will be clear systems in place in order to ensure this can happen. A hierarchy of interventions/actions involving staff, students and parents will be followed but ultimately our rules will be followed or it will be clear that this is not an appropriate institution for the youngster and an alternative placement will be sought.

Safeguarding procedure we will also ensure the academy operates strict safeguarding procedures and complies with all relevant guidance.

Promoting good behaviour

Rewards and recognition

In return for hard work, positive attitudes to learning, high attendance and academic success students will receive rewards. Rewards systems will be structured into the academic year calendar and staff will be encouraged to hand out rewards consistently. The systems will be simple to understand and easy to administer. Rewards will be quick to hand out and valued by all members of staff. There will be celebratory assemblies every term.

D3 – Staffing

A staffing structure that will deliver the planned curriculum within the expected income levels

The curriculum models are based on filling all places available in the Academy. Other models will be developed for reduced intake. The following table reflects the phased growth of staffing on the following premise of reaching capacity of 800 students in 2020/2021. Staffing numbers have been based around this information as well as the student to Mentor ratio of one staff member to ten students.

Table 9: Phased growth

Staff/ Year	Sept 15/16	Sept 16/17	Sept 17/18	Sept 18/19	Sept 19/20	Sept 20/21
Students on Roll	120	240	360	530	700	750
Leadership Team						
Principal	1	1	1	1	1	1
Deputy Principal	0	0	0	1	1	1
Business Manager/ Bursar	0.5	0.5	0.5	1	1	1
Assistant Principal	1	1	2	2	2	3
Total Leadership	2.5	2.5	3.5	5	5	6
Teaching Staff						
Director of Learning	3	3	3	3	4	4
Main scale teachers	6.5	10	16	25	30	35
Total Teaching Staff	9.5	13	19	28	34	39

Contact hours

- Principal: years one and two they will have a contact of 20 hours, by year three, 10 hours a fortnight.
- Deputy Principal: 15 hours contact.
- Assistant Principals: 33 hours contact.
- Director of Learning: 38 hours of contact.
- Main Scale Teachers: 44 hours of contact.

The staffing and recruitment plan is based on the delivery of this timetable and it is inevitable that some teachers may have to teach more than one subject and perform some administrative tasks, especially in the early years.

Roles and requirements for non-teaching staff are fully detailed **later in this Section**

Staff roles, experience and expertise and loading

Staffing will initially reflect our low student numbers. Leadership, including the Principal, will have higher teaching commitments and responsibilities for key areas of the curriculum until the academy nears capacity. As the academy grows we will employ a greater number of teaching staff to reflect the increase in student population although the key support staffing structures will remain relatively constant. All staff will be expected to carry out administrative activities alongside their teaching commitments in the early phase of the academy; non-teaching administrative staff will be employed as numbers strengthen although we intend to build a flexible/family orientated ethos which reflects our community focus and sees all areas of the academy functioning in collegiate manner. Teaching staff will be expected to be flexible in their subject specialisms and respond to the academy needs; often teaching in their second/third subject specialism.

Rationale for structure in years 1 and 2 post-opening

- Initially the Principal will act as SEND support but will hand over to a SENCo in year 3
- The Principal will have a teaching commitment at capacity but higher in the early years
- The Assistant Principal will deputise until a deputy is appointed
- The 3 Directors of Learning will be in place under STEM, Communications and Community

Changes to structure in year 3 post-opening

- An additional Assistant Principal will be employed in year 3
- The second Assistant Principal joins with the focus on developing the sixth form. They will start in Sept and flesh out the strategic plan and prospectus, engage with secondary schools and this community. The application window will be from November onwards. They will also support with the Year 9 Options procedures ready for KS4.

Changes to structure for year 4 post-opening

- A Deputy Principal will be appointed

Changes to structure for year 5 post-opening

- An additional Director of Learning will be appointed, to make up the full complement of four.

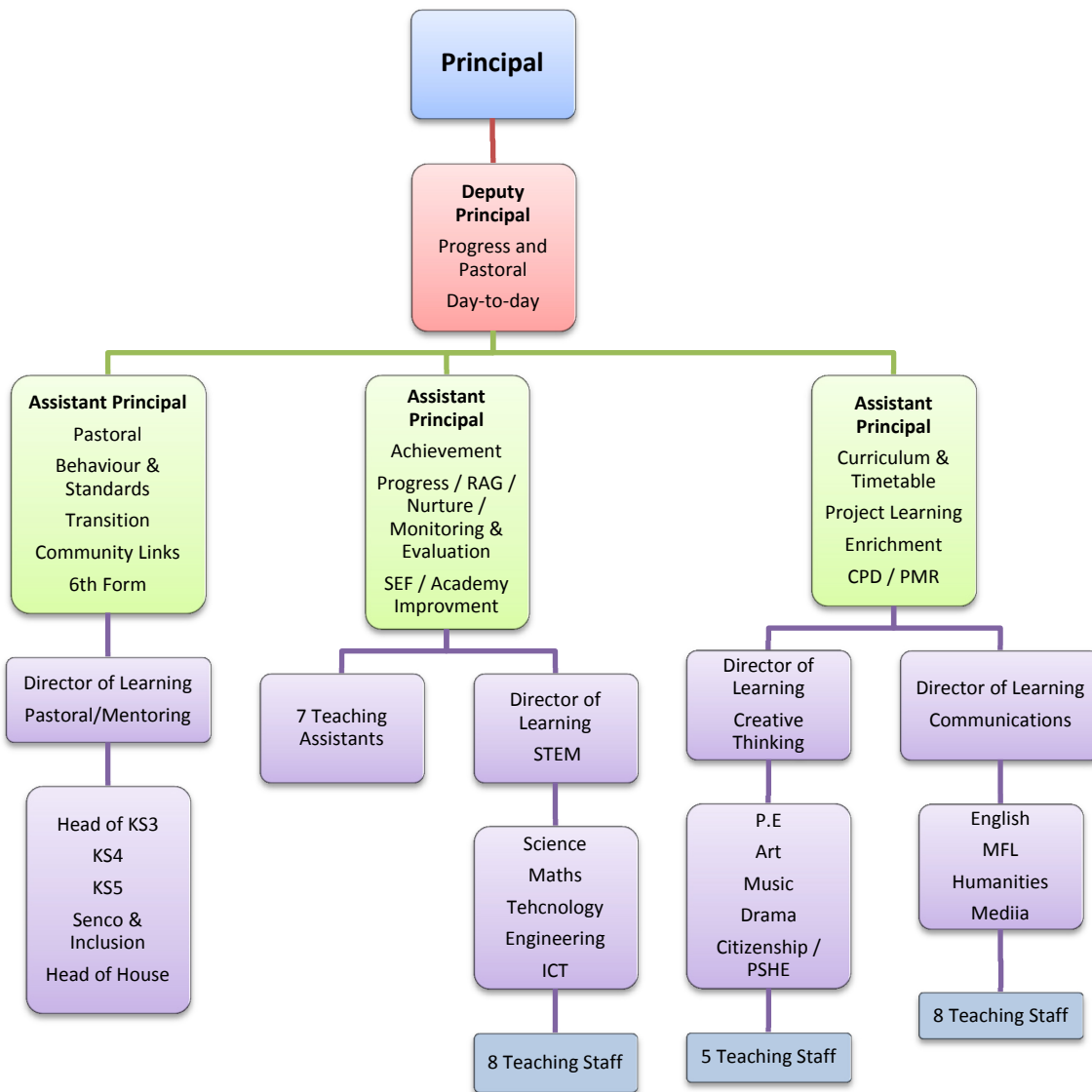
Change to structure for year 6 post-opening

- The final Assistant Principal will be appointed.

Staffing Structure at Capacity

The table on the next page shows the Staffing Structure for the Academy at full capacity followed by phased plans to demonstrate a suitable interim curriculum plan and staffing structure.

Table 10 Staffing structure at capacity



Non-Teaching Staff



The Academic Structure

The following table shows the line management structure and roles and responsibilities, in more detail.

