



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August
2014)

STATIONERS' ACADEMY, GREENWICH PENINSULA

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Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- Section A:** Applicant details and declaration
- Section B:** Outline of the school
- Section C:** Education vision
- Section D:** Education plan
- Section E:** Evidence of need
- Section F:** Capacity and capability
- Section G:** Budget planning and affordability
- Section H:** Premises
- Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

- Failure to submit all the information required may mean that we are unable to consider your application.
- Sections A to H**, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the

Department for Education (by the application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

- The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.
- The contents of the budget Excel template and Excel application form are excluded from the page limit.
- Please include the name of your school in the file name for all Word and Excel templates.
- You also need to submit two hard copies (of **sections A-H** and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT
- It is essential that the hard copies are identical to the version you email.
- Section I**, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form ?	X	
2. Have you established a company limited by guarantee?	X	
3. Have you provided information on all of the following areas:		
Section A: Applicant details	X	
Section B: Outline of the school	X	
Section C: Education vision	X	
Section D: Education plan	X	
Section E: Evidence of need	X	
Section F: Capacity and capability	X	
Section G: Budget planning and affordability	X	
Section H: Premises	X	
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	X	
5. Have you fully completed the budget plans?	X	
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?		
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria		
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	X	

<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk? (See guidance for dates and deadlines).</p>	X	
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	X	

**Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

<p>Section I of your application</p>		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a copy of Section A (tab 1 of the Excel template); and <input type="checkbox"/> copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and <input type="checkbox"/> a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	X	

Declaration

****This must be signed by a company member on behalf of the company / trust****

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed: [REDACTED]

Position: Member of Company – Chief Executive

Print name: [REDACTED]

Date: 9th October 2014

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

Please tick to confirm that you have included all the items in the checklist. <input checked="" type="checkbox"/>
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Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

Section C: Education vision

Section C1

Leigh Academies Trust Greenwich Peninsula Academy

Rationale

Our application is for an 11-19 school based on the Greenwich 'Digital Peninsula'. We have assembled a powerful group of sponsors to create a school which will break new ground. At its heart will be the innovative 'digital curriculum', the details of which are set out below. The school will prepare students for employment in a sector which is demanding many more highly skilled entrepreneurs every year. Young people are needed now to help drive innovation in social and digital media. The rest of the educational sector is not yet doing that well enough and Stationers' Academy, Greenwich Peninsula will address that gap in the supply of high quality talent.

This mission will be supported by a range of very high quality partners.

- **Leigh Academies Trust (LAT):** an already successful multi-academy trust, based in Dartford, Kent. LAT currently runs eight academies in Dartford and South East London across all phases, each of which is within a twenty minute drive of one another. Building upon its very successful geographical cluster model which started in Dartford, LAT now wishes to develop a second cluster of schools in South East London. Stationers' Crown Woods Academy, opening in September 2014, will be the centre-piece of this new cluster.
- **The Stationers' Company:** a City of London livery company with a very long and prestigious history. The Company is one of the few Livery Companies which restricts its membership largely to those with careers in its traditional trades of publishing, printing and book-binding and is now occupying the digital publishing space too. Nearly half the 70 plus annual events held in this 17th Century Livery Hall are focusing on topics relevant to these trades. Through its charitable arm – the Stationers Foundation – the Company have for long been active in the education field and currently funds special weekend schooling for underprivileged children and awards bursaries to graduate students who are pursuing studies for a career in one of the Company's trades. Until the mid-1980s, the Company sponsored a school in Hornsey, North London. That school closed with the reorganisation of the GLC. The Company is ambitious to put funding from its charitable foundation and the commitment of its members into such an organisation, bringing its considerable expertise, contacts, business acumen and financial commitment to bear to improve educational provision in the South East London area.
- **Ravensbourne:** an FE/HE provider, based on the 'Digital Peninsula'. Ravensbourne have repositioned themselves within the HE market-place, offering high quality courses in outstanding facilities covering a range of areas such as digital media, photography, fashion and film production. Their knowledge and expertise will be invaluable in creating cutting-edge facilities to deliver a unique, leading-edge curriculum.

- **University of Greenwich (UoG):** an existing sponsor of LAT who can provide high quality governance and curriculum input to help shape the Academy's vision, ethos and provision for students. UoG have a strong track record of working with schools to ensure that students are exceptionally well-prepared for university study, high level apprenticeships or employment beyond school.

Whilst this application is currently for an 11-19 school, we would be in a position to extend our plan to become an ‘all-through’ Academy covering the primary and secondary phases. In assembling this plan, we have engaged fully with the Royal Borough of Greenwich (RBG) who are broadly supportive of our intentions. They have made it clear to us that there is an immediate need for new primary school places in Greenwich under Basic Needs Provision. A crisis in secondary school places will follow shortly behind if effective planning is not underway now. Added to this existing need is the plan to regenerate the Digital Peninsula for housing. Our plans, therefore, will address immediate and future education needs within the Borough. They also promise a uniquely focused school, offering exceptionally high-quality and innovative provision, which will contribute strongly to the raising of educational standards across the area.

Figure 6 - Greenwich school roll projections and capacity in Year 7



LAT opened Stationers’ Crown Woods Academy in September 2014. The Stationers’ Company and Ravensbourne are key sponsors of this project too. If this free school bid is successful, therefore, it will produce a school not only joining an already successful multi-academy trust, co-sponsored by a range of additional high-quality partners, but it will also form part of a geographical cluster within Greenwich providing healthy and positive challenge and competition on a regular basis, combined with frequent exchanging of leadership and teaching talent which will rapidly help the school to become outstanding. The curriculum model proposed for Stationers’ Academy, Greenwich Peninsula will be developed at Stationers’ Crown Woods Academy during 2014-15. By the time the free school opens, much expertise will already have been acquired to ensure high quality delivery from the outset. In putting forward this free school application, we have also consulted Knight Dragon, which hold the contract to regenerate the Digital Peninsula including a section 106 commitment to provide a future secondary school from September 2016. Knight Dragon is considering a proposal to bring forward its commitment and provide significant financial investment for the Free School’s new, cutting-edge premises. Taken together, our plans are highly credible, dynamic and fit for purpose. We recommend them to you most highly.

Context of the local education environment

Greenwich is culturally diverse with over ninety languages spoken across the Borough and is reported as being 28th out of 326 in the Department for Communities

and Local Government Indices of Deprivation (2010). An analysis of the twenty-four geographically closest Greenwich primary schools to the proposed academy reflect these statistics and provide a clear idea of the Academy's potential intake. The percentage of English as an Additional Language (EAL) students in those schools range from 13.7% to 80.4%. 45.8% of the schools included have 50% or more EAL students on roll, significantly higher than the 39% of total EAL students recorded within the Borough. The percentage of Free School Meals (FSM) students range from 7.1% to 63.5%. 50% of schools report that they have 25% or more FSM students on roll.

Nonetheless some of these local primary schools are achieving well although results are patchy across the area with the range of scores on the Level 4+ Reading, Writing and Maths measure at the end of key stage 2 ranging from 46% to 100%. 20.8% of these schools report scores below 75%, the National Measure.

Whilst the Academy will provide a unique and innovative, technologically rich education for its students, driven by the strong partnership of all sponsors, it will also ensure that it is tailored to the diverse social and cultural mix of the local community. This will be reflected across the Academy's inclusive ethos, its curriculum, through its enrichment activities, the attention paid to community languages and in the specialist support provided to children and families learning English as an additional language.

Of the 24 primary schools studied, the percentage of SEN statement and/or School Action Plus (SA+) students ranged from 6.8% to 22.4%. 37.5% report a 15% or greater proportion of SEN statement and/or SA+ within their schools. The Academy will welcome children with special educational needs and disabilities and through a robust learning support provision ensure no child's special needs get in the way of high expectations of social and academic achievement.

Vision and Ethos

The original Stationers' Company School closed in 1983 after more than 120 years of educating young people. There has been a strong desire ever since by both the Company and the very vibrant Old Stationers' Association to see this successful institution of learning resurrected. Stationers' Crown Woods Academy signals the rekindling of this spirit. Stationers' Academy, Greenwich Peninsula will take this ambition further by creating a cluster of self-improving, self-sustaining academies with a 'Digital Curriculum' ethos at their core. Working in very close partnership with Leigh Academies Trust (LAT) and other partners such as Ravensbourne, The Stationers will bring back to life schools at the heart of their membership community, with their own distinct set of values and ambitions. The robust structures already in place amongst all sponsors guarantee the sustainability of such a collaborative venture. This free school will be unlike most other schools by placing the following aims at its heart:

- to build upon the strong tradition and history of The Stationers;
- to embrace fully the strong and successful educational model developed by Leigh Academies Trust;
- to maximise the curriculum and industry standard expertise provided by Ravensbourne;
- to develop routes into higher education and high quality academic support

- through HE partners;
- to make best use of its location on Greenwich's 'Digital Peninsula' to bring about outstanding opportunities for learning for its students;
- to forge very close links with business within the 'Content and Communications' sector to enhance the curriculum and provide students with exceptional career pathways;
- to promote a broadly Christian ethos which is inclusive of other Faith communities.

The Academy will develop young people who are:

- confident, courteous and in possession of high levels of personal integrity;
- ethical human beings with strong beliefs in compassion, justice, dignity and respect for themselves, others and the environment;
- highly literate and numerate, with a range of high quality academic and vocational qualifications;
- 'digital natives' and entrepreneurial;
- keen to make a positive contribution to their community;
- highly aspirational for themselves and others; ready to pursue successful career pathways;
- 'data aware', mindful of their own 'digital footprint' and responsibilities within a highly technological age.

The 11-16 and post 16 elements of this new Academy will open in 2017. The school will be full by 2022 and will cater for up to 1,150 students: 900 in age group 11-16 and 250 post 16. However, if demand dictates, we would be willing to open the academy in temporary accommodation from September 2016.

Academy Day

The Academy will offer a longer school day than most other schools. The intention of this greater level of contact time will be fourfold:

- to enable students to complete independent study tasks within the normal school day to foster strong attitudes to learning, supporting students who have limited or unsuitable space to learn at home and providing extra English support for EAL students;
- to enable 100% of students to access high quality co-curricular provision with an emphasis upon Sport and Team Games;
- to provide increased curriculum time to the core curriculum and specialist areas;
- to increase opportunities for businesses to contribute to enriching the curriculum.

The timetable structure will be flexible. Lessons will be of a longer length than in most schools. This will enable deeper enquiry in learning and more creative approaches to teaching. The overall 'feel' will be more akin to the university sector than what might be found in a traditional setting. The Academy will create a dynamic virtual space for learning to enable 'anytime, anywhere' access to students and staff which will take learning well beyond the confines of the Academy day and Academy building.

Learning and Assessment

All learning and assessment will be organised into six modules per year. At the start of each module, teachers and students will set out their priorities and targets for the module. At the end of each module, there will be a thorough review of progress and planning for the next module. To coincide with the modular framework, parents and carers will receive reports about their child's progress six times per year and will attend regular consultation events to meet with teachers and tutors. The Academy will proactively engage with parents on every aspect of their child's education, creating an effective working partnership between school and home is our priority.

'Industrial strength' data will underpin the work of the entire school. Teachers, students and parents will be exceptionally well informed about every child's interests, needs and abilities through 'real-time' electronic reporting, so that the curriculum can be matched to and personalised around them.

Learning will be delivered in part through a Virtual Learning Environment where students can access resources, including homework, electronically. The Academy will also have its own innovative and inclusive 1-to-1 mobile device scheme ('Bring Your Own Device') to promote anytime, anywhere learning, fit for a highly technological and fast-moving age.