Table 11: Academic staff roles, experience and expertise

Role	Main Responsibilities
Principal	To ensure a consistent, inspirational, efficient and visionary leadership of the academy. Ensuring the smooth running of the academy. To have accountability to the stakeholders. To have complete oversight of progress & achievement within the academy. To ensure high standards of discipline are upheld. To line manage the Deputy Principal. Governor engagement and deployment of resources. Please see under F4.
Deputy Principal	To have complete oversight of the Teaching & Learning within the academy; to ensure a high quality of provision and examination. To deputise in place of the Principal in the first instance should this be necessary. To be responsible for staffing and admissions. To line manage Assistant Principals for Monitoring & Evaluation, Curriculum & Enrichment, Leadership & Community and CPD/PMR. To have complete oversight of progress & achievement within the academy and the running of the Pastoral system. To ensure high standards of discipline are upheld. To sit on behaviour and attendance panel and liaise with local consortiums and the community. To line manage Assistant Principals for Achievement & Progress, Pastoral & Mentoring and Transition & Day-to-day
Assistant Principal Curriculum and Enrichment	Responsible for curriculum design, timetabling, enrichment and Project-based Learning. To line manage the Director of Learning for Creative Thinking. To ensure CPD reflects the needs of the academy as identified in the Academy Development plan and SEF. Ensure high quality teaching and learning or provision of activities and excellent academic progress of individual students and groups of students within the academy. To line manage The Director of Learning for Communications.
Assistant Principal Achievement/ Progress/ RAG/ Monitoring and Evaluation	To ensure high levels of achievement and progress are mapped across the academy (RAG) and appropriate interventions are put in place rapidly as soon as required. To liaise with all Directors of Learning about progress within their areas of responsibility. To coordinate the effective use of Student Premium. To liaise with the AP regarding the mentoring programme. Ensure the effective running of the nurture group and its implementation in all areas to improve achievement. To plan, run and coordinate a comprehensive system of monitoring and evaluation across all aspects of the academy. Ensure high quality standards of teaching and learning, excellent academic progress of individual students and groups of students across the academy. To prepare the SEF. Ensure high quality standards of teaching and learning and excellent academic progress of individual students and groups of students across the academy. To line manage to Director of Learning STEM.
Assistant Principal Pastoral/ Mentoring	To coordinate the efficient running of the Pastoral system. To Liaise with other schools regarding behaviour & attendance. To ensure high standards of behaviour are set and adhered to. To be the named Child Protection officer. To line manage the Director of

	Pastoral and Mentoring and to line manage Inclusion & SEND. To liaise with and run enrichment programmes for feeder primaries. To plan and carry out bench mark testing on entry to the academy. To have oversight of all transition points and run a comprehensive care & guidance programme for transition points. To lead 6 th form provision.
Director of Learning STEM	Line manager for Science, Technology, ICT, Engineering and Maths. Numeracy (including financial literacy) across the curriculum co coordinator.
Director of Learning Communications	Line manager for English, MFL, Humanities and Media. Literacy coordinator across the academy.
Director of Learning Creative Thinking	Line manager for PE, Citizenship, PSHE, Art, Music and Drama. To coordinate project learning across the curriculum.
Director of Learning Pastoral and Mentoring	Line manager for pastoral care for KS3, KS4 and KS5, SENCo, Inclusion, heads of House and coordinator for the Leadership & Community passport scheme.
Director of Learning Creativity	Line manager for the Arts (music, Drama, Dance, Art & photography) coordinator for cross curricular planning and activities
Teacher I/C subject Area	Accountable for the coherent planning, running, examinations and achievement for a particular subject area
Teacher	To plan and deliver high quality teaching and learning and ensure that individual students in their classes make exceptional levels of progress.
Teaching Assistant	To plan and deliver high quality teaching and learning and ensure that individual students in the nurture group and or the classroom make exceptional levels of progress.
Paid extracurricular GCSE teachers	To plan and deliver high quality teaching and learning and ensure that individual students in their classes make exceptional levels of progress.

All staff will be expected to lead or support at least one extra-curricular club per week – this may be supervising homework clubs, subject support sessions, student clubs, and sports matches. Staff may also wish to use their hour by taking one-to-one reading coaching sessions. Staff will also be offered the opportunity to apply for a number of the additional responsibilities as the academy grows and the need is established. A selection is listed below:

- Additional GCSE option 1
- Additional GCSE option 2
- Duke of Edinburgh Award

The Pastoral Team

The following table shows details the roles and responsibilities of the Pastoral Team.

Table 12: Pastoral team roles, and responsibilities

Role	Main Responsibilities
Assistant Principal – Pastoral	Oversee excellent standards of discipline and student care. Line management of Inclusion and Pastoral teams. Act as named Child Protection Officer. Sit on the Behaviour and Attendance panel. Resolve disputes between the Academy and parents.
Director of Key Stage	Attend weekly student care team meetings as required. Line manages Tutors. Track progress of given Key Stage and liaise with Assistant principal Achievement & Progress. Ensure all student issues are followed up by tutors and mentors. Induct, train and performance manage mentors. Lead inspirational assemblies.
Tutor	Meet group of 25 students once per day (30mins) to issue news, notices, trip information and follow Tutor programme to deliver Literacy & Numeracy etc.
Mentor	Meet students individually once a week to give academic and pastoral support and monitor progress. Main point of contact between home and academy once a fortnight for a general progress report and discussion.
Head of Inclusion/ SENCo	Lead and manage the provision of high quality and tailored special educational support, and ensure students with special educational needs make exceptional progress.
Nurse/Attendance Officer	Provide high quality medical care for staff and students. Monitor levels of attendance at the academy and support students to achieve exceptionally high levels of attendance.
Pastoral Manager/Counsellor	Provide high quality emotional support for students and track attendance.
Reading Coaches	To support each student to make exceptional progress in their level of reading comprehension and development of vocabulary and grammar.

Directors of Key Stage will oversee a team of tutors. All tutor groups will be mixed ability to enable good socialisation and avoid labelling. Non-teaching, Pastoral Managers will support the emotional and physical wellbeing of students. They will monitor attendance and liaise with parents. Regular wellbeing meetings will be held to discuss any issues within a given year group. All relevant staff and outside agencies will be in attendance. Decisions made at these meetings will inform which interventions may need to be put in place for the students to be able to access the curriculum and learn effectively. This will impact positively on progress made by all students.

The Pastoral Structure

The aim of the Pastoral Team, including associated systems and procedures, is to provide high quality care and attention for all students but to also be inexorably linked to progress as well as wellbeing.

Student groupings

- Mentor ratio – one mentor is assigned a maximum of 10 students
- Tutor groups – 25 students
- Year groups – 120 students

Students will also be put into 5 groups of up to 25 students per year group for tutor sessions as well as being allocated their own mentor. A description of roles and student allocations are in the table below.

Pastoral Leaders- Directors of Key Stage

- 2015/2016 – 1 Head of KS3; pastoral leader for year 7
- 2016/2017 – 1 Head of KS3; pastoral leader for (7 & 8)
- 2017/2018 – 2 Heads of KS3 and KS4; pastoral leaders for (7, 8 & 9)
- 2018/2019 – 3 Heads of KS3, KS4 and KS5; pastoral leaders for (7, 8), (9 & 10), (12)
- 2019/2020 – 3 Heads of KS; pastoral leaders (7, 8), (9,10 & 11) and (12 & 13)

Directors of Key Stage set the annual strategic pastoral plan and take responsibility for the training and performance of mentors along with line managing Tutors. They will also liaise with the Inclusion Team and other agencies to ensure that important information regarding students' needs is shared and handled sensitively.

Non-teaching administrative support roles

The following non-teaching roles will be established:

Operations

- Bursar/ Business Manager- Will manage value for money and the efficient day-to-day operations of the Academy community (x1)
- Finance Assistant - Will ensure the financial stability of the Academy and be directly responsible to the Principal (x1) and line managed by the Business Manager
- Head/ Deputy Head Senior PA (x1)
- Academy receptionist (x1)

Non-Teaching support staff

- Admin Support for subject leaders
- Librarian(x1)
- Caretaker(x1)
- Exam Officer from 2017 (x1)
- Pastoral Manager (x3)
- Attendance Officer/ Nurse (x1)
- LSAs (As needed)
- Lab Technician (x2)
- Digital Technician/ Director of ICT Network (x1)
- Catering Contract managed by Business Manager, Catering Assistants/ Lunch Supervisor (x3)
- Cleaners - Cleaning Contract managed by Business Manager
- Additional Cleaners

Phased growth - Estimated numbers of staff

Should the Academy only achieve uptake of places at 70% in Year 1 post-opening, we will seek to make savings in the following areas:

- The number of students in a class will increase to 28
- Reduce our Directors of Learning to 2
- Reduce teaching staff to 5
- Increase teaching load of Principal and Assistant Principal to ensure we have the breadth of subjects
- Enrichment programme would be adjusted

Other areas of the academy will adjust accordingly but could involve

- Bought in services to support the curriculum
- IT refresh
- Learning resources

These aspects are covered *more fully in Section G*

Section E: Evidence of need – Part 1

Table13: Evidence of demand for 2015 and 2016 based on data from survey

	2015				2016			
	A	B	C	D	A	B	C	D
Year 7	120	105		88	120	141		118
Year 8	0	0			120	105		88
Year 9	0	0			0	0		
Year 10	0	0			0	0		
Year 11	0	0			0	0		
Year 12	0	0			0	0		
Year 13	0	0			0	0		
Totals	120	105		88	240	246		103

Key A = Proposed number in each year group
 B = Number of parent who have indicated they would chose the Academy
 D = Demand as a percentage of places available

Table 13 shows that there have sufficient parents with children of the appropriate age willing to make The Ongar Academy their first choice for:

- September 2015 - 88% and rising
- September 2016 – 18% oversubscribed

It should be noted that our Engagement Strategy is continuing and we fully expect to have exceeded our targets for the 2015 academic year by the time of interview.