Employer and University Engagement

The close involvement of employers and the extensive range of contacts provided by the Stationers are central to the mission of The Academy. Employer involvement is likely to take one or more of the following forms:

- work experience;
- apprenticeship work placements for Post 16 students;
- Enrichment Programme with employers leading sessions;
- conferences with employers as outside speakers;
- mentoring of students by industry volunteers;
- educational visits to related vocational settings;
- secondments for staff in both directions;
- training for staff to remain fully up-to-date with industry standards and expectations.

The role of universities is also central to the work of the Academy to ensure effective progression pathways and to raise aspirations about achievement. Leigh Academies Trust already has very close links with The University of Greenwich and The University of Kent, as sponsors of its existing academies. Close ties with these high quality and leading-edge higher education providers – including new partners in

Ravensbourne – would bring about the following benefits in the interests of the Academy's students:

- access to high quality, university-based facilities, resources, ethos and teaching expertise;
- development of foundation degree modules related to the specialist area of 'Content and Communications' that could ultimately be delivered in school;
- staff training;
- access to guest lecturers and a pool of 'sessional' expertise;
- student conferences led by university tutors;
- student exchanges, including overseas programmes;
- involvement in 'research user groups' so that students understood what constitutes real-life research and collaboration;
- research projects which were validated by a university;
- creation of a 'digital classroom' to explore the ever-changing nature of technology;
- involvement of 'ambassador' programmes to stimulate interest in students for higher level study at university.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Year 7			180	180	180	180	180	180
Year 8				180	180	180	180	180
Year 9					180	180	180	180
Year 10						180	180	180
Year 11							180	180
Year 12			50	80	100	100	100	100
Year 13				50	80	100	100	100
Totals			230	490	720	920	1100	1150

Section D: Education plan – part 2

Subject and any enrichment/out-of-hours activities in the planned curriculum.

• Subject/other activity (e.g. enrichment)	• Hours per week	• Mandatory/ Voluntary	• Comments
Maths	4.5	M	KS3 (Years 7-8)
English Including digital curriculum	4.5	M	KS3 (Years 7-8)
Science	3	M	KS3 (Years 7-8)
Sport	3	M	KS3 (Years 7-8)
Humanities (History, Geography, Citizenship and RE) Including digital curriculum	4.5	M	KS3 (Years 7-8)
Design & Technology	1.5	M	KS3 (Years 7-8)
ICT & Computing	1.5	M	KS3 (Years 7-8)
Modern Foreign Languages	3	M	KS3 (Years 7-8)
Performing Arts	1.5	M	KS3 (Years 7-8)

Visual Arts	1.5	M	KS3 (Years 7-8)
Enrichment		V	After Academy hours – full range of clubs available with focus on sport, art, drama and technology.
Maths & Statistics	4.5	M	KS4 (Years 9-11) Core
English Language & Literature	4.5	M	KS4 (Years 9-11) Core
Science (Triple or Double Award GCSE)	4.5	M	KS4 (Years 9-11) Core
Sport	1.5	M	KS4 (Years 9-11) Core
Business & Enterprise	1.5	M	KS4 (Years 9-11) Core
Creative & Digital Media	3	M	KS4 (Years 9-11) Core
Graphics	3	V	KS4 (Years 9-11) Options
Photography	3	V	KS4 (Years 9-11) Options
Product Design	3	V	KS4 (Years 9-11) Options
Drama	3	V	KS4 (Years 9-11) Options
Music	3	V	KS4 (Years 9-11) Options
ICT	3	V	KS4 (Years 9-11) Options
Computer Science	3	V	KS4 (Years 9-11) Options
History	3	V	KS4 (Years 9-11) Options
Geography	3	V	KS4 (Years 9-11) Options
Religious Studies	3	V	KS4 (Years 9-11) Options
French	3	V	KS4 (Years 9-11) Options
German	3	V	KS4 (Years 9-11) Options
Mandarin	3	V	KS4 (Years 9-11) Options

A full explanation of the Key Stage 5 (Post 16) curriculum is set out below. This will contain a core element of Business & Enterprise (including Maths) and 'Content and Communications' (including English), as well as a range of optional pathways.

Section D1:

An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

From Caxton to Berners-Lee and beyond, developments in Content and Communications have revolutionised our world. Stationers' Academy, Greenwich Peninsula will foster in young people a deep appreciation of this, our shared historical inheritance. It will also inspire young people about possibilities for the future as developments in digital technology grow exponentially by the day. The power of this great historical juxtaposition from the printing press to the Internet shall be harnessed to produce a curriculum, the quality of which shall be available in few other schools nationally. The Academy will enable students to see the crucial role of discontinuity as the source of new inventions in the unfolding of human history. Achieved within a setting where new frontiers for learning encourage students to see new possibilities for the future, every learner will have access to an enriching, varied and personalised education, providing challenge irrespective of need, starting point or background.

The innovative digital curriculum at Stationers' Academy, Greenwich Peninsula will provide an outstanding exposure for its students to the Content and Communications sector. Should students choose this employment pathway, it will enable high numbers of young people to enter exciting careers covering a wide range of areas such as publishing, journalism, printing and digital media. However, its mission will be broader still: to provide an outstanding curriculum which delivers each of the following aspects and prepares students to be successful in jobs which do not yet exist.

- Enjoyment and engagement for all students.
- A broad and balanced experience for all students.
- Education and social development of the whole child.
- Improvement of academic outcomes year-on-year, with an aspiration to achieve well beyond national averages and to be in the top 10% of schools nationally for 'value added'.
- Cherishing what is enduring in education whilst remaining 'alive' to future developments.
- Exceptional progression pathways for all students regardless of their interests, age, abilities and aspirations.
- Excellent work-based opportunities with an emphasis upon the skills for business.
- Challenge and aspiration so that each child can achieve his or her very best.

Curriculum Overview

Specialism

Outstanding facilities, resources and teaching in the specialist area of 'Content and Communications' will significantly enhance the learning experience across all related subject areas and age groups. A high quality IT infrastructure, hardware and software, including professional standard devices and printers, will allow students to produce work of the highest quality. Working with employers and using the exceptionally well-connected Stationers' Company as a source of knowledge and expertise, LAT is already developing a 'Digital Curriculum'. This work will be enhanced now that Stationers' Crown Woods Academy has joined LAT.

The new curriculum model will be introduced here first and further enhanced and improved, based upon experience. The Stationers' Academy, Greenwich Peninsula will continue the work already underway by providing 'real life' projects for students which will help shape the curriculum and provide cross-curricular links in their learning.

All specialist subject areas will be housed in bespoke facilities in a 'centre' named in consultation with The Stationers. The Centre is likely to house its own radio, television and recording studio as well as a digital media laboratory. This facility will be open to students across the whole academy, regardless of age or curriculum interest. The design of this facility will be led by Ravensbourne who have significant expertise and a strong track-record in this field. The work of this Centre will enable students to gain insight into and open up progression pathways within the employment sectors listed below.

- Printing
- Publishing - books, magazines, newspapers and the Internet
- Digital Communications - online, mobile and email media
- Creative industries, including digital and social media
- Office Supplies
- Paper and Packaging
- Technology Solutions for these industries

There will be a strong emphasis on business and entrepreneurship and all students will be expected to be highly IT literate and comfortable with a fast-changing digital environment. As a result of careful planning and delivery, all students will be confident 'digital natives', able to take creative risks to achieve outstanding educational outcomes using the latest digital technology. A range of curriculum Focus Days will be held regularly at all key stages to develop specialist curriculum and entrepreneurial themes and allow students to work as teams in cross-age groupings which span the whole Academy.

The Academy will appoint a Director of Specialism who will sit on the Senior Leadership Team and whose responsibility will be to harness the power of the specialist area to enhance outcomes for students. He or she will work closely with the Governors representing The Stationers' Company and will be the key point of contact and coordination for employers and businesses, ensuring that all subject areas collaborate to meet the Academy's specialist curriculum aims. This is a critical post to the specialist success of the Academy and will therefore be appointed in close collaboration with The Stationers and Ravensbourne.

The Academy will make its specialist facilities available to other local schools and those within LAT in order to help spread the specialist curriculum model. The Academy will provide training to staff and workshops for students from other centres so that they can develop similar curriculum provision in their schools.

Through the specialist 'Content and Communications' curriculum students will develop knowledge, skills and expertise relevant to the specialism at all Key Stages. A second specialist objective of the Academy is that students should develop excellent skills in Business and Enterprise. These two specialist areas are complementary and will be delivered with the strong support of the Stationers'

Company, Ravensbourne and employers. The Director of Specialism will have a central role in 'driving' these objectives across the whole school.

The key objectives for the specialist curriculum are stated below.

Objective	How to achieve it	Measures / success criteria
1. Help all students to develop skillsets attractive to potential employers.	STEM subjects to be prioritised for all students.	% of students taking STEM subjects as part of their curriculum; success rates.
	Access for all students to vocational courses and programmes with proven relevances to future employment.	% of students taking vocational courses as part of their curriculum; courses and programmes valued by employers; success rates.
	Contextualisation of Maths and English to industry.	Employer perception of relevance.
	Access to key employability skills for all students, including presentation, communication and influencing skills.	Students' confidence in their ability to engage with potential employers.
	Deliver the digital curriculum at KS3 through English and humanities lessons, focusing on the development of key attributes for learning.	Students acquire core digital skills and knowledge base for future learning. Improved communication skills through literacy and specialism.
2. Raise students' awareness of fulfilling career opportunities in industry and commerce - in particular Content and Communications industries of the Stationers' Company.	Meaningful work experience opportunities for all students.	% of students reporting quality work experience opportunities.
	Industry guest speakers and masterclasses.	Frequency and quality reported by students and staff.
	Meaningful careers advice and guidance from age 14 taking full advantage of Ravensbourne's successful Ambassadors Programme.	Quality as reported by students and parents.
3. Differentiate students' chances of gaining access to and employment in the	Access to apprenticeships for all students.	% of students seeking and gaining apprenticeship places.

	Access to industry mentors some of whom will be from Stationers', for example: interview and presentation practice and CV feedback.	% of students receiving mentoring, interview practice.
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Focus Events

Many of the curriculum aims will be delivered through day-to-day timetabled lessons. However, running alongside this will be a 'meta-curriculum' which both supports and enhances the regular timetable through so-called 'Focus Days'. These will support the delivery of three key, complementary aspects of the curriculum:

1. Social, Moral, Spiritual and Cultural Education (SMSC);
2. Content and Communication Specialism;
3. Business and Enterprise.

Focus Days will comprise innovative curriculum experiences for students including all of the following aspects:

- opportunities for immersion in particular topics with sizeable outcomes by the end of a full day;
- strong employer engagement, running sessions and leading groups, to widen students' experience of the world of work;
- understanding of health, relationships, sex education, drug and alcohol misuse, employability, personal finance; career pathways; community issues; life choices, and much else;
- project-based learning where students are given real life problems to solve in teams;
- work experience in real life settings where several Focus Days happen sequentially, especially at Key Stage 4;
- cross-curricular collaboration with multiple subject areas contributing to a shared objective;
- vertically structured days with opportunities for younger and older students to work together on shared goals;
- development of 'Young Enterprise' projects where students have to run their own companies and are judged upon the quality of their business acumen;
- use of specialist equipment to produce high quality outcomes;
- trips and educational visits to enhance the regular timetable.

Project-Based Learning

At all Key Stages, the curriculum will be informed by real-life projects provided by employers and higher education providers, accessed primarily through The Stationers' Company and Ravensbourne. These will provide a focus for the design of schemes of work across all subjects to ensure that learning remains relevant to the world of work. The Stationers' Company will be instrumental in ensuring strong employer engagement with this initiative. All subject areas at Key Stage 3 will be expected to design at least one module per year around a real-life problem which has been assembled through collaboration with industry, especially the Content and

Communications sector. Students will work in teams to find creative solutions with prizes awarded for the best conclusions.