Table 14: Evidence of demand for Year 7 entry 2015-2021 based on data from survey

	A	B	C	D
2015	120	105		88
2016	120	141		118
2017	120	148		123
2018	120	118		98
2019	120	154		128
2020	120	126		105
2021	120	75		63
Totals	840	867		103

Key A = Proposed Yr7 PAN for each year group
 B = Number of parent who have indicated they would chose the Academy
 D = Demand as a percentage of places available

Using the same formula as Table 13, the above table demonstrates there are sufficient parents with children of the appropriate age willing to make The Ongar Academy their first choice for entry years 2017 – 2020. In total, the Academy is oversubscribed across all seven years by 103 places.

The information leaflet, including the survey form was issued to parents and duplicated on the Ongar Academy website. The leaflet was distributed to all families with students attending the six primary schools within the Priority Catchment Area and the Wider Catchment Area all within a within a 5 mile radius of Ongar. Social media was used extensively and posters and leaflets, available in local shops and facilities and distributed widely signposting to the online survey which can be found at www.theongaracademy.org/interest.

On the following page is a screen-shot of the information provided to prospective parents and members of the community and this is available on the website www.theongaracademy.org

Broader response

As of 5th May 2014, parents had registered interest for 867 children of the right age range across the first seven academic years from 2015/16. Over 1,000 members of the community completed the survey with 98.9% supporting the idea of a secondary school in Ongar. Only 12 individuals (1.21%) were against with primary reasons given being unrelated to the proposal to establish a new secondary school (e.g. impact on traffic).

Key demographics

The population of the four parishes that comprise Ongar itself is 6,251 of which 1,401 are children and young people, including 632 in the 11-18 age range.

Including immediately neighbouring villages which form our Priority Catchment Area, all within 5 to 10 minutes of the town (e.g. High Ongar, Morton, Fyfield, etc.) the population raises to 10,610, of which 2,380 are children and young people, including 1,134 in the 11-18 age range.

Including immediately neighbouring villages/wards within 10-15 minutes of the town, there is a population of 38,875 of which 8,635 are children and young people and 4,111 in the 11-18 age range.

Presently there are 798 students in the Priority Catchment Area attending secondary schools. Within seven years, this number will rise to 1,132 representing an expansion of 334 students (41.85%). Within the Wider Catchment Area, including immediately neighbouring wards, there are 2,210 secondary aged pupils today. Within seven years there will be 3,031 pupils representing an expansion of 821 pupils within the next seven years. This is a growth of 37.15%

Essex County Council (ECC) acknowledges that there is a need for additional secondary school capacity in West Essex from September 2017.

Table 15: Survey



For the last eighteen months, a team of highly dedicated parents and experienced teachers have been working with leading educational consultants and 'New Schools Network', a Government funded educational charity, to develop plans for a new secondary school for Ongar. The school will be called The Ongar Academy.

This brochure provides information about the school and gives you an important opportunity to help us by registering your support for a secondary school for our town.

The Ongar Academy

We expect to open The Ongar Academy in September 2015, as a fully comprehensive, 11-18 secondary school starting with a 4 form entry of year 7 students. At capacity, the school would have 750 students plus a sixth form. The Ongar Academy will address the educational aspirations of students and parents, equipping young people to take their place, not only within their local community, but the wider world. The school will form a new focus for the local community and build opportunities for all.

Following our consultations with parents, our vision is a school founded upon three core principles:

Academic achievement

- High expectations for each and every pupil
- Fortnightly conversations with parents, reporting on progress and agreeing individual learning targets
- In-depth monitoring of progress with detailed guidance, one-to-one mentoring of all students and small tutor groups
- A challenging, integrated curriculum, based on the successful RSA 'Opening Minds' model
- A wide range of enrichment activities including a supervised after-school 'homework base' open 4 nights a week
- Small student focused classes

Technology, engineering and mathematics (STEM)

- STEM subjects preparing students for Higher Education and employment opportunities in the burgeoning technology industries along the M11 corridor to Cambridge
- Higher Education Institutions, industry and local businesses
- Critical thinking skills through a cross curricular thematic approach, forging powerful and stimulating partnerships in arts, sciences and humanities

Opportunities

- Access to community service, locally, nationally and internationally
- Enjoy opportunities to participate in community building initiatives, in partnership with local and national organisations and enterprises
- Part-time and after school opportunities from 8.00am until 5.00pm Monday to Friday
- Partnership with international schools and universities
- Encourage families to support the school, through structured volunteering and home school partnerships

Register your interest

We are now collecting expressions of interest from parents and carers, who we hope will consider choosing our school for their children. We are not asking you to apply now, but are giving you the opportunity to tell Government that you want the choice of a strong local secondary school and that you support The Ongar Academy. We are also keen to hear from other community members who would like to support The Ongar Academy.

The form can be sent to us directly, posted in our collection boxes in the town, or handed in at any local primary school.

Your name: *

Address:

.....

..... Postcode: *

Email:

Telephone: Mobile:

Please circle

1. I support the idea of a secondary school in Ongar..... Yes / No / Maybe

2. I would select The Ongar Academy as first choice for my child(ren) *..... Yes / No / Maybe

3. I am interested in finding out more information..... Yes / No

4. I would like to help out (e.g. by spreading the word, assisting the campaign, etc.)..... Yes / No / Maybe

5. In a few words, please tell us what a secondary school in Ongar would mean to you and your children:

.....

.....

Date of birth of your child(ren): * / /

Signature *

Note: the information shown with an asterisk (*) is required by the Department for Education. Information will be held securely and strictly in accordance with Data Protection Legislation. We will not share your information with anyone else although the information will be seen by the Department for Education. By indicating you would choose The Ongar Academy for your children, you are not bound by this choice and can change your mind at a later date. The Ongar Academy cannot guarantee places for individual students at this stage.

Response to the survey

The following comments are examples of those received from parents from the survey were noted:

[REDACTED]

”

[REDACTED]

[REDACTED], Ongar, CM5 [REDACTED]

[REDACTED], Great Dunmow, CM6 [REDACTED]

[REDACTED]

[REDACTED], Blackmore, CM4 [REDACTED]

[REDACTED]

[REDACTED], Ongar, CM5 [REDACTED]

[REDACTED]

[REDACTED], Ongar, CM5 [REDACTED]

[REDACTED]

[REDACTED], North Weald, CM16 [REDACTED]



██████████, Ongar, CM5 ██████████

The map on the following page indicates the main clustering of demand in the priority catchment area, with smaller numbers from the broader geographical location, broadly corresponding to the catchment area of the former comprehensive school. Where interest has been received from further afield, it generally relates to parents who work in, or travel to work via, Ongar and/or parents soon to be moving into the area.

Table 16: Map showing location of students who would select the Academy as first choice



Evidence of Need

From our research and data gathering we are able to confidently state the evidence of needs is as follows:

- a) There is no local secondary school option within 7.4 miles;
- b) The population is expanding
- c) There are no secondary schools within a 10 mile radius rated as Ofsted 1 'Outstanding'.
Parents can only choose from school rated as Ofsted 2 or 3
- d) The community and local primary schools suffer from a lack of local secondary school; and
- e) Parents and local employers have expressed their desire for a STEM focussed school

There are no secondary school places available within a 7.4 mile radius as there is no secondary school in walking or cycling distance.

Essex County Council state that the costs of school transport for the District is currently over £7,000 a day or £1.3m per year. Much of this cost will transfer to parents from September 2015 when the entitlement to free home-to-school is reduced from the current choice of three schools to just the nearest school. This could result in an annual travel cost of £500 to £900 per child that parents will need to find to ensure their child can access their entitlement to education.

In addition the service for which parents will be expected to pay for to secondary schools is very poor and only option currently open to parents in the area are long bus journeys taking up to 50 minutes each way. This particularly impacts on KS5 students who are not included in capacity calculations and therefore only get a seat if there happens to be spare places.

Table 17: Map showing location and distances to current most attended 'Destination Schools'



The Ongar Academy will be established [REDACTED] and would serve a substantial existing school population. There are currently 798 students attending secondary schools from the priority catchment area and this will rise to 1,132 students within the next 7 years, a rise of 42%. Including the neighbouring wards there are 2,210 students attending secondary schools, rising to 3,031 within the next 7 years, a rise of 35%. Essex County Council acknowledges there will be significant pressure on places from 2017.

EFDC have approved a policy for 1,100 new homes in North Weald. Using Essex County Council figures, this will result in at least 220 new secondary school aged pupils. This does not include possible development in and around Ongar itself which may arise from Local Plan consultations. The Planning Authority's expectation is that there will be a further 1,000 new homes to the east of the district i.e. in North Weald or Ongar.