At Key Stages 4 and 5 this focus will continue. Also, the Academy will work with awarding bodies to ensure that the courses that it delivers have Maths and English fully-embedded in meaningful ways relevant to appropriate vocational settings. All schemes of work will be expected to show how the specialism is being delivered through project work. Subjects will be held accountable for these 'softer' outcomes as well as for their regular examination results. Embedded within the Academy will be aspirational target setting and excellent use of data showing the performance of 'student groups' such as Pupil Premium, D/SEN and High Attaining Pupils, individual students, subject areas and teaching groups. This data will be published six times a year with interventions, actions and evaluations implemented as follow-up. A students' 'journey through the Academy' will provide a range of entitlements in respect of the specialist curriculum. These will be carefully mapped with outcomes regularly reported to Governors.

Impact of Emerging Technologies

Stationers' Academy, Greenwich Peninsula will embrace all aspects of new and emerging technologies. All students will have access to an inclusive mobile device scheme. They will access much of their learning through technology and staff will be highly skilled in its application. The emphasis of all technology will be on portability with cloud services used for storage.

Within the Academy, in particular within the specialist areas, students will have access to 3D and digital printers, ultra high definition cameras, video conferencing facilities and high-resolution monitors. Most will be contained within the curriculum specialism centre, but will be available for students across the curriculum. The Academy will also contain a video editing suite and TV and radio recording facilities. Hardware will be industry standard and will consist in a combination of PC and Apple based technology as appropriate and sustainable.

The Academy will offer ICT-user based courses, but the emphasis in IT curriculum delivery will be on computing. Students will be encouraged to develop their coding skills as well as software and App development. Our key partners in developing a highly innovative approach to emerging technology across the Academy will be Ravensbourne who offer considerable expertise and access to further partners such as Google and Adobe.

Expected pupil intake

As the Academy will be located on the rapidly developing Greenwich Peninsula the demographic of a proportion of its intake is not yet known to us. However an analysis of the closest 24 primary schools, found in section C, illustrates that our potential intake is ethnically and socially highly varied. Whilst 2013 data shows the end of KS2 measure in L4+ Reading, Writing and Mathematics (RWM) across these primaries ranging from 46%-100%, 20.8% report scores below the 75% national measure. By taking an average of the 2013 data from these schools our potential intake could be in the region of 44% EAL, 29% FSM with 40% Pupil Premium (PP) and 13% SEN Statement and/or SA+. We believe every child has the right to achieve their full potential and have therefore ensured our student support provision will reflect the demands of such a cohort. Please refer to the section on Student

Support later in the application.

Key Stage 3 (Years 7-8)

There will be a highly aspirational, 'fast-track', two-year Key Stage 3, allowing greater time for Key Stage 4 study. Students will broadly follow the National Curriculum subject areas to provide strong foundations in knowledge, understanding and skills, but greater emphasis will be placed upon literacy and communication, particularly written and verbal communication.

The specialist digital curriculum will permeate the learning opportunities across all subject areas. Its focus at KS3 will be to develop the key attributes for learning: curiosity, determination, creativity, independence and collaboration. These are widely respected skills by industry employers and will prepare our students for the specialist courses and industry links of Key Stages 4 and 5. Targeted teaching of these skills will take place through the Key Stage 3 English and Humanities curriculum, with learning episodes delivered through a blend of traditional and technology-based pedagogy. Access to the digital media laboratory and the 'Content and Communications' centre will promote the importance of developing strong literacy skills for learning as students apply their learning to industry driven projects. This will be promoted throughout the academic year through opportunities for project-based learning, linking groups of curriculum areas to 'live' industry briefs.

Intervention programmes and specialist staff will be available to support students who enter the school with low literacy and numeracy levels and for those who have English as an additional Language. Tests will be undertaken on entry to the Academy with effective recovery programmes in place to ensure that all students catch up by the end of Key Stage 3 and are, therefore, very well prepared for Key Stage 4 study to begin in Year 9. (See student support section for detail).

Key Stage 4 (Years 9-11)

All students will study a core of English (including Literature), Maths, Science, Business and Sport. Where appropriate, students will follow the full range of English Baccalaureate subjects. In addition, all students will study an 'umbrella' programme called 'Content and Communications', within which are likely to be a complement of recognised qualifications and courses.

Post 16 (Years 12-14)

A wide range of high-quality academic and vocational options will be available to students in the form of a 1, 2 or 3 year programme of study. Wherever possible, students will be encouraged to continue their study of English Language and/or Literature, as well as Level 3 Core Mathematics. The curriculum will also focus in particular on a range of additional specialist areas at Levels 2 and 3, as well as on apprenticeships covering the employment sectors associated with the Stationers. The list below provides a guide to some Post 16 'specialist provision'.

AS/A Level Graphic Products

AS/A Photography

AS/A Product Design

Level 3 BTEC Creative Media Production

Level 3 BTEC Interactive Media

Intermediate Apprenticeship (Level 2) in Creative and Digital Media

Advanced Apprenticeship (Level 3) in Creative and Digital Media
 Intermediate Apprenticeship (Level 2) in Social Media and Digital Marketing
 Advanced Apprenticeship (Level 3) in Social Media and Digital Marketing
 Intermediate Apprenticeship (Level 2) in Business Administration
 Advanced Apprenticeship (Level 3) in Business Administration
 Intermediate Apprenticeship (Level 2) in IT Professionals
 Advanced Apprenticeship (Level 3) in IT Professionals

Apprenticeships at Levels 2 and 3 will be integral to Stationers' Academy, Greenwich Peninsula provision at Post 16. A number of apprenticeship lines are suggested above. The focus of delivery will be on developing young people to take up high quality careers in the following areas:

- Digital Marketing: City & Guilds are the leading provider of this new apprenticeship in one of the economy's strongest growth areas. Through our partners, the Stationers, we have very good links into City & Guilds who are keen to work with us to further shape their programmes.
- Web development: IT, Software Web and Telecoms Professionals, Web Development Pathway at Level 3.
- Creative and Digital Media: Content Development Pathway at Level 3.
- Customer Service / Contact Centre: Customer Service at Level 2 and Contact Centre at Level 3.
- ICT Technician: IT, Software & Telecoms Professionals, Technician Pathway at Level 3.
- Business Administration: at Levels 2 and 3

Working with the significant network of employers that is being developed using the contacts from within The Stationers, routes into employment from apprenticeships will be harnessed in the following ways:

Purpose of link	Potential targets
(1) Support generic Apprenticeships in eg Business Administration, work experience opportunities, mentoring opportunities, and employer visits	All Stationers' Company businesses across sectors – from printing to packaging and publishing; Stationers' Bursary academic staff as prospective mentors;
(1) In addition – Support content and communications industry specific Apprenticeships in eg Creative and Digital Media	Digital media businesses – eg, CUP, Euromonitor; Reed Elsevier
Support inspiration by / progression into Startup enterprises – eg at TechCity	Explore potential for a direct link into TechCity for eg work experience, and for course transfer into Ravensbourne.

The Academy will consider the introduction of the Tech Bacc at Post 16. The programme will be based on a Level 3 applied qualification in Media, IT and/or Business, along with Level 3 Core Mathematics and the Extended Project.

Curriculum Organisation

The school day will be longer than in most schools with a total of 28.5 hours of contact time for students each week, plus intervention and extra-curricular activities. This will provide all of the following benefits:

- supported study built into the timetable;
- Intervention for EAL students and those with low literacy and numeracy levels on entry;
- enrichment opportunities for all students as part of the normal school day;
- increased curriculum time for key subject areas;
- greater contact time for Post 16 students;
- enhanced literacy and numeracy interventions for students where necessary.

	Lesson 1	Break / Tutor Time	Lesson 2	Lesson 3 / Lunch	Lesson 4
MONDAY					
TUESDAY					
WEDNESDAY					Staff Training
THURSDAY					
FRIDAY					

Lessons will generally be 90 minutes in length to enable substantial outcomes from each session. The Academy will have an earlier finish on a Wednesday. This time will be used for staff training and collaboration as part of the on-going development of teaching and learning within the Academy and across the wider Trust. The Academy will operate a calendar of ‘Focus Days’ when thematic learning can take place across the academic year. This will help to broaden and deepen learning that takes place as part of the regular timetable. A programme of intervention workshops for those students and families with low literacy and numeracy levels, and/or English as an additional language, will be in place on a Wednesday afternoon. These will be delivered by the Learning support team, led by the SENCO and EAL Specialist Teacher.

Curriculum Design

Key Stage 3 (Years 7-8)

All students will be taught in college groups. The grouping and setting arrangements will remain flexible lesson on lesson to challenge and support students to achieve the best possible outcomes. In general, the Academy will use the National Curriculum framework to inform its planning to ensure a strong foundation of learning at Key Stage 3 where no child is forced to specialise too early and no child is left behind. The bespoke 'Content and Communications' curriculum at KS3, which will focus on developing the student's key attributes for learning delivered through the use of digital technology, will ensure students have exposure to the Academy specialism right from the very beginning of their educational journey with us. Through this curriculum we will harness the opportunities which arise from links with Ravensbourne and industry specialists in developing the students' knowledge, understanding and skills required for work on 'real life' and simulated project-based learning opportunities in KS4/5 and beyond. This will be supported by a programme of Focus Days, with a strong Business and Enterprise element, which will run throughout the academic year and create opportunities for deeper learning.

In the Curriculum Plan underneath, most KS3 subject headings speak for themselves. However, some do not necessarily. The following disciplines will contain the subjects shown below:

- Humanities (Hums) = History; Geography; Religious Studies; Citizenship
- Modern Foreign Languages (MFL) = German; French; Mandarin / Cantonese
- Technology = Product Design; Electronics; Catering; Resistant Materials; Engineering
- Performing Arts = Dance; Drama; Music
- Enrichment = Clubs emphasising Sport; Art; Music; Drama; Technology
- Content and Communications = Media; Computing; Photography; Business; Graphics and Design

ICT will be embedded throughout the entire curriculum using mobile devices for all students. It will also be offered discretely to focus on spreadsheets, databases and computing, to include coding. Enrichment will happen beyond the normal day and will provide a range of additional opportunities for students. Consequently, this subject area shows as 'NA' below regarding space on the regular timetable

KEY STAGE 3 CURRICULUM PLAN												
	English & digital curr.	Maths	Science	Hums & digital curr.	MFL	Sport	Technology	Visual Arts	Perf Arts	ICT	Enrichment	TOTAL
No. hours / wk	4.5	4.5	3	4.5	3	3	1.5	1.5	1.5	1.5	NA	28.5

Key Stage 4 (Years 9-11)

Students will be 'set' based upon ability for English, Maths and Science. They will be taught in college groups for Sport. All students will follow a Core Curriculum of English (GCSE Language for all and GCSE Literature as appropriate), GCSE Maths (including GCSE Statistics), Double or Triple Science (GCSE or BTEC), Sport (non-examined), Business and 'Content and Communications'. In addition, they will select three 'options'. Before making this selection, students will be identified for one of two Pathways: Baccalaureate (roughly 60% of the cohort) and Mainband (roughly 40% of the cohort), based upon achievement at Key Stage 3.

Baccalaureate students must select at least one language and History and/or Geography. Their remaining free choice can be taken from any of the other 'blocks'. All of these students will study Double GCSE (our Triple GCSE depending upon their preferences) Science. Mainband students must select three subjects from any of the remaining 'blocks'. This will ensure 100% exposure amongst students to subjects relevant to the specialism as well as ensuring that at least 60% of the cohort year-on-year will study courses leading to the 'English Baccalaureate'. The curriculum will ensure a strong emphasis on outcomes against the new 'Progress 8' and 'Attainment 8' measures of school performance. It will also ensure a broad and balanced curriculum experience for all. The programme of Focus Days started at KS3 will continue at KS4.

Wherever possible, the organisation of learning will take a 'project-based' approach to enable students to appreciate the links between subjects such as English, Media Studies and Drama, for instance. The specifications chosen to cover subjects in the 'Content and Communications' option block will be those which offer maximum flexibility to enable innovation and creativity. The 'Content and Communications' specialism will be underpinned by the vast majority of students studying both English Language and Literature, to include 'Creative Writing', plus one or more world language: German, French and Mandarin / Cantonese.

KEY STAGE 4 CURRICULUM PLAN										
	English	Maths	Science	Sport	Business	Content & Comm	Option 1 Arts & Technology	Option 2 Humanities	Option 3 Languages	TOTAL
	GCSE Language	GCSE Maths	Triple GCSE		GCSE	Creative and Digital Media BTEC	Graphic Products	History	German	
	GCSE Literature	GCSE Statistics	Double GCSE		BTEC		Photography	Geography	French	
			Double BTEC				Product Design	Religious Studies	Mandarin / Cantonese	
							Drama	'Free Choice'	'Free Choice'	
							Music			
							ICT			
							Computer Science			
No. hours / wk	4.5	4.5	4.5	1.5	1.5	3	3	3	3	28.5

Key Stage 5 (Years 12-14)

Unlike in most schools, there will be a compulsory element to all students' studies at Key Stage 5. Through regular timetabled lessons and through Focus Days, all students will continue to study a tailored programme with themes relevant to the main specialism: Content and Communications (including English), as well as Business and Enterprise (including Maths). For the former, there is likely to be a strong emphasis upon the continued development of literacy, including written and verbal communication skills. For the latter, strong relationships with employers will inform a programme of study which prepares students exceptionally well for the world of work, developing knowledge, skills and attitudes prized by employers.

Students will be offered a one, two or three year Sixth Form. A flexible approach to timetabling will enable students to follow one of several high-quality curriculum pathways. In the second year of A Level study, the timetable will be designed in such a way as to facilitate shared delivery between the Stationer's Academy and Ravensbourne, where students and staff will move between the two organisations in order to enhance the quality of provision and access to resources. Post 16 pathways could take one of the forms set out below and are likely to contain provision for students to gain the new 'Tech Bacc'.

	YEAR 12	YEAR 13	YEAR 14
Pathway 1	Intermediate Apprenticeship		
Pathway 2	Intermediate Apprenticeship	Advanced Apprenticeship	
Pathway 3	Intermediate Apprenticeship	A Levels / Tech Bacc	A Levels / Tech Bacc
Pathway 4	A Levels / Tech Bacc	A Levels / Tech Bacc	Advanced Apprenticeship
Pathway 5	A Levels / Tech Bacc	A Levels / Tech Bacc	

Students following an apprenticeship route will spend one day per week in the Academy which will act as the apprenticeship 'provider', working alongside an accredited delivery partner. A wide variety of intermediate and advanced apprenticeships will be offered annually under the 'umbrella' of 'Creative and Digital Media' and a range of other areas associated with the curriculum specialism. The remaining four days of students' timetables will be spent in a work-based setting.

Students following an A Level programme are likely to study the equivalent of four courses. To begin study at Level 3 (A Level or Advanced Apprenticeship), students will need to achieve the equivalent of six grades A*-C at Level 2 (GCSE), including English Language and Mathematics. To begin an Intermediate Apprenticeship, the entry requirements will be lower, with GCSE re-sit Maths and English Language programmes available for students who require them.

KEY STAGE 5 CURRICULUM PLAN (A Levels)

	Core Studies 1 Content & Comm	Core Studies 2 Business & Enterprise	Option 1	Option 2	Option 3	Option 4	TOTAL
No. hours / wk	1.	1.5	4.5	4.5	4.5	4.5	21

Student support

The well-being and enjoyment of students is crucial to their success at school. Central to this is the forging of close relationships built on mutual trust and respect with parents and carers and other agencies. All staff within the Academy will have a strong commitment to this aspiration. To ensure every child's needs are met and their full potential realised a key team of support staff will be in place to facilitate the Academy's student support programme. Below is a brief outline of key roles and responsibilities:

Student Services Manager – reporting to a Head of College. Their role will be to look after the day-to-day care of students within the College including: attendance; pastoral welfare and support; and an overview of behaviour for learning. The Sixth Form will also have its own dedicated Director of Learning and Student Services Manager.

Director of Learning with responsibility for Special Educational Needs and Disabilities (SENCO) – priority will be inclusion for all students regardless of the barriers to their learning. They will line manage the Leader of EAL and Learning Support Assistants. Key roles include: Looked after Children, assessment of SEN needs, coordination of literacy and numeracy intervention programmes - accelerated reader / Social and Emotional Aspects of Language Programmes / Lexia Programme etc.

Designated leader for EAL students – coordination of the EAL support programmes, including Wednesday afternoon intervention for students and families; plus coordinate and deliver 1-to-1 and group intervention work. This will be carried out through a programme of sessions where students are withdrawn from non-Core subject lessons on a rotating schedule.

Learning Support Assistants – all will be bilingual with languages dependent on student intake. They will support individual and groups of students as required and be directed by the SENCO. They will have responsibility alongside the Leader of EAL to facilitate student and family intervention sessions on Wednesday afternoons.

Pupil Premium Mentor – a learning focused role to support disadvantaged students to access the curriculum. They will be directed by the Head of School responsible for Pupil Premium and ensure this key group of students accesses all available support and funding. They will have a key role in ensuring Pupil Premium students' attendance is 95% or above, (potential graduate).

More Able Learner (MAL) Mentor – a learning focused role to support MAL across the curriculum. They will ensure students have access to external programmes run

by universities and industry, raising aspirations and outcomes to ensure a large number of successful entries to Russell Group universities, (potential graduate).

These members of staff will receive regular and timely training to ensure they are able to support the full range of our potential students' needs. This will be cascaded to all staff as part of the Academy's training programme to ensure that inclusive approaches to teaching, learning and student support are integral to the work of the Academy.

As well as this, the Academy will have its own central Student Services Team with responsibility for family liaison, attendance and punctuality and coordination with outside agencies. This Team will work closely with the Educational Services Team within Leigh Academies Trust, providing access to expertise in Educational Psychology, Counseling, Nursing, Social Workers and Careers.

Prior to students joining the academy strategic collaboration will take place between the student support team and the primary feeder schools. Our aim is to ensure every student reaches their full potential regardless of need, starting point or background. Where there are concerns regarding a student's ability to access their learning early assessment will be undertaken by a member of the academy staff or through consultation with an external expert in collaboration with the student's family.

Example interventions or additional support may include one or more of the following:

- a meeting between the parent/ carer, tutor, subject teacher and Principal or Vice Principal.
- referral to the SENDCo or EAL co-ordinator
- support from a learning support assistant
- participation in small group intervention or support programme
- differentiated teaching and/or learning resources
- an individual support plan
- an individual education plan
- support or counselling from within Leigh Academies Academies Trust Educational Services Team.

The Academy will work on the principle that wherever possible students' needs are met within the classroom alongside their peers. Where this is not the most effective strategy, they will be taught in small groups or individually.

The Academy could have a high number of EAL students within its potential intake. The Academy will ensure that every endeavor is made to meet the full range of needs of children who are learning English as an additional language in line with the requirements of the Race Relations Act 1976. One of the Academy's core values is the development of communication skills, particularly through written and verbal communication. Our focused digital curriculum at KS3, linked directly to improving and developing literacy skills, will support students on entry to accelerate their learning of English in preparation for KS4/5 study. Those students who require further support will have access to intensive support programmes led by the designated EAL co-ordinator and their team.

To ensure those students who are more able learners (MAL) reach their full potential the Academy will employ a range of strategies. Examples of these include:

- a designated MAL mentor
- stretch and challenge within all learning opportunities
- access to specialist staff and facilities from university links and industry.

The Academy will expect the very highest standards of discipline, conduct and dress amongst students. It will have clear, consistent and robust policies relating to behaviour, understood by all and enforced by staff.

Transition

The Academy recognises the importance of high quality transition practices at all key stages to ensure that all students, particularly the most vulnerable, make the social, emotional and academic adjustment to new learning environments and practices. Year 6 to 7 transition will be closely planned with our partner feeder schools. We will ensure parents are closely involved in all aspects of the process. Internal transition at Years 8 to 9 and 11 to 12 will receive the same value and focus with extensive preparation in lessons and through the Academy tutor programme to ensure all are prepared for the changes in course, approaches to learning and expectations at each stage. Our transition practices will include:

- Information sessions and open days - for students, students and parents and parents. Extra support will be available for those whom English is not the first language or those from vulnerable circumstances.
- Strong links between Academy staff and feeder primaries allowing sharing of information and individual student records.
- Planned learning opportunities for Year 5 and 6 students within the Academy to support continuity of learning and approach.
- Orientation days and events during the Summer Term prior to start. This will include sample lessons and meeting the tutor and Student Services Team.
- Access to the Academy learning platform prior to start to enable students to engage with enrichment projects and transition work.

- Targeted transition activities for vulnerable students.
- Invitation to Year 7 parents to attend Wednesday afternoon intervention programme during Summer Term. Targeted support given here on understanding transition and the materials sent out to parents in terms of starting the Academy.

Section D2

Measuring pupil performance effectively and setting challenging targets

At the heart of our vision is the desire that every student reaches their full potential. In order to achieve this we will set appropriately stretching targets, and an extensive range of quantitative and qualitative success measures, which relate to both individual students and the performance of the Academy as a whole. Leigh Academies Trust already operates highly effective systems for data analysis across all of its schools and this leading-edge practice will be extended to Stationers' Academy, Greenwich Peninsula.

Below are a range of performance targets and qualitative measures that we will use to measure our success:

- the academy will rank among the highest performing schools in Greenwich and nationally;
- no students are permanently excluded;
- the academy will be over-subscribed;
- the academy will be judged outstanding by OFSTED and other external reviews;
- all students will have a high level of technological skill and competence;
- all students will develop the key attributes for learning; curiosity, determination, creativity, independence and collaboration;
- all students will have a good repertoire of spoken and written language and be confident and effective communicators;
- the Academy will have a positive impact on the community measured by participation levels and through surveys;
- 0% NEETS

Students will be formally assessed with progress reported to parents and carers six times per year. The Academy will also run at least two consultation events per year as well as specific curriculum open events. Their achievement will be judged against benchmarks based on 'More Than Expected Progress' at Key Stages 3 and 4. At Post 16, all targets will be set for A Level and vocational courses using the ALPS methodology where a minimum expectation will be that all students make progress equivalent to those in the top performing 25% of schools nationally. High levels of challenge and aspiration will permeate the whole organisation.

Academic achievement targets

At KS4 our expectation would be that the Academy exceed National Average statistics with 70%+ students achieving expected progress, and 30%+ achieving expected progress +, with no variation between different groups of students, in particular any vulnerable groups. Using the new accountability measures, 'Best 8', our target would be to achieve a positive residual.