Table 18: Performance overview of current most attended 'Destination Schools'

Name	Post Code	Age Range	Selective	Ofsted Date	Ofsted Grade	5 A*-C	Exp prog Eng	Exp prog Ma	Average A-level Grade	Distance from Ongar (miles)
1. St John's Church of England VC School		11-16	N	07/02/12	2	65	69	65	n/a	10.8
2. Brentwood County High School		11-18	N	15/01/14	2	67	76	79	C-	7.7
3. Shenfield High School		11-18	N	28/11/12	3	56	68	58	C-	9.4
4. Anglo European School		11-18	Y	02/05/13	2	80	83	87	C	10.2

5. Hylands School		11-18	N	12/03/13	2	40	46	65	C-	9.8
6. St Martin's School Brentwood		11-18	N	16/05/13	1	77	85	85	C-	10
7. Brentwood Ursuline Convent High School		11-18	Y	25/03/09	2	80	87	81	C+	7.6
8. Helena Romanes School & 6th form centre		11-18	N	13/11/12	2	63	69	74	D+	14.5

The

following should be noted in relation to current Destination Schools:

- The nearest 'non-selective' secondary school with places is 7.7 miles from Ongar. It is a mixed comprehensive with a Sixth Form and is accessible by bus or private transport. The school is on the far side of Brentwood and subject to significant traffic congestion.
- Of the 8 most selected Destination Schools 1 requires improvement. There is only 1 'Outstanding' school, St Martin's. In this regard 14.28% of Destination Schools are less than good.
- In St John's, Epping and in Hylands School, Chelmsford, disadvantaged students are not making significant and/or acceptable levels of progress in English. This is of particular importance for Ongar pupils with regards to data from local Primary schools Shelley and St Andrew's in North Weald.
- Three schools show a low percentage of disadvantaged students achieving English and Maths A*– C and 5+ A* - C Including English and Maths. This is of prime concern to Ongar parents as data shows a number of disadvantaged children coming through from our local primary schools.
- There is a new Free School in Brentwood (Becket Keys - 7.3m) currently open to Yr76 and Yr8 students, for which no Ofsted results are available. This school is selective on the grounds of faith and currently substantially oversubscribed.

Engagement activities

The following table lists the key engagement activities that have been undertaken to promote the Academy to the local community and key stakeholders. It shows how the dialogue with key stakeholders and the wider community has been established through marketing, public meetings and discussion groups. In the fourth column we outline the response to the dialogue and its influence on the proposal for the Academy.

Table 19: Engagement activities

Stakeholder type	Why Engage?	Engagement activities	Response to Engagement
<p>Key S/holders:</p> <ul style="list-style-type: none"> • Potential parents • Potential pupils • Primary Schools – local 6 and wider group of 13 schools • HEI's 	<ul style="list-style-type: none"> • Outline offer • Create advocates and supporters • Assuage concerns and/or convert opposition • Involve children in discussion • Develop new ideas about curriculum, facilities, enrichment etc., • Develop HEI links 	<ul style="list-style-type: none"> • 15,000 Brochure, leaflets, posters, flyers. • 19 street stalls attendance at community events • Academy website • Social media (Twitter, Facebook) • 27 press releases/interviews • 5 formal letters to Headteachers and chairs of governors • Six meetings with Primary Schools' cluster including Headteachers and Governors • School book bags used for dissemination and collection of Questionnaire • 'Parent Information Meetings' in feeder schools and community venues • Demand Questionnaire: Brochure, leaflet, street collection and online • Meet potential parents at the school gates to discuss, hand out leaflets, etc. • Meet and/or corresponded with UEL, ARU, Middlesex, Exeter, Essex Universities. 	<ol style="list-style-type: none"> 1. Parents concern re; breadth of curriculum and how we will prepare our youngsters for future opportunities. <ul style="list-style-type: none"> • <i>Developed Section C & D statements re STEM and PBL, establishing stronger Pri/Sec transition outcomes and clearer voc/academic pathways.</i> 2. Primary heads wanted reassurance that The Ongar Academy would have a meaningful collaborative partnership with them. <ul style="list-style-type: none"> • <i>Made public commitment to Primaries to develop a robust transition programme, collaborative work on assessment for learning, staff CPD and sharing of resources.</i> 3. Year 5 student wanted a formal uniform and to feel part of the community. <ul style="list-style-type: none"> • <i>Formed relationship with local uniform suppliers.</i> • <i>Chosen colours that will ensure students will have a formal uniform which is affordable, durable and available at range of outlets.</i> 4. Parents concern re; quality of staff and behaviour management standards. <ul style="list-style-type: none"> • <i>Developed stronger understanding of recruitment of Principle designate and how the Principle and Governing Body will set the parameters for subsequent recruitment of staff and establishment of policies, systems and procedures.</i>

			<p>5. Parents concern re; Location</p> <ul style="list-style-type: none"> • <i>Developed stronger understanding of recruitment of Principal and how the Principal and Governing Body will set the parameters for subsequent recruitment of staff and establishment of policies, systems and procedures.</i> <p>6. HEI response</p> <ul style="list-style-type: none"> • <i>Developed strong partnership opportunities with a range of HEI's. Detailed advice and guidance from Exeter.</i>
<p>Community S/holders:</p> <ul style="list-style-type: none"> • Local residents in Ongar and surrounding villages • Local play groups, pre-schools and nurseries 	<ul style="list-style-type: none"> • Create wider support Impact on the community • Source of advocates and 'friends' via existing networks • Medium to long term source of students • Potential facilities for activities/school • Develop new ideas about transition, CPD, collaborative projects and assessment 	<ul style="list-style-type: none"> • Initial letter to group leaders • Questionnaire • Street and community venue 'stall' • Academy website • Social media (Twitter, Facebook) • Press releases/interviews • Meeting with playgroups and pre-school • 'Focus group' discussions 	<p>Parent/Carers views:</p> <ul style="list-style-type: none"> • Strong preference for location next to Leisure Centre • Strong opposition to current levels of bussing - impact on traffic in town, on students welfare and health • Young people more opportunities to engage • Ongar not attractive because no through school • Aware of 'emptying' process – parents leaving area as children leave KS2 <p>Response to Community feedback</p> <ul style="list-style-type: none"> • <i>Developed idea of community building and social capital in application</i> • <i>Increased potential for collaborative projects for students and staff in early years settings</i> • <i>Increased potential for use of school premises by early years settings</i>
<p>Local community groups, organisations,</p>	<ul style="list-style-type: none"> • Access to influential members and 	<ul style="list-style-type: none"> • Initial letter followed by meetings with local clergy, chairs of the PCCs 	<p>Response to Community group feedback</p> <ul style="list-style-type: none"> • <i>Developed idea of community building and</i>

<p>clubs, societies and churches:</p> <ul style="list-style-type: none"> • Church of England (St. James. St. Mary's. All Saints) • Catholic (St. Helen's – Ongar, St. Margaret's - Doddinghurst) • Ongar United Reformed Church 	<p>groups in community</p> <ul style="list-style-type: none"> • Access to premises for public events • Wider display copies of marketing literature • Collaboration for potential curriculum and enrichment relationships after establishment • Embed the school part of community • Provide additional source of income 	<ul style="list-style-type: none"> • Leaflets, posters, flyers • Social media 	<p><i>social capital in application</i></p> <ul style="list-style-type: none"> • <i>Increased potential for collaborative projects for students and staff in community settings</i> • <i>Increased potential for use of school premises by community groups</i> • <i>Increased potential for use of school premises by community groups to extend the facilities links with the community at large</i>
<p>Community facilities:</p> <ul style="list-style-type: none"> • Health Centre • Leisure Centre • Adult Education • Library • Arts Centre • Essex Innovation and Technology Centre 	<ul style="list-style-type: none"> • Access to influential members and groups in community • Access to premises • Wider display of marketing • Collaboration for potential curriculum and enrichment relationships after establishment • Embed the school in community • Additional income? 	<ul style="list-style-type: none"> • Initial letter followed by meeting with facilities' managers to gain their support • Display of promotional materials (leaflets, posters, flyers, etc.) • Open events 	<p>TOA continues to have strong existing links with all of these groups. Response to Community facility feedback</p> <ul style="list-style-type: none"> • <i>Developed idea of community building and social capital in application</i> • <i>Increased potential for collaborative projects for students and staff in community facility settings</i> • <i>Increased potential for use of school premises by community facilities to extend the facilities links with the community at large</i>
<p>Local/regional businesses, business groups and voluntary sector:</p>	<ul style="list-style-type: none"> • Potential suppliers to TOA • Access to publicity channels 	<ul style="list-style-type: none"> • Publicity displayed in windows • Academy website • Social media (Twitter, Facebook) • Sponsorship opportunities 	<p>Spoken to 64 local businesses including those working in area of STEM. Response to Business feedback</p> <ul style="list-style-type: none"> • <i>Developed mentoring system to include</i>

<ul style="list-style-type: none"> • GSK, De'lala Studios, AOL, etc. • Rotarians • Joseph King Trust • Essex Community Foundation • Essex Innovation and Technology Centre • High Street shops • PDM Sports 	<ul style="list-style-type: none"> • Develop dialogue about curriculum involvement • Re-engage the wider community/increase business • New opportunities 	<ul style="list-style-type: none"> • Use of networking events • Stalls local supermarkets 	<p><i>local business mentors</i></p> <ul style="list-style-type: none"> • Clarified STEM curriculum ideas with local and regionally based businesses • Opened dialogue re All-Weather sports facility for school and community use with local business consortium
<p>Local Government:</p> <ul style="list-style-type: none"> • Ongar Town Council (OTC) • Brentwood District Council (BDC) • Epping Forest District Council (EFDC) • Essex County Council (ECC) • Epping Forest Youth Council 	<ul style="list-style-type: none"> • Engage all tiers of govt in discussion • Access to websites and publicity channels • Local community informed and engaged • Ensure planning process runs smoothly • Access to data • Help make the proposal more compelling 	<ul style="list-style-type: none"> • Initial letters followed by meetings with Town, District and County Councillors • Leaflets, posters, flyers and electronic versions • Meeting with the ECC Director of Children's services and key staff • Regular meetings with EFDC Senior Management team and Councillors • Invite supportive Councillors to participate in promotional activities for the school 	<p>Outcomes from dialogue with Local Government</p> <ul style="list-style-type: none"> • <i>ECC have said that there is significant pressure on places in schools surrounding the Ongar area.</i> • <i>ECC are ready to support on admissions procedure</i> • <i>ECC working hard to provide data that we need</i> • <i>EFDC very receptive to discussions about joint use of Ongar Leisure Centre</i> • <i>EFDC prepared to include new local secondary school as part of their Local Plan Proposals (have already included in consultation)</i> • <i>Local Government continue to be engaged with TOA and be part of consultation</i>
<p>Local MPs and MEPs</p>	<ul style="list-style-type: none"> • Engage all tiers of govt. in discussion • Access to websites and publicity channels • Local community informed and 	<ul style="list-style-type: none"> • Initial letter to MPs • Follow up calls to private offices • Obtain the endorsement for use in promotional materials • Establish relationship for future 	<ul style="list-style-type: none"> • <i>Supportive of project</i> • <i>Provided advice about managing potential opposition</i>

	<p>engaged</p> <ul style="list-style-type: none"> • Ensure planning process runs smoothly 		
State and Independent Secondary schools	<ul style="list-style-type: none"> • Early engagement • Could object to the proposals • Wider network to join • build positive relations from the start 	<ul style="list-style-type: none"> • Initial letter to Headteachers and chairs of governors • Made ourselves available for face to face meetings with Headteachers and chairs of governors 	

Section F: Capacity and capability

The Ongar Academy Trust has the skills and resources required to manage the pre-opening phase of the project and will procure additional support as required. Our proposal is that at the outset, subject to an open and fair recruitment process, pre-opening be managed by [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED]).

The Trust will put in place the necessary processes to ensure that if these individuals are appointed potential conflicts of interest will be effectively managed. Subject to approval, [REDACTED] and [REDACTED] will lead all negotiations on the Funding Agreement and Premises on behalf of the Trust and manage the process of appointing a Principal Designate working with professional consultants/advisors as required. We have already engaged with a number of experts in recruitment who are prepared to assist with the important recruitment process.

If appointed, [REDACTED] and [REDACTED] will provide the public face for the project throughout this period meeting with parents, the general public and stakeholders. The Principal Designated will be appointed by 30th September 2014 and take up their position in January 2015 taking on management of the pre-opening from that stage.

Table 20: Pre-opening core group

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	N	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	N	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]

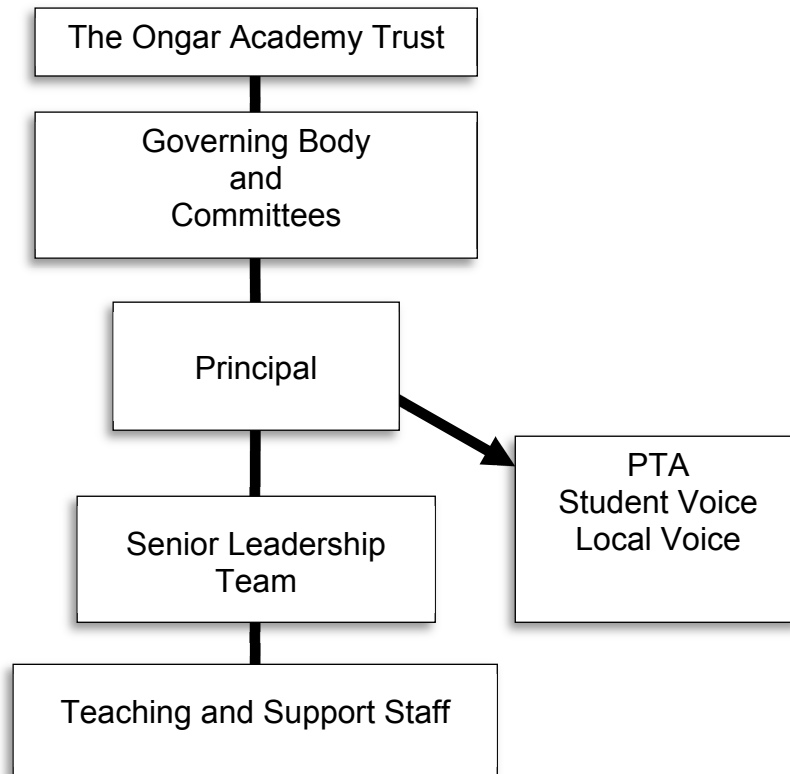
(*) Existing paid advisor aware that they will have to tender for any future involvement in the project.

F1 (b) Skills gap in pre-opening*Table 21: Skills gap*

Skills/experience missing	How you plan to fill the gap
<p><i>School Finance Officer/Bursar</i> Additional individuals with skills and experience in managing the finances of educational institutions. This will <u>add capacity</u> to the team in this important area.</p>	<p>Direct networking with a number of individuals known to the team with a view to recruiting further volunteers with school finance experience and/or procurement of the services of an accountant to provide consultancy advice. The Trust is also exploring contacts which have come up through the consultation process we have undertaken with the local community.</p>
<p><i>Marketing Officer</i> Trust members have experience of marketing within business, education and the voluntary sector, but it is desirable to have an experienced marketing professional amongst the team.</p>	<p>Networking with a number of individuals with a view to recruiting further volunteers with marketing experience and/or procurement of marketing consultancy advice. The Trust is also exploring contacts which have come up through the consultation process we have undertaken with the local community.</p>
<p><i>Headteacher</i> Trust members include experienced Assistant Headteachers but feel an individual with experience of leading a school at the most senior level would be of value to the shadow Governing Body.</p>	<p>The Members/Trustees are actively networking with a number of individuals who are retired and/or recently retired Headteachers from Good/Outstanding secondary schools. These individuals have come to our attention as a result of the consultation process and personal contacts. We have approached [REDACTED] - [REDACTED], [REDACTED] and [REDACTED] - [REDACTED].</p>
<p><i>Recruitment/Procurement</i> Trust members have experience of recruitment/procurement but individuals with experience of recruitment/procurement in the educational sector would build capacity amongst the team and bring specialist skills members do not have.</p>	<p>Members/Trustees will obtain this advice from professional consultants through an open recruitment process, in particular to assist with recruitment of the Principal Designate. However, the team are in discussion with [REDACTED]. We are in discussion with Havering Borough Council HR Services.</p>

Section F2

Table 22: Diagram showing governance and management lines of accountability



The Academy Trust

The Ongar Academy Trust was established on 16th April 2014 using the Model Memorandum and Articles of Association published by the Department for Education. The Academy Trust will work at to meet the Objects of the Trust objectives and in liner with its constituted powers.

The Members of the Academy Trust elect the Trustees/Directors who will in turn form the Governing Body in accordance with the provisions of the Memorandum and Articles of Association. The Academy Trust will appoint the Principal Designate/Principal to lead the Academy.

The Academy Trust will be responsible for meeting the objectives of the company, taking part in annual and extraordinary general meetings, amending the Articles of the Trust as and when required, appointing the Governors and signing off the company's financial accounts and annual report. It is anticipated that the Academy Trust will meet formally three/four times during the pre-opening stage and thereafter at least annually.

The Governing Body

The Ongar Academy Trust will be responsible for establishing a skilled and competent Governing Body in line with responsibilities outline in the Memorandum and Articles of Association. Subsequently, the Governing Body will be able to make some appointments itself, and manage the election of parent governors, etc. The Governing Body will remain as an operational management body appointed under the terms of the Academy Trust's constitution and accountable to the Academy Trust.

The Governing Body will comprise no more than twelve individuals as follows:

- Members of the Academy Trust
- 2 no. Parent governors – Elected
- The Principal
- 1 no. staff governor – Elected
- Co-opted governors as required (e.g. to supplement the skills of other Governors)

The Academy Trust will always appoint the majority of Governors and the Chair of the Governing Body will automatically become a Member of the Academy Trust. During the pre-opening period, The Academy Trust will appoint three Governors and collectively appoint four co-opted Governors to act as a Shadow Governing Body. When the Academy opens and the Principal, Staff Governors and Parent Governors are appointed/elected, the four co-opted Governors will stand down.