At KS5 our expectation would be to achieve grade 3 or better on ALPS in all P16 courses. We would look to exceed National Average statistics on all measures, please see table below:

KS5	
% of Key Stage 5 students achieving 3 or more A levels at A*-E	NA: 79% G: 63.8%
% of Key Stage 5 students achieving 2 or more A levels at A*-E	NA: 92.3% G: 85.9%
% of Key Stage 5 students achieving 1 or more A levels at A*-E	NA: 99.6% G: 99.5%
% of Key Stage 5 students who get 3 A levels AAB in facilitating subjects	NA: 7.5% G: 3.1%
Average point score per A level student	NA: 782.4 G: 658.7
Average point score per A level entry	NA: 211.3 (C) G: 199.1 (C-)

National Average (NA) - 2013 England - state funded schools only
Greenwich (G) - 2013

Attendance

In order for a child to reach their full potential it is essential that they attend school everyday. The Academy will work closely and in partnership with parents and carers to ensure attendance is consistently above 95%.

Behaviour

The Academy will promote a culture of positive behavior. Expectations will be clear and shared with all stakeholders regularly and a behavior agreement between the Academy, student and parents will be agreed and signed on joining the Academy. There will be a target of 0% permanent exclusion and a commitment from the Academy to engage with Borough wide strategies for inclusion such as the existing fair access panel. Wherever possible, students will be given a 'fresh start' internally by moving between Colleges within the Academy. This will give students the opportunity to change their behaviors and attitude whilst maintaining the positive relationships already established internally with academy wide staff.

The key learning attributes developed in KS3 through the digital curriculum will be assessed alongside subject content to ensure students make positive connections with, and value, their acquisition. These behaviours will fuel students' thirst for learning, promoting engagement and the subsequent development of positive attitudes. These key attributes will permeate all aspects of academy life from KS3 through to KS5.

Pupil participation in all aspects of academy life will be tracked at college level by both students and tutors. There will be a clear expectation that students take every opportunity to engage in a range of extra curricular activities, links with the local community and projects with industry. Certificates and recognition awards will be presented during special assemblies and presentation events.

Attendance and punctuality, and an effective rewards and sanction system will be tracked through the management information system and outcomes reported to parents and carers as part of the termly report schedule. This regular reporting schedule of all composite behaviours as well as progress will ensure no element of student performance will go unrecognised and timely intervention or action can be taken. Active partnership with parents and carers will be a fundamental part of academy life and crucial in ensuring all students adhere to the Academy's shared high expectations.

'Stakeholder voice' activities including regular questionnaires and feedback opportunities, will help us to review attitudes to learning and behaviour from parents, carers, staff and students. The review of behaviour for learning will also be an integral part of the Academy learning review cycle, providing data on behavior of groups of students as well as individuals.

Monitoring and evaluation systems

To ensure every child succeeds and that the Academy achieves its ambitious targets, a robust monitoring and evaluation cycle will be in place. A shared marking and feedback policy will be implemented so that expectations across the Academy are clear and transparent. Individual teacher data will be collected centrally on the management information system (MIS) every 6 weeks and reported to parents and carers. Highly detailed evaluations will then be produced using the MIS and published to staff to coincide with the modular framework. This will indicate overall current grades and end of key stage predictions. The data will be broken down further to enable forensic evaluation of individual students' performance, that of 'groups' and subject areas by individual teachers, directors of learning for each faculty area and their line managers. Granular analysis of this data on a 6 weekly cycle will ensure no individual or group of students is left behind.

Responsibility for academy assessment and data will sit with one of the Heads of College, supported by their deputy and the Academy data manager and their team. Analysis will take place of key groups of students; pupil premium, EAL, SEN statement/ SA+, MAL etc as well as whole year groups regularly throughout the year. Individual Heads of College and their leadership teams will also track students within their college, targeting intervention and celebrations of success at a college level.

Each College within the Academy will have its own Governors attached to monitor closely in-year progress against targets. They will visit each College at least three times per year to provide high-level accountability. In addition, there will be at least three Academy Board meetings per year where progress against targets for achievement and teaching and learning will be integral to every agenda.

Monitoring and improving the quality of teaching

It will be an academy priority that all teaching is at least good with the majority judged outstanding. Responsibility for monitoring and improving the quality of teaching, including professional development, will sit with one of the Heads of College and their team. A robust monitoring schedule will review the standard of practice by triangulating the outcomes of lesson observations and work scrutiny, judging the quality of marking and feedback, with class progress data. The schedule will comprise a combination of regular reviews including all teaching staff with more frequent and focused analysis of NQTs and those who are training as teachers on Schools Direct or Teach First style programmes. The schedule will also include a number of specific reviews, determined by need, where the quality of teaching in specific faculty areas, year groups or for specific vulnerable or academy targeted groups is scrutinised. Given the academy's potential intake, specific focus will be placed on the quality of teaching for EAL and PP students during the first year. The Academy Leadership Team and all Directors of Learning will be involved in the review process.

The Academy will have an open classroom door policy with staff encouraged to carry out informal observations of peers to share good practice and collaborate on innovative pedagogical approaches. This will be extended to colleagues at Ravensbourne where the continuous germination of new ideas and approaches related to the Digital Curriculum will be encouraged.

Rigorous analysis of outcomes from the teaching reviews will inform the Academy's coaching and mentoring, professional development and career development programmes. Any underperformance will be addressed promptly with support, guidance and training offered in the first instance. High performing staff will be used as coach or mentor to ensure individual staff need is addressed effectively. Persistent underperformance will be addressed through clear and transparent competency procedures.

The Academy will have an approach to teaching and learning which embraces innovation and encourages students to be active participants in their learning journey. The Digital Curriculum and project based learning opportunities with Ravensbourne and industry will fuel this innovation and instill in students the desire to be lifelong learners.

Academy self evaluation

All aspects of the Academy's monitoring and evaluation procedures will provide information on our performance and the progress we are making towards meeting our ambitious targets. Outcomes will feed directly into our academy Self Evaluation Form (SEF) and Improvement Plan (AIP).

Leigh Academies Trust (LAT)

Stationers' Academy, Greenwich Peninsula will benefit from being one of ten LAT schools. A strong network of collaboration is already in place with working groups established for: curriculum and assessment, teaching and learning, P16 provision, inclusion and peer review. Beyond the internal academy monitoring and review systems there will be regular analysis of performance undertaken by the Trust Leadership Group. Comparisons of performance against both national data and other Trust academies will be used to charge improvement if required.

The Trust already has an established performance related pay structure where the teacher standards are used as a minimum measure for teacher performance. Accountability measures for the outcomes of quality of teaching and student performance are both clear and transparent for staff, and the process includes central moderation and a review of judgements to ensure equitability across all academies.

Section D3

Academy Organisation

All students and staff will be organised into a 'college-based', 'small-school' model of education. This model has the great benefit of ensuring that all students are known as individuals: what can be termed, 'human-scale' education. The gap between senior staff and students and their families will be much reduced since each college unit will be no bigger than around 400-450 students. Either a Head of College will be in charge of each college, supported by a team of senior leaders, teachers and support staff, all of whom will also belong to that college unit. In this model, each Head of College will report directly to the Principal to ensure strong accountability and an emphasis upon student outcomes, well-being and enjoyment. Or, as an alternative model, Heads of College can be in a team of Co-Principals of the Academy. In both models, as well as having responsibility for a college, Heads of College will have whole school responsibility in key strategic areas such as Students Achievement, Inclusion, Teaching and Learning and Curriculum. These would be agreed with post-holders based on skills and experience. Each College will ensure that Post 16 students are fully integrated, but at the same time ensure specific intervention through tutor groups to meet their needs.

Each college will have its own colour, taken from the original Stationers' Company shield: blue, red, yellow or green. The school uniform will be traditional to include a blazer and tie for students in Years 7-10, with students in Years 11-14 dressing in 'smart business wear' to reflect an even more mature business / university focused approach to learning. Ties and badges will come in College colours to denote students' college membership. The name of each College will be chosen in consultation with the Stationers' Company and will reflect the traditions of the Stationers. All students will be members of vertically structured Tutor Groups within each college and will develop a strong sense of loyalty to these units. Tutor Groups will meet every day and will become the primary sense of belonging within the Academy. The Groups will each comprise students of different ages, forming part of

a family unit, led by a Tutor. It is here that students will follow a strong, discrete programme of spiritual, moral, social and cultural development which underpins the rest of the curriculum.

Collaboration across disciplines and year groups is essential to the ‘college’ model. Each ‘college’ will have many opportunities for year groups to cooperate in school-based activities. This collaboration will be immersed in a hierarchical ‘community of practice’ enabling older year groups to act as role models for the younger students. This model will be further enhanced through Ravensbourne’s alliance and locality with the School. This partnership will enable the final year students (Years 12-14) to attend taught sessions within Ravensbourne, have access to specialist HE equipment and facilities (library and digital labs) and work with undergraduate ambassadors in both formal and informal settings. Thus, the requirement for ‘learning citizenship’ where participants will have to take in multiple ways of ‘Engagement’, ‘Moving On’, ‘Brokering’ and ‘Convening’ within new social environments will be fulfilled.

Further opportunities will be developed with Ravensbourne to address school to university transition issues. This will include linking the curriculum directly so that aspects of students’ studies can be delivered at either centre. Units of work will be closely mapped so that staff and students can move fluidly between the Academy and Ravensbourne. There will be special events built into the curriculum to enable students to understand how university works and how to become independent enquirers. These events will help to address gaps in students’ skills and knowledge so they are much better placed to make a strong start to higher level study later on. Students will be introduced to regular higher education workshops from Year 11 onwards covering areas such as group work, skills for HE, self-directed learning, careers and employability skills and preparation for the university experience. Ravensbourne and University of Greenwich can provide detailed assistance in Year 12 for students to write personal statements for UCAS, prepare for interviews and assemble portfolios of exemplar work. Ravensbourne’s building will also be available to Academy students after hours, at weekends and during holiday times to enhance their studies through extra-curricular provision such as the Sorel Project.

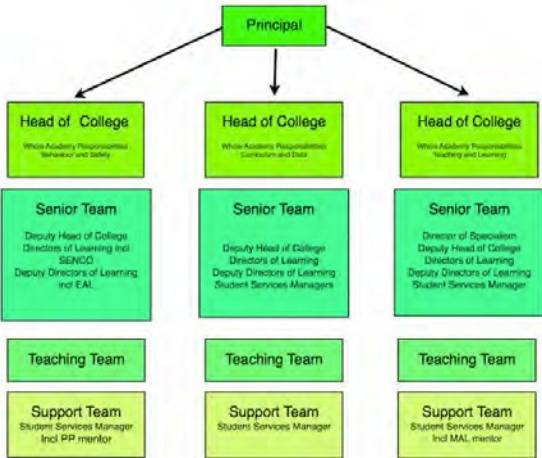


Figure 1: example staffing structure within a 3 college model (approx. 1,200 students) with an executive leader. The alternative Co-Principal model would make the status and role of each Head of College more substantial, thus not requiring a separate,

over-arching Principal.

Staffing Structure

The staffing model is based upon best practice in Leigh Academies Trust schools. Although it has been modified to embrace the specialist nature of the Content and Communications curriculum and the needs of the local area. It is a model which has already demonstrated its strong impact on student outcomes, efficiency and affordability. There are key links between senior staff and the Trust to ensure challenge, support and accountability. The scaling of this model has been very carefully considered as the diagrams below demonstrate.