The Academy Trust will be responsible for ensuring that all appointment processes, including those managed independently by the Governing Body itself, are at all times open, transparent and fair. In line with the principles set out in the DfE's Governors Handbook (January 2014) the Governing Body will have at its heart three core objectives:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the Principal to account for the educational performance of the academy and its pupils; and
- Overseeing the financial performance of the academy and making sure its money is well spent.

The Operational Objective of the Governing body will be as follows:

- Ensure high quality education for students at The Ongar Academy
- To exercise all powers of the Ongar Academy Trust and fulfil the academy's legal obligations
- Manage the Academy Trust's finances and property
- Challenge and monitor the performance of the academy
- Manage the Headteacher/principal
- Employ all staff following best practice in recruitment, contracting, etc.
- Provide guidance, monitor and evaluate the performance of the academy, which includes:
- Leadership and management
- Day to day operations
- Quality of teaching and learning
- Progress and development of students

- Financial management and fundraising following guidelines established in the Academies Financial Handbook
- School liaison and community engagement
- Staff induction and training programme
- Marketing strategy and student recruitment
- Staffing and recruitment strategy
- Adoption of key policies including but not limited to:
 - Equality Policy and Code of Practice
 - Information policy including the Data Protection Act
 - Conflicts of Interest Policy
 - Health and Safety Policy
 - Safeguarding Policy
 - Anti - Bullying Policy
 - Behaviour Management Policy
 - Complaints and Compliments
 - Careers Guidance, Sex Education, Religious Worship and any other statutory policies required
- Exercise reasonable skill and care in carrying out their duties

The Governing Body will hold the Principal and Senior Management Team to account and ultimately have the power to remove governors that it has appointed. They will use a range of reporting tools and a performance 'dashboard' to monitor progress against targets.

The Principal's Personal Assistant will act as Clerk to the Governing Body, providing all administrative services. The Governing Body will also have a retained Solicitor who will advise the Governors in all matters and attend meetings as required. With respect to recruitment, procurement and management of contracts the Trust and Governing Body will work closely with and under guidance from the EFA.

The Governing Body will meet monthly during the pre-opening phase and thereafter twice a term. There will be three Committees with delegated responsibilities for Curriculum and Delivery, Personnel and Pay and Finance and Premises.

Management the early stages of the Pre-Opening

Subject to DfE approval it is proposed that two members of the team work as paid consultants to manage the initial phases of the project prior to the appointment of the Principal Designate. One of these individuals, [REDACTED]. Line Management arrangements will be managed by the Academy Trust / Shadow Governing Body as appropriate and any potential conflicts of interest will be managed as described in section F2 below.

Management of the Principal and Senior Management Team

The Governing Body will not seek to become involved in the day-to-day management of The Ongar Academy; these responsibilities will be delegated to the Principal and his/her Senior Management Team.

The Governing Body will establish clear framework for accountability for the Principal and Specialist Support Service Providers and/or Consultants with termly reporting milestones and requirements for key dashboard information clearly understood. Formal performance reviews will take place at regular intervals within this framework and this will be linked to targets *identified in Section D2*

The Governing Body, Principal and Senior Management Team will undertake Scenario Planning to ensure that all possible management eventualities, including but not limited to day-to-day operational issues, disputes or disagreements (including third-party disputes and public relations matter) will have been thought through in advance. The Governing Body, Principal and Senior Management Team will effectively 'stress test' their working relationships. For example, we may simulate a complaint scenario and test protocols and procedures for dealing with the same.

The Academy Trust and its Governing Body, Principal and Specialist Support Service Providers and/or Consultants will attend annual retreats at which the Scenario Planning process will be repeated.

Levels of delegation and authority and reporting requirements will be clearly articulated by the Governing Body and the Principal, his/her Senior Management Team and Specialist Support Service Providers and/or Consultants will be given full authority within these prescribed terms. The relationship between the Academy Trust and its Governing Body, the Principal and Specialist Support Service Providers and/or Consultants should be one of positive and active partnership, but the Governing Body will be central to the good administration of this relationship, and final arbiter in any disagreements, all in line with legal and constitutional responsibilities, and funding obligations with the Secretary of State.

Recruitment and succession planning

The Governing Body will undertake regular Skills Audits and recruit new Governors, to complement skills of existing members as required. The Governing Body will establish a Framework for Recruitment which will identify ways of identifying a diverse range of candidates with the skills the Academy Trust needs. All candidate Governing Body members will be interviewed in a transparent and professional appointment process and candidates will be made aware that they may not be appointed if they do not meet the required professional standards or have the appropriate skills mix.

Governors will be appointed for a fixed period of four years renewable in prescribed circumstances, all line with best practice and will regularly consider Succession Planning. Initially varied terms of office will ensure not all Governors retire at the same time.

Induction, training and performance management

The Ongar Academy will provide and/or organise high quality induction and on-going training for all Governors on a rolling basis. The Governors will establish a Training Policy and ensure all Governors undertake regular training to ensure they are fully conversant with all requirements of the role. The training programme will cover areas such as admissions, exclusions, employment procedures, curriculum development, latest developments in education sector, and duties as Governors and employers. Performance Management and Appraisal will be led by the Chair and will comprise an Annual Appraisal, and target setting for each Governor. The Chair of the Governing Body will be

Setting strategic vision and operational objectives

The Governing Body will set the strategic direction of the academy and policy framework articulating the same. They will receive guidance from Academy Trust members regarding the founding principles of the Academy as set out in the Funding Agreement with the DfE and this will be developed by the Governing Body into long-term strategic vision, priorities, aims and objectives for the academy. In many instances the Governing Body will receive draft policies, plans and targets from the Principal but will maintain critical oversight, ensuring that proposals are scrutinised in detail, tested and are fit for purpose and easily understood by all parties.

Once established, the Governing Body will hold the Principal to account for performance against targets, receiving termly reports on progress across all areas of the operation of the academy. In this way, the Governing Body will ensure the academy meets the requirements of the funding agreement and all of its statutory, but equally, meets the needs of parents and students.

The Governing Body will establish key organisational policies including but not limited to establishing the admissions procedures, the timing of the school day and school year, review of policies and use of the academy premises, etc.

Holding to account and information sharing

In order to be effective in holding senior academy leaders to account, the Governing Body will need to ask the right questions and be in receipt of relevant data. The Governing Body will establish a comprehensive performance dashboard but this will go beyond the traditional performance data published by the Department for Education and Ofsted, to provide a benchmark of both Qualitative and Quantitative data, relating to all aspects of the operation of the Academy and 'customer' experience including pupil progress against targets. Training will be provided to support this role.

Whilst Ongar Academy will be required to fulfil statutory reporting requirements, and use RAISEonline to report on key data, Academy Trust Members have experience of 'Social Auditing' as used in the Voluntary Sector, and will explore Social Accounting and Audit (SAA) as a method of helping the Academy prove, improve and account for the difference it is making. A social audit provides independent verification of data collection methods, to ensure that there is no bias in reporting or maladministration. The Governors will lead on the Social Audit and this will ensure that where dashboards are used, the Governors can be sure that the backroom systems are robust and accurately recording outcomes.

Structured Governor Visits occurring four times per term and following an agreed Governor Visit Policy/Procedure will also ensure the Governing Body remains aware of the developing culture and progression within the Academy. Every Governor undertaking a visit will produce a report following an agreed format, covering key quantities and qualitative measures.

The Governing Body will seek at all times to be open and transparent with Parents and carers and the local community in relation to the development of the academy and progress towards operational objectives. The Governing Body will work with the Principal to publish an annual report to parents and meet all statutory requirements for sharing information with Government but also including the results of the SAA process. The Governing Body will at all times have due regard for the requirements of the Data Protection Act 1998 and the Freedom of Information Act 2000.

Financial Performance

The Governing Body will be responsible for making sure the academy's money is well spent and that the administration of the academy is efficient and effective. The Governing Body will have due regard for the Department for Education's 'EFA Academies Financial Handbook' and financial requirements as established in the funding agreement. The Academy Trust will appoint Auditors to prepare and audit the annual reports and financial statements and be responsible for the statutory audit function. This process will be led by the Finance and Premises Committee. The Auditors will also provide, as part of their contract, training for Governors in understanding high-level financial reports in order to ensure that their fiduciary responsibilities are fully understood. This training will be repeated annually in time for the financial reporting cycle. Internal audits will follow best practice guidance.

Education and Inspection

The Governors will have a key role in ensuring the quality of the educational offer, and in maintaining a broad and balanced curriculum. The Governing Body will work with the Principal to establish a Curriculum Policy which will follow the vision for the academy and meet statutory requirements in promoting the spiritual, moral, cultural, mental and physical development of pupils at and prepare pupils for the opportunities, responsibilities and experiences of later life.

The Governing Body will establish policies for careers guidance, sex education and religious worship and ensure that suitable provision is made to meet the needs of children with Special Educational Needs and Disability (SEND) and Looked after Children (LAC). The Curriculum Policy will establish benchmarks for performance and this will be linked into methods for assessing attainment and achievement.