Leadership Model

Post	Title	Subject(s)	Salary	Student roll						
				2017-18 230	2018-19 490	2019-20 720	2021-22 920	22-23 1,100	2023-24 1,150	
Principal				4	4	2	2	2	2	
Head of College				8	8	4	4	4	4	
Head of College				8	8	4	4	4	4	
Director of Specialism	Specialism			10	8	8	8	8	8	
Deputy Head of College					10	8	8	8	8	
Deputy Head of College					10	8	8	8	8	
Deputy Head of College						8	8	8	8	
Director of Learning	Specialism	Media; Business		14	14	12	12	12	12	
Director of Learning	Communication	English; MFL		14	14	12	12	12	12	
Director of Learning	Maths & ICT	Maths; ICT		14	14	12	12	12	12	
Director of Learning	Science	Science		14	14	12	12	12	12	
Director of Learning	Humanities	Hist; Geog; RS; SMSC			14	12	12	12	12	
Director of Learning	Creativity	Vis Art; Perf Art; D&T				12	12	12	12	
Director of Learning	Sport	Sport; Dance; Enrichment				12	12	12	12	
Director of Learning	Post 16			14	12	10	12	12	12	
Director of Learning	Inclusion (SENCO)			14	12	10	10	10	10	
Deputy DoL	Coordinator EAL				14	14	14	14	14	
Deputy DoL	Specialism	Media; Business				14	14	14	14	
Deputy DoL	Communication	English					14	14	14	
Deputy DoL	Communication	MFL				14	14	14	14	
Deputy DoL	Maths & ICT	Maths					14	14	14	
Deputy DoL	Maths & ICT	ICT				14	14	14	14	
Deputy DoL	Science	Science				14	14	14	14	
Deputy DoL	Humanities	Hist; Geog; RS; SMSC				14	14	14	14	
Deputy DoL	Creativity	D&T				14	14	14	14	
Leadership teaching commitment (lessons)				106	156	164	250	278	278	
Leadership teaching commitment (fte)				6.6	9.8	10.3	15.6	17.4	17.4	
Leadership teaching commitment (actual)				6	8	9	14	16	16	
Total teaching requirement less leadership				5	15	28	37	46	49	

Teaching Model

GREENWICH PENINSULA ACADEMY																						
Staffing model showing no. lessons per week by subject (1 lesson = 1.5 hrs)																						
	English	Maths	Science	Hums	History	Geog	RE	Sport	MFL	ICT	Vis Art	Graph	Photo	Perf Arts	Music	Drama	Media	D&T	P Des	Business	TOTAL	
Year 7 (180 students)	18	18	12	18				18	12	6	6			6				9			123	
Year 8 (180 students)	18	18	12	18				18	12	6	6			6				9			123	
Year 9 (180 students)	27	27	27		9	9	3	9	18	9		3	3	3	3	27		3	6		186	
Year 10 (180 students)	27	27	27		9	9	3	9	18	9		3	3	3	3	27		3	6		186	
Year 11 (180 students)	27	27	27		9	9	3	9	18	9		3	3	3	3	27		3	6		186	
Year 12 (50 students)	3	3							6		3	3					11				40	
Year 12 (80 students)	3	3			3				3	10	3	3					12				52	
Year 12 (100 students)	3	3	6		3	3			3	10	3	3					15		3		70	
Year 12 (150 students)	6	3	9	3	6	3			3	13	3	3		3			21		3	21	100	
Year 13 (50 students)	3	3							6		3	3					11				40	
Year 13 (80 students)	3	3			3				3	10	3	3					12				52	
Year 13 (100 students)	3	3	6		3	3			3	10	3	3					15		3	15	70	
2017-18: Y7, Y12 50	21	21	12	18	0	0	0	18	12	12	6	3	3	6	0	0	11	9	0		169	
Teachers required (fte)	1.3	1.3	0.8	1.1	0.0	0.0	0.0	1.1	0.8	0.8	0.4	0.2	0.2	0.4	0.0	0.0	0.7	0.6	0.0	0.7	10.2	
Teachers actual	1.0	1.0	1.0	1.0				1.0	1.0	1.0	1.0			0.4			1.0	0.6			11.0	
2018-19: Y7-8; Y12 80; Y13 50	42	42	24	36	3	0	0	36	27	28	12	6	6	12	0	0	23	18	0	23	338	
Teachers required (fte)	2.6	2.6	1.5	2.3	0.2	0.0	0.0	2.3	1.7	1.8	0.8	0.4	0.4	0.8	0.0	0.0	1.4	1.1	0.0	1.4	21.1	
Teachers actual	3.0	3.0	2.0	3.0				2.0	2.0	2.0	1.0			1.0			2.0	1.0		1.0	23.0	
2019-20: Y7-9; Y12 100; Y13 80	69	69	57	36	15	12	3	45	48	41	12	9	9	12	3	3	54	18	6	33	554	
Teachers required (fte)	4.2	4.2	3.6	2.3	0.9	0.8	0.2	2.8	3.0	2.6	0.8	0.6	0.6	0.8	0.2	0.2	3.4	1.1	0.4	2.1	34.6	
Teachers actual	5.0	5.0	4.0	4.0				3.0	3.0	3.0	2.0			1.0			3.0	2.0		2.0	37.0	
2020-21: Y7-10; Y12 100; Y13 100	96	96	90	36	24	24	6	54	66	50	12	12	12	12	6	6	84	18	12	42	758	
Teachers required (fte)	6.0	6.0	5.6	2.3	1.5	1.5	0.4	3.4	4.1	3.1	0.8	0.8	0.8	0.8	0.4	0.4	5.3	1.1	0.8	2.6	47.4	
Teachers actual	6.0	6.0	6.0	6.0				4.0	4.0	3.0	3.0			2.0			6.0	2.0		3.0	51.0	
2021-22: Y7-11; Y12 100; Y13 100	123	123	117	36	33	33	9	63	84	59	12	15	15	12	9	9	111	18	15	48	944	
Teachers required (fte)	7.7	7.7	7.3	2.3	2.1	2.1	0.6	3.9	5.3	3.7	0.8	0.9	0.9	0.8	0.6	0.6	6.9	1.1	0.9	3.0	59.0	
Teachers actual	8.0	8.0	8.0	7.0				4.0	6.0	4.0	3.0			2.0			7.0	2.0		3.0	62.0	
2022-23: Y7-11; Y12 150; Y13 100	126	123	120	39	36	33	9	63	84	62	12	15	15	12	12	9	117	18	15	54	974	
Teacher required (fte)	7.9	7.7	7.5	2.4	2.3	2.1	0.6	3.9	5.3	3.9	0.8	0.9	0.9	0.8	0.8	0.6	7.3	1.1	0.9	3.4	60.9	
Teachers actual	8.0	8.0	8.0	8.0				4.0	6.0	4.0	3.0			2.0			8.0	2.0		4.0	65.0	

Support Staff Model

		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	Student roll	230	490	720	920	1,100	1,150
Post	Salary						
Student Services Manager		x	x	x	x	x	x
Student Services Manager			x	x	x	x	x
Student Services Manager				x	x	x	x
Attendance Officer			x	x	x	x	x
Data Manager		x	x	x	x	x	x
Exams Manager				x	x	x	x
Exams Assistant						x	x
Finance Manager		x	x	x	x	x	x
Finance Officer			x	x	x	x	x
Finance Officer					x	x	x
Business Manager		x	x	x	x	x	x
Office Manager		x	x	x	x	x	x
Office Administrator		x	x	x	x	x	x
Office Administrator					x	x	x
College Administrator			x	x	x	x	x
College Administrator			x	x	x	x	x
College Administrator				x	x	x	x
College Administrator						x	x
College Administrator						x	x
College Administrator						x	x
Site Manager		x	x	x	x	x	x
Site Officer		x	x	x	x	x	x
Site Officer				x	x	x	x
Site Officer						x	x
Receptionist		x	x	x	x	x	x
Receptionist				x	x	x	x
Cover Supervisor			x	x	x	x	x
Cover Supervisor				x	x	x	x
Cover Supervisor				x	x	x	x
Cover Supervisor					x	x	x
Cover Supervisor						x	x
Cover Supervisor							x
Pupil Premium Mentor							
More Able Learner Mentor		x	x	x	x	x	x
Learning Support Assistant		x	x	x	x	x	x
Learning Support Assistant		x	x	x	x	x	x
Learning Support Assistant		x	x	x	x	x	x
Learning Support Assistant			x	x	x	x	x
Learning Support Assistant			x	x	x	x	x
Learning Support Assistant				x	x	x	x
Learning Support Assistant				x	x	x	x
Learning Support Assistant				x	x	x	x
Learning Support Assistant					x	x	x
Learning Support Assistant						x	x
Learning Support Assistant						x	x

The above diagrams are also available in the appendices to this document. Below can be found an explanation of some of the key posts within the structure.

Principal: overall strategic responsibility and communication with key stakeholders. Line manages Heads of College.

Heads of College: responsible for leading and managing the day-to-day affairs of the three vertically structured colleges within the Academy, providing a ‘human-scale approach to education’. Will also take responsibility for certain whole school responsibilities such as curriculum design and organisation, student achievement, teaching and learning or inclusion and community. Line manages Deputy Head of College.

Deputy Head of College: deputises for the HoC and takes responsibility for operational aspects of day-to-day college management, liaising with parents, staff, students and other key stakeholders as appropriate.

Director of Specialism: responsible for harnessing the power of the specialist area

to enhance outcomes for students. Oversee the digital curriculum ensuring all curriculum areas collaborate to meet the academy's aims, coordinate employer and business linked/ led projects.

Directors of Learning (curriculum): lead the Academy's seven key learning areas, taking responsibility for the quality of teaching and learning and student achievement across these subject areas.

Director of Learning (SEND): see student support section for full outline.

Deputy Directors of Learning: provide support to DoLs in leadership of learning areas, taking full responsibility for key subjects within the area. Deputy director of learning (SEND) will have specific responsibility for EAL intervention and support.

Business Manager: responsible for all site and administrative matters within the Academy. Manages day-to-day contract issues relating to catering, cleaning and health and safety. Line managed by the Trust Business Director.

Finance Manager: responsible for day-to-day oversight of Academy finances and production of regular financial reports to senior staff and governors. Line managed by Trust Finance Director.

Section E: Evidence of need – part 1

This section provides an overview of potential evidence of demand for the Stationers’ Academy, Greenwich Peninsula. The data reflected in Table 1 below is drawn from a number of sources including:

- Demand from existing parents of Year 3/4/5 pupils in the wider area as result of a full parental and community consultation process that has recently been started, and will continue beyond the bid submission date of October 10th 2014. Information about the activities already undertaken, as well as those planned for the future, is outlined below.
- Forecast demand for secondary school places from the Greenwich Peninsula developments, particularly the Greenwich Peninsula (led by Knight Dragon) and Morden Wharf (led by Cathedral Group) developments

It is our intention to continue to collate evidence of interest and demand, and support throughout this process and to provide the DFE with relevant and timely updates.

	2017				2018			
	A	B	C	D	A	B	C	D
Year 7	180	=47+ 7		=30 <i>(B/A) x100</i>	180	=69+ 4		= 41 <i>(B/A) x100</i>
Year 8					180	=69+ 7		= 42 <i>(B/A) x100</i>
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Table 1 shows that there are a growing number of parents with children of the appropriate age willing to make the Stationers' Academy their first choice for:

- a) September 2017 (30% and rising – we are confident of 100% by Dec 2014)
- b) September 2018 (41%)

Demand from the existing community

The data in Table 1 reflects responses from local parents who, over the past four weeks have indicated their demand for admission to the Stationers' Academy. Interest and support for the Academy continues to grow on a daily basis with parents

registering their interest for places for intakes in September 2016¹, 2017, 2018 and beyond. After just four weeks of the public consultation, we have received 28 online survey responses. The map below shows the location of current responses to the parental support survey as of October 9th 2014 and clearly indicates that the majority of interest centres on the Peninsula area. This directly supports parental feedback and demographic data that a secondary school in this area is needed.