The Governing Body will also work closely with the Principal to ensure the Academy remains ready for inspection and will recognise that the quality of academy governance is central to this process, along with overall leadership and management of a school. The Academy will explore options using a contingency budget for working with School Improvement Partners including other schools or consortia.

Wellbeing and voice

The Governing Body will monitor the wellbeing of the pupils and staff and ensure that policies are in place for promoting general wellbeing/behaviour and offer structured opportunities for the views of the student body and boarder community to be heard.

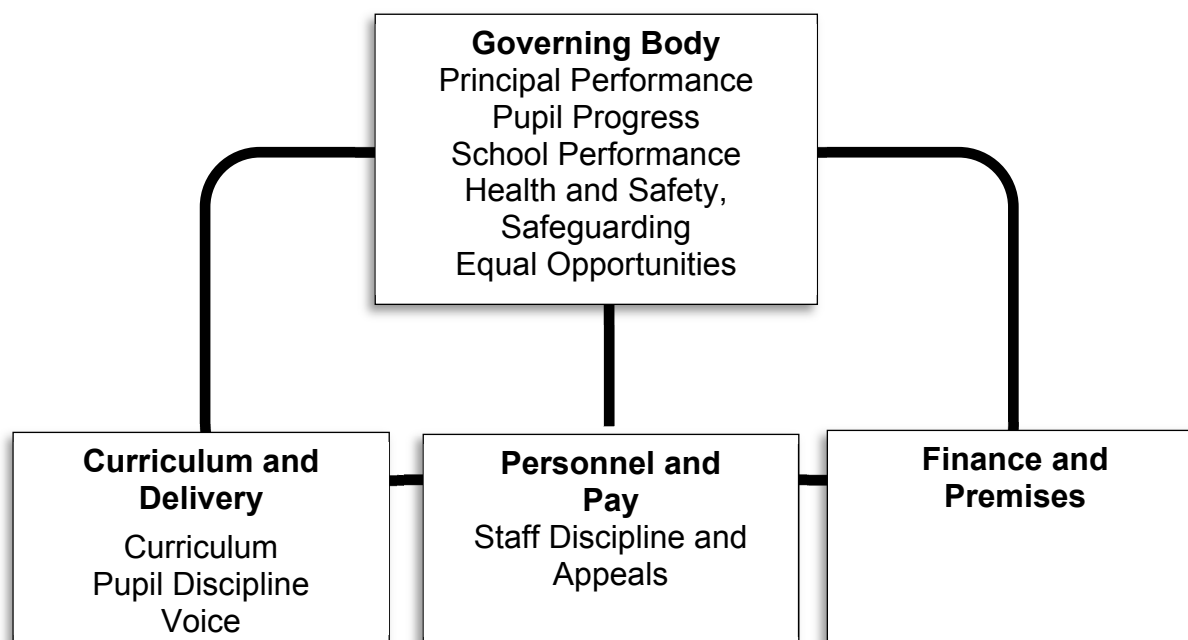
Teaching and support staff

The Governing Body will fulfil statutory responsibilities as an employer in relation to the management and welfare of staff, including recruitment of the Principal and assisting with recruitment of Senior Management Team; Health and Safety, Pay and Conditions and Performance Management. The Governing Body will directly undertake the performance management of the Principal and ensure that Principal and Leadership Team have a robust and effective policy in place for the performance management of teaching and support. This process will also cover succession planning for Leadership Team and beyond as required.

Diagram showing Governing Body Committee Structure

In order to exercise its duties, the Governing Body will establish a committee structure as follows:

Table 23: Diagram showing Governance Body committee structure



This structure covers the key management vehicles which will drive forward different aspects of academy development and the statutory functions as required by law. Committees will have clear, written Terms of Reference indicating roles and responsibilities of each Committee, levels of delegated authority, membership and meeting timetables, reporting requirements and accountabilities. Link Governors will adopt a special interest in key areas of the curriculum and academy development. Each Committee will be chaired by a Governor with appropriate skills and experience, and membership will include a majority of Governors plus non-voting advisors as required.

Outline terms of reference of the committees

Governing Body will have precise Terms of Reference clearly articulating levels of delegated authority and decision making powers. Broadly, the roles will be as follows::

- Governing Body – Overall responsibility for academy performance and key statutory duties. Receives reports from Committees and scrutiny.
- Curriculum and Delivery – Leads on curriculum development and delivery, pupil experience/progress and voice. Reports to Governing Body.
- Personnel and Pay – Leads on all HR matters including grievance and disciplinary procedures, etc. Reports to Governing Body.
- Finance and Premises – Leads on all matters relating to finance and premises, equipment and resources and audit. Reports to Governing Body.

Specialist Support Service Providers and/or Consultants

The Governing Body and Principal may from time to time work with Specialist Support Service Providers and/or Consultants. Services may include advice on managing academy finances, leadership, project management, marketing, human resources, etc. Clear and transparent Procurement Policy will be established in respect of external advisors, guiding the appointment processes, contracting and performance management, etc.

Conflict of Interest Policy

The Ongar Academy Trust and its Governing Body have a duty to always act in the best interests of the Academy including the students and parents they serve. The aim of the Conflict of Interest policy will be to identify potential conflicts of interest at an early stage and manage them properly building upon the provision of the Memorandum and Articles of Association.

On appointment each Trustee and Governor will make a full, written disclosure of interests, such as relationships, and posts held, that could potentially result in a conflict of interest. This written disclosure will be kept on file and updated as appropriate.

Annually, and at the start of each meeting, Trustee, Governor, Consultant or Employees will disclose any interests in a transaction or decision where there may be a conflict between the organisations best interests and the committee members best interests or a conflict between the best interests of two organisations that the committee members is involved with.

After disclosure, the individual will be asked to leave the room for the discussion and may not be able to take part in the decision depending on the judgement of the other Trustees/Governors members present at the time. The policy will be designed to supplement good judgment, a Trustee, Governor, Consultant or Employees should respect the spirit as well as its wording.

Potential conflicts of interest

All members of the core applicant group have declared that they have no intention of seeking employment or financial gain from The Ongar Academy on an ongoing basis post-opening, and therefore there are no conflicts of interest in the management Academy.

There are two families represented amongst the core applicant group, the [REDACTED]; [REDACTED], [REDACTED] and [REDACTED]; and the [REDACTED]; [REDACTED] and [REDACTED]. The core applicant group have determined that the Academy Trust/Governing Body will not include more than one Trustees/Director from the same family.

The Academy Trust would like to propose appointing [REDACTED] and [REDACTED] to working 2.5 days p/w from June 2014 to January 2015 in order to enable to the project to hit the ground running. The Academy Trust considers this option to represent good value for. However, should the DfE consider this not to be appropriate, the Academy Trust will of course undertake an open and transparent recruitment process guided by the DfE.

The founding [REDACTED] are [REDACTED], [REDACTED] and [REDACTED]. However, should the DfE agree to the appointment of [REDACTED] and [REDACTED], [REDACTED] will immediately resign from his position and another Member with no family connection replace him in this role.

F3 (a) Proposed governors

During the Pre-Opening phase, there will be a Shadow Governing Body comprising in the existing members of the core applicant group, supplemented by additional members as and when recruited *See Skills gap for governing body, Section F3(b), Page 82*. As the Academy nears opening the Governing Body will become take the form as established in the Memorandum and Articles of Association as detailed previously. The following table identifies those Members of the core applicant group who have indicated they wish to act as Governors.

Table 24: Proposed Governors

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 h/p/w post opening
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 h/p/w post opening
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 h/p/w post opening
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 h/p/w post opening
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 h/p/w post opening
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 h/p/w post opening

F3 (b) Skills gap for governing body

The core applicant group has regularly undertaken Skills Audits and this has informed our views on targets for successful recruitment of new members. In the past year, the Skills Audit process was undertaken in June 2013 and November 2013 (as part of the NSN 'Development Programme') and repeated in February 2014. This process has also focussed our thinking on skills gaps for the proposed Governing Body. We have also gained support and advice from our Partner School, Chelmer Valley, in this regard.