The past four weeks represent the first phase of a 12 week community consultation programme where we aim to engage with a diverse section of the population in Greenwich and neighbouring Boroughs. The consultation has and will continue to include a broad range of activities to ensure the message about Stationers' Academy reaches as many people as possible. These activities are intended to allow us to engage not only with prospective parents, but also with a number of other stakeholders from within the community. Activities undertaken in the first 4 weeks include:

- an introductory leaflet outlining the vision for the Academy;
- a dedicated area of Leigh Academies Trust's website giving further information about the Academy, including an online parental support survey <http://www.leighacademiestrust.org.uk/aboutus/greenwich-peninsula-academy.php> ;

¹ We have included 2016 as an option on the survey to gauge potential interest to open earlier and in temporary accommodation, as close to the permanent site as possible. We have had 17 expressions of interest for this year group.

- a copy of the leaflet, and letter from LAT's CEO, to the 23 geographically nearest primary schools to the Peninsula site introducing the proposed academy;
- leaflets distributed to year 3, 4 and 5 students of local primary schools;
- leaflets distributed by hand, and by post through follow up correspondence, to Greenwich families attending open day events at Stationers' Academy Crown Woods. This year they recorded over 1500 families attending;
- adverts placed in local newspapers;
- setting up a Facebook page for the Academy;
- setting up a twitter account @latpeninsula where regular tweets and information is shared on developments;
- door to door delivery of leaflets in the nominal catchment area;
- word of mouth support which has resulted in requests for additional leaflets.

Advert placed in the local press

Would you be interested in sending your child to the Greenwich Peninsula Academy? Please select

In which year does your child need a year 7 place?

2016 (date of birth from the beginning of Sept 2004-2005)

2017 (date of birth from the beginning of Sept 2005-2006)

2018 (date of birth from the beginning of Sept 2007-2008)

Name:

Address:

Postcode:

Email:

Telephone:

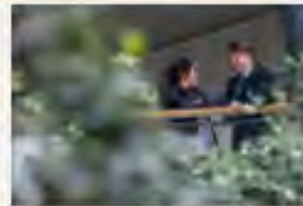
Online parental support survey

A NEW SCHOOL FOR GREENWICH



LEIGH ACADEMIES TRUST FREE SCHOOL

GREENWICH PENINSULA ACADEMY



In 2015 and beyond there will not be enough secondary school places in the Royal Borough of Greenwich.

To meet the demand for extra places Leigh Academies Trust, in partnership with a major London livery company, University of Greenwich and Ravensbourne, is proposing to open a free school on the Greenwich Peninsula in September 2016.

The Greenwich Peninsula Academy will be a 'sister' school to the highly successful and oversubscribed Stationers' Crown Woods Academy which joined the Trust in September 2014 and whose students are celebrating their best ever GCSE and A-Level results this year.

The Greenwich Peninsula Academy will deliver an innovative, digital curriculum through collaboration and partnership with our industry links and Ravensbourne, with English and maths at its core.

The Academy will work in partnership with parents to ensure every one of its students reaches their full potential, regardless of need, background or starting point.

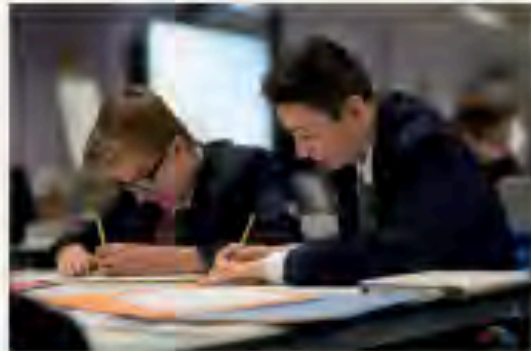
**We need your help to turn our vision into a reality.
Please visit our website for further information and to
complete a short parental support survey.**

WWW.LEIGHACADEMIESTRUST.ORG.UK

GREENWICH PENINSULA ACADEMY

The Greenwich Peninsula Academy will provide an outstanding education for its students by...

- Embracing fully the strong and successful educational model developed by Leigh Academies Trust
- Maximising the curriculum and industry standard expertise provided by Ravensbourne
- Forging very close links with businesses working within the 'Digital Media' sector, enhancing the curriculum and providing students with exceptional career pathways
- Employing the very best leaders and teachers to deliver its innovative 'digital curriculum'
- Ensuring the highest standards of English and maths are reached by all students
- Making the very best use of its location on Greenwich's 'Digital Peninsula' to bring about outstanding learning opportunities for all students



The Academy will develop young people who are:

- Confident, courteous and in possession of high levels of personal integrity
- Ethical human beings with strong beliefs in compassion, justice, dignity and respect for themselves, others and the environment
- Highly literate and numerate, with a range of high quality academic and vocational qualifications
- 'Digital natives' and entrepreneurial
- Keen to make a positive contribution to their community
- Highly aspirational for themselves and others
- Ready to pursue successful career pathways
- 'Data aware', mindful of their own 'digital footprint' and responsibilities within a highly technological age

Parental Support Survey

Would you be interested in sending your child to the Greenwich Peninsula Academy?

Please visit our website now and complete a short online survey.

www.leighacademiestrust.org.uk



WWW.LEIGHACADEMIESTRUST.ORG.UK

The following activities planned for the remaining 8 weeks of the detailed consultation period:

- creation of a paper version of the parental support survey to be distributed in the nominal catchment area, and to the local primary schools;
- a version of the leaflet in target languages to be made available on the LAT website;
- a public consultation meeting for potential parents and students at Ravensbourne, located next to the O2 Arena on the peninsula;
- workshops based on the innovative 'digital curriculum' for potential students at Ravensbourne;
- articles in the local paper;
- a video presentation from the Trust CEO and Project Manager to be distributed via social media and on the LAT website introducing the Trust and the project;
- delivery of leaflets to a wide range of local community organisations and locations;
- visits to key local schools;
- a regular presence at key local shopping areas.

Ravensbourne has carried out an analysis of their current higher education students, identifying 206 of them who have enrolled from Greenwich Borough postcodes in 2014. This provides a clear indication that a large number of post 16 students would potentially be attracted to the Academy and, given the partnership working between LAT and Ravensbourne, support the smooth transition it would provide from the Academy to further and higher education studies at Ravensbourne.

Forecast demand from new developments

The data in Table 1 also reflects the forecast demand for 11-15 year olds from significant new residential developments on Greenwich Peninsula in the immediate vicinity of the proposed school site. These include:

- Residential units being built by the developer, Greenwich Peninsula Regeneration Ltd (GPRL- backed by Knight Dragon), ranging from studio apartments through to three bed units.
- a further build out of an estimated 500 residential units² on the mixed use Morden Wharf development

² This is an estimate based on the potential scale of the development. The Morden Wharf development is currently in the pre-planning stage and there are limited details about the scale of the development available for commercially confidential reasons.

In terms of build out rates, by the time the school is proposed to open in September 2017 it is expected that 1500 units will have been built. The remaining 8,550 GPRL units will be built and released as quickly as possible and, according to discussions with [REDACTED], it is hoped the development will be completed by circa 2025. In addition, 25% of the initial 11 plots will be for low cost housing (which, evidence suggests, are associated with higher child yield ratios) and planning reports suggest that the overall proportion of low cost housing throughout the development will be 21%.

Our estimates of the demand for secondary school places resulting from the Greenwich Peninsula and Morden Wharf developments are based on the following data and assumptions:

- child yield ratios used from Greenwich previously;
- extrapolating the proportions of studio, one, two and three bed units currently being released across the whole development, and applying these ratios to the Morden Wharf development; and
- all residential units will be apartments and not houses (giving considerably more conservative figure of demand for secondary school places).

The summary of the estimated demand from these two Peninsula residential and mixed-use developments is as follows:

- By **September 2017**, it is estimated that there will be 233 additional 11-15 students living on the Greenwich peninsula, which evenly split across five year groups equates to 47 in each year group
- By **September 2018**, it is estimated that there will be 347 additional 11-15 students living on the Greenwich peninsula, which evenly split across five year groups equates to 69 in each year group
- By the **8,850 unit Section 106 funding trigger point** (and building in an estimated 500 units from Cathedral Group's Morden Wharf development-subject to planning approval), there will be an additional 1283 11-15 students living on the Greenwich peninsula, which evenly split across five year groups equates to 257 in each year group
- By the full build out of **10,050** Greenwich Peninsula and **500** Morden Wharf residential units, there will be 1528 additional 11-15 students living on the Greenwich peninsula, which evenly split across five year groups equates to 306 in each year group.

Evidence that there is a need for this school in the area

There is compelling evidence that there is the need for a new secondary school on the Greenwich peninsula. Comments made by RBG's Director of Children's Services in a December 2013 Cabinet paper underline the significant need for additional secondary school places from 2015 in Greenwich, as follows:

"The population of children and young people resident in the Royal Borough of Greenwich has been rising since 2002".

"The rising birth rate is resulting in a growing population of children aged 0-15, although the 16-18 population remains stable currently. Inward migration, attracted by the availability of privately rented accommodation and housing developments with a high proportion of family homes, is also contributing significantly to this growth."

"The January 2013 School Census reported 3,505 pupils on roll in Reception in RBG primary schools, 185 more than in January 2012 and 550 more than January 2010."
"Demand is set to rise beyond 2017/18. Opportunities for expanding provision on existing school sites are now limited and it will be necessary to consider other options in the future."

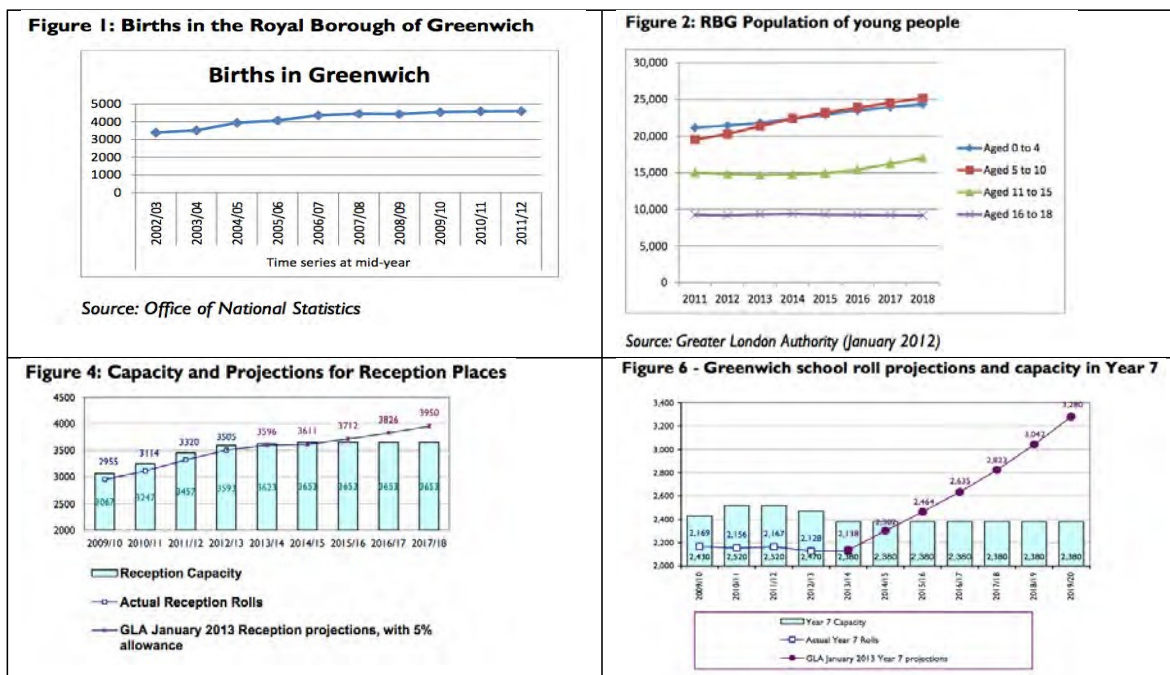
"The Borough remains a net exporter of Year 7 pupils but the percentage of Year 6 pupils who chose a Greenwich secondary school for Year 7 in September 2013 increased to 69.5% from 67.5% in 2012."