Table 25: Governing body skills gaps and recruitment plans

Skills/experience missing	How you plan to fill the gap
Chair	<p>The Members/Trustees are actively networking with a number of individuals who have leadership skills which would suit the role of Chair.</p> <p>Key skills required of a good chair: Leadership, Commitment to the Objects, Organisation, Impartiality, Attention to Detail, Delegation skills, Good time management.</p> <p>Ability to give a clear lead in organising the Governing Body's work; Delegate roles and ensure other governors are fully involved; Manage meetings effectively; Hold regular meetings with the Principal; Keep other governors fully informed ; Co-operate with other agencies to support Academy improvement.</p>
Headteacher	<p>The Members/Trustees are actively networking with a number of individuals who are retired and/or recently retired Headteachers. These individuals have come to our attention as a result of the local consultation process and through personal/professional networks. We have approached [REDACTED] - [REDACTED], [REDACTED] and [REDACTED]. Other individuals have been approached, but did not meet our requirements.</p>
Principal	<p>This role will be filled when we have appointed.</p>
Governor with school finance expertise	<p>Networking with a number of individuals with a view to recruiting further volunteers with school finance experience and/or procurement of the services of an accountant to provide consultancy advice. The Trust is also exploring contacts which have come up through the Engagement process.</p>
Parent Governor (2)	<p>These positions will be filled by election.</p>
Staff Governors (1/2)	<p>This position/s will be filled by election.</p>
Community/Local Authority Representative (Co-Opted)	<p>The Members/Trustees are actively engaging with Essex County Council and will ask them to jointly nominate a Governor to support the academy. In particular, there are Councillors who sit at more than one level of local government and such individuals might be well placed to support the academy. Candidates will be subject to approval by The Trust and usual recruitment process as detailed previously will apply.</p>

Section F4

The Principal

The Ongar Academy proposes to appoint [REDACTED] and [REDACTED] to manage the immediate pre-opening workload as detailed previously. However, we are keen to have a Principal Designate in post as early as possible as the recruitment of this post is arguably the most important task that the Governing Body undertakes.

Consistent, efficient, inspirational and visionary leadership will play a major part in the success of the Academy, so recruiting an experienced and capable Principal is paramount. We believe that this role provides a fantastic opportunity for an outstanding candidate to help deliver our vision and benefit the wider Ongar area.

On approval, it will be our intention to work quickly to appoint, and we plan to have the Principal Designate appointed by 30th September 2014 and taking up his/her position formally on 1st September 2015. We would hope to be able to negotiate 'buy back' arrangements with any existing employer, to enable the Principal Designate to attend key meetings and start establishing his/her role as a figurehead for the Academy early on. Candidates will be made aware that appointment will be strictly 'subject to funding' until the Funding Agreement has been signed by the Secretary of State.

During the Pre-Opening phase the Principal Designate will undertake the following roles and responsibilities:

- Advising on the appointment of Governing Body, designing and/or procuring induction and training programmes
- Developing vision, ethos and the curriculum offer along with a detailed development plan
- Developing timetable and arrangements of academy day/year
- Developing admissions policy and literature and a programme of pre-opening meetings and overseeing implementation of marketing plan
- Developing arrangements for admissions and appeals in liaison with Essex County Council
- Developing employment contracts and conditions of remuneration, pensions and service and managing the recruitment of a high-quality team of teachers and support staff
- Providing leadership and oversight for the team preparing proposals for the Academy campus, buildings, equipment and grounds
- Preparing for pre-opening Ofsted inspection
- Developing Every Child Matters plans, provision for SEND, LAC and other educational policies and procedures
- Developing community links including STEM employers and voluntary organisations
- Undertaking data protections, exam board and independent academy registration

Post opening, the Principal will have the following roles and responsibilities:

Overall purpose and objective of the role

- Understand the status of the Academy as an independent state school

- Lead and manage the Academy to enable all students and staff to recognise and achieve their potential
- Provide the vision and leadership needed to realise the Trust/Governing Body's ambition for the Academy
- Be accountable for continuous improvement in the quality of education for children and young people of all abilities
- Create the environment and manage resources to promote and secure the equal opportunities and achievement of students and staff
- Take on overall financial responsibility for the finances of the Academy and act as Accounting Officer all as defined by the Academies Financial Handbook

Leadership

- Develop and implement the Academy's strategies in partnership with the Senior Leadership Team and the Governing Body
- Develop and sustain high quality teaching and learning throughout the Academy
- Harness and nurture the talents and support of members of the school community and external partners to create an exciting and vibrant learning environment
- Advise and work with the Governing Body on the formulation of policies and their implementation

Pastoral care

- Develop a very strong pastoral care system and mentoring scheme ensure that staff understand the importance of their roles in challenging and supporting pupils as well as ensuring academic success
- Understand that pastoral care underpins the performance and behaviour of pupils in all areas of Academy life
- Ensure that staff and volunteers encourage pupil participation in activities that they might not otherwise have the opportunity for in the school
- Ensure that activities encourage parental involvement in their child's school life

Curriculum

- Ensure that the curriculum is appropriate for all students and is supported by high quality teaching
- Ensure that the STEM dimension is evident throughout the curriculum
- Develop a curriculum which values the talents and aspirations of all students
- Ensure that suitable strategies are implemented to raise standards continually set challenging targets to develop all students academically and socially

Qualifications

We are aware that the Principal Designate in a Free School does not have to have the National Professional Qualification for Headship (NPQH). However, in order to ensure that we have the right calibre of Principal to lead the Academy, we will seek to recruit a candidate that has considerable education, or training, experience coupled with demonstrable commercial acumen and, if possible, some history of working in a business environment. An MA or M.Ed would be highly desirable.

Experience

We will be looking to appoint a person with the following experiences:

- A proven track record of successful educational leadership ideally at Head level but as minimum within a Senior Leadership role, preferably within a 11-19 environment
- A solid understanding of how Academies achieve and maintain high academic achievement with a particular focus on STEM subjects. In addition, we will be looking for an individual with experience of building communities and/or community leadership. These are all fundamental components of the education provision at the Academy
- Previous experience of working within a student focused integrated teaching environment and a strong understanding of its benefit to students
- A proven track record of building partnerships with the local community and local businesses
- Previous experience of teaching disengaged students and young people from disadvantaged backgrounds

Personal Characteristics

- An experienced, inspirational leader who provides outward facing leadership that instils confidence, integrity and authority
- The ability to combine effective management skills with strong strategic abilities, demonstrating a capacity for innovative thinking which will enrich the Academy
- Dynamic, and committed to making a real difference for our learners and the community the school will serve
- A reflective and strategic thinker; emotionally intelligent and resilient
- Committed to ensure that all learning progress and achievement is outstanding

Recruiting a high quality Principal

Recruitment procedures

The process for recruiting a high quality principal will be robust and will utilise a variety of recruitment methods. This is imperative, as the project implementation timeline will be compromised if we cannot recruit effectively first time round. The recruitment process we expect to follow is described below. However, this may be subject to change to meet advertising and other deadlines during implementation:

- Direct marketing to experienced and aspirant SLT applicants
- A 'Meet the Proposers Event' (publicised in the Times Educational Supplement (TES), websites and other suitable media vehicles) at which applicants would have the opportunity to meet others involved in the project and ask any questions they may have face to face. Recruitment packs would be available at the event.
- Advertise in the TES and other relevant education publications. Candidates may also obtain packs on-line via the Academy website
- We will explore the use of recruitment agencies through a procurement process as required
- Contact leadership development organisations such as Teach First, NCSL, Future Leaders, and New School Networks. This would be especially useful for direct contacts for other senior leaders and teaching staff
- Establish a recruitment panel comprising our governing body, a representative from the DfE, other relevant educational leaders and business partners
- Recruitment packs to include – Academy background and local context, vision and ethos, educational strategy and pedagogy, data, working and living in Ongar/West Essex, job description and person spec, how to apply, equality and diversity form
- Shortlisting and interview process will be managed through a pre-prepared point scoring system to ensure equitability
- 2-day interviews – to include a range of “assessment centre” type activities, prepared to assess the candidates’ understanding of the Academy’s vision, approach to raising standards, and their ability to engage with young people, local business and voluntary sector partners. We are in contact with the Epping Forest Youth Council to support with this process by providing young people to assist with the recruitment process.

We are in direct discussions with a number of individuals and agencies who may assist with this process. In addition on of our team members, [REDACTED],.

Remuneration

The proposed salary for the Principal will in the region of [REDACTED] with the opportunity for performance related increments as the Academy roll linked to enrolment of a full complement of students. A commitment to the successful development of the school and preparedness to share 'Risk' will be a key quality in the Principal Designate sought.

Recruitment Timeline

It is anticipated that the Principal Designate will be appointed by 30th September 2014 and take up position on 1st January 2015.

Table 26: Principal recruitment timeline

Target Dates	Task	Lead
June 2014 Completed 23 rd June 2014	Devise Job Description Specification and Determine final advertisement route Position advised as subject to funding. Interview dates w/c 8 th September and w/c June w/c 15 th September Deadline for applications 25 th July 2014	
30 th June to 25 th July 2014	Advertising	
12 th July 2014	Meet the Proposers Event	
30 th June to 25 th July 2014	Devise interview process	
w/c 28 th July 2014	Shortlisting for interview	
w/c 30 th July 2014	Call for Interview	
w/c 8 th September 2014	First Panel Interview	
w/c 15 th September 2014	Second Interview Assessment centre type tasks and practical engagement with young people, stakeholders, community, etc.	
w/c 22 nd September 2014	Offers made and negotiation as required	
29 th September 2014	Appointment and contract signed	
September to December 2014	'Buy Back' for key meetings, presentations, etc.	
1 st January 2014	Principal Designate in Position	

Section G: Budget planning and affordability