"GLA projections show a significant rise in the level of demand for Year 7 places from 2014/15 reflecting the number of children currently attending primary schools. Estimated demand for Year 7 places will exceed available capacity in 2015 by 84 places, and in the following year, 255 additional Year 7 places (8FE) will be required."

Recent Greenwich demographic data supports these conclusions; a rising birth rate, net inward migration and population change, and persistently rising primary rolls ensure the need is maintained well beyond this date:

- The total number of students currently in Year 6 in Greenwich primary schools who transferred to secondary provision in 2014 was approximately 2,531.
- by 2017, the proposed year of opening of the Stationers' Academy, there will be approximately 2,988 students transferring from primary to secondary in the Borough, an increase of nearly 500 students in just three years.

The extent of the shortage and the continuing rising trend beyond 2017 are highlighted in the graphs and table below.



Students transferring from Year 6 to Year 7 in Royal Borough of Greenwich

Year	No. of students transferring	Annual increase	Cumulative increase
2013	2,481		
2014	2,531	+50	+50
2015	2,695	+164	+214
2016	2,839	+144	+358
2017	2,988	+149	+501
2018	3,141	+153	+660
2019	3,320	+179	+839

Combined with this compelling evidence of need is the fact that the population that the Academy envisages serving does not largely exist yet.

Performance and capacity of local secondary schools

The closest non-denominational schools in Greenwich are currently Thomas Tallis, John Roan, Corelli College, Greenwich UTC and The Greenwich Free School. Combined with the nearest schools from the three surrounding London boroughs of Towers Hamlets, Newham and Lewisham, not a single one of these schools is 'Outstanding' and three out of the eight are less than 'Good' at their last Ofsted inspection. In November 2012, with the exception of Corelli College, which at the time was judged as 'Inadequate' by Ofsted, each of the closest Greenwich schools was full

to capacity in Year 7. Population growth and significant housing development will compound the problem of finding places in 'Good' or better secondary schools for parents who live on or around the Greenwich Peninsula. The recent closure of Blackheath Bluecoat School has made competition for places even more fierce.

Name	Post Code	Age Range	NOR	Ofsted Date	Ofsted Grade	5 A*-C EM%	Exp prog Eng%	Exp prog Ma%	Average A-level Grade
The John Roan	SE3 7UD	11-18	11 44	Nov 2013	2	64	73	79	C-
Greenwich UTC	SE7 8LJ	14-19	/	/		/	/	/	/
Correlli College	SE3 8EP	11-19	11 32	July 2013	3	51	73	74	C-
Thomas Tallis	SE3 9PX	11-19	16 57	April 2014	2	66	83	74	C
Greenwich Free School	SE18 4LH	11-18	10 0	Feb 2014	3	/	/	/	/

Section E: Evidence of need – part 2

Section E2

Our wider strategy for local community engagement preceded, and will extend beyond, the carefully planned 12 week parental consultation programme. Key early elements of this strategy included LAT meeting with [REDACTED] twice, a third meeting is due to take place shortly, and also new Cabinet Leader, Denise Hyland. It was at their instigation that we embarked upon this project when we became aware of the serious need for secondary school places from 2016 in Greenwich. We are aware of a primary school plan, as an 'annex' to an outstanding Church of England primary in Woolwich, that RBG also hopes to launch for two forms of entry on the Greenwich Peninsula from 2015. We have suggested that the Stationers' Academy can provide the onward progression for students in this primary facility should it go ahead or even become involved from its inception.

We have also had full negotiations with Ravensbourne who have identified LAT as their chosen partner for a secondary school on the Greenwich Peninsula. We are also in discussion with Knight Dragon and the Cathedral Group to align our respective plans for a secondary school on the Peninsula.

Below is a brief outline of our next steps;

- Create a formal document for public consultation, setting out a description of the school and its unique features, our vision and values, a summary of the proposed curriculum and the admissions criteria. This document will be replaced by a full academy brochure produced by the Principal Designate once appointed.
- We will maintain in regular contact with interested parents using their email/ postal address gathered during the parental consultation.
- As the group of prospective parents who support the Academy continues to grow, we will initiate a parent friends' group. This will help us to identify potential parent governors, parents and carers who have specific skills useful to us such as languages, music, sport etc. It is anticipated that this group extends and strengthens through and beyond the opening of the Academy.
- A schedule of local residents' meetings will be in place, providing timely updates on the Academy's progress and plans. We will purposefully seek their input into shaping the Academy as it develops and encourage them to become active supporters of the project.
- Community events in public areas will form a large part of the next phase of community engagement ensuring we engage with a wide range of parents. These will include:
 - Open meetings to include formal consultation to allow the public to find out more information and have the opportunity to ask questions;
 - Promotional stands in public areas;
 - Meetings with local primary schools to build partnerships;
 - Meetings with local councillors, community leaders and community groups.

The Stationers' Academy section of LAT website www.leighacademiestrust.org.uk will be updated regularly to allow parents and others to track the progress of the Academy. It has proved an invaluable asset in the early stages of our consultation process and will now be adapted to include the opportunity for people to comment on the proposal and contact us directly.

Comments from the community about the proposed Stationers' Academy, Greenwich Peninsula:

[REDACTED]

[REDACTED]

[REDACTED]

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	3

				██████████	
██████████	Y	██████████	██████████	██████████	3

[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	2
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[REDACTED]	N	[REDACTED]	[REDACTED]	[REDACTED]	2
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				██████████	
██████████	N	██████████	██████████	██████████	1

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F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Principal Designate	It is our intention to appoint the Principal designate from September 2016. Our current Project Manager will fill this role until the appointment is made.
EAL provision	The projected intake shows a potential of 45% EAL students. To ensure we are in a position to support these students we will take guidance, training and support from our 'sister' school, Stationers' Crown Woods Academy in Greenwich. The Project Manager will also undertake a community liaison project with other Greenwich secondary EAL provision to establish best practice and ensure our provision is both robust and effective. We will look to appoint a SENCO with extensive knowledge and experience in this area and then go on to appoint a highly skilled EAL coordinator in the second year of opening.

Section F2

Stationers' Academy, Greenwich Peninsula will be an academy school within the 'multi academy trust' of Leigh Academies Trust.

Leigh Academies Trust is an incorporated charity, which means that the Trust is a company that has charitable purposes, and has its own 'legal identity'. This means that all contracts, land holding, and agreements will be in the name of the Company and not any one individual director or member.

The governing document of the Trust is the company's Articles of Association, revised December 2011. The Articles outline the way that the Trust must be managed, in conjunction with the requirements of Company Law and Charity Law. Another governing document is the Supplemental Funding Agreement ('SFA') (dated 9 October 2013) and corresponding Master Funding Agreement (dated 29 April 2013).

The Trust is registered with Companies House (no 02336587) but is not required to be registered with the Charity Commission, as it is an 'exempt' charity. This means that the charity has a different regulator (as prescribed by law), which is the Secretary of State. There are some aspects of the Charity Commission's requirements that do not apply to the Trust (as an exempt charity), such as completion of a Trustees Annual Return, or file accounts with the Commission. The Trust must not describe itself as 'registered' and may not use a registered charity number.

Trust Members

The Trust follows company format; it has members (who would ordinarily be the shareholders) and directors (who are also trustees for the purposes of Charity Law). The Articles outline who the members should be (or their representatives).

The Members of the Trust are:-

[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

The Members of the Trust have limited liability (of £10 each) in the event that the company is wound up or dissolved and there are debts to be paid. They also have specific rights and obligations under Company Law, e.g. amend the Articles (subject to SoS approval), receive audited accounts, and appoint certain categories of directors.

Trust Directors

The directors (who are also trustees) are responsible for the general control and management of the Trust, and they delegate the day-to-day management of the Trust to the Senior Leadership Team (e.g. CEO, Dep CEO, Finance Director, Business Director, HR Director and IT Director). The Board should act collectively, i.e. decisions taken are based on the majority 'vote'. No one director has more or less responsibility than another.

The directors have responsibilities (and duties of care) under Company Law and also Charity Law, but in essence, they must ensure that the Trust is well run, solvent, and carries out its activities in accordance with the Objects as outlined in the Articles of Association. In addition they have fiduciary duties and must act for the best interests of the Trust and declare any actual or potential conflicts of interest, as well as protect the assets and reputation of the company. The directors may have indemnity insurance, but this would not cover any individual who acted fraudulently or against criminal law.

The format of the board of directors is outlined in the Articles of Association, and there are a number of 'categories' of directors, such as those who are co-opted, appointed or elected.

The directors are:-

██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████

In accordance with the Articles, the Trust has formed committees, and these are:-

Audit Committee

The members are the Company's Members, and generally review the Statutory Accounts before the Annual General Meeting of the Members.

Resources Committee

The members are appointed by the directors. The group is chaired by ██████████

Academic Standards Committee

The members are appointed by the directors. The group is chaired by ██████████.

Academy Boards

These are essentially 'committees' of the Trust Board, and each will have its own Terms of Reference.

These Committees have no liabilities (under Charity Law and Company Law) *per se*, unless they carry out delegated authority from the Trust Board, and this may be in accordance with the Scheme of Delegation (which outlines the criteria for Trust expenditure and authority). Generally speaking, all activities and decisions of the academy boards are ratified by the Trust Board during the meetings and why a member of the academy board also sits on the Trust Board (usually the Chair).

The Academy Boards behave in exactly the same way as the governing body of any other school, but it is the responsibility of the Trust Board to ensure the academy board is performing as it should. The board will act collectively, and no member has any additional authority or responsibility above that of other members, unless delegated by the Trust Board. The Stationers' Academy will have its own Academy Board which will operate within the context of the arrangements above. The proposed Terms of Reference of this Board are set out below.

**STATIONERS' ACADEMY, GREENWICH PENINSULA
Academy Board - Terms of Reference**

1. Governance

- 1.1. The Academy Board shall be managed in accordance with the Articles of Association of the Leigh Academies Trust ('The Trust').
- 1.2. The Trust has a strategic role in the running and management of the Academy Board.
- 1.3. The establishment, Terms of Reference, Membership, and any Constitution, will be reviewed by the Directors of the Trust.
- 1.4. The Trust may delegate to any Academy Board such of their powers or functions as they consider desirable to be exercised by them.

- 1.5. Any delegated decision must be reported to the next full directors meeting but a decision taken under delegated powers is binding and immediately effective
- 1.6. The Trust has approved a Scheme of Delegation defining the powers and functions that are reserved for the Trust Board and its Committees.

2. Membership

- 2.1. The Local Board will have no more than 12 members
- 2.2. The Local Board will comprise of:-
 - 2.2.1. 2 members appointed by the Trustees who will be the Chair and Vice Chair of the Academy Board;
 - 2.2.2. The Principal of the Academy;
 - 2.2.3. 1 Principal from one other Trust Academy
 - 2.2.4. 1 elected Staff Governor (PROVIDING THAT no more than one third of the members shall be employees at the Academy);
 - 2.2.5. at least 2 elected Parent Governors; and
 - 2.2.6. Other appointees determined by the Trustees.

3. Meetings

- 3.1. The Academy Board will meet at least 3 times per academic year, in advance of main Trust Board meetings, with additional meetings as required.
- 3.2. The Chief Executive, Deputy CEO, Finance Director, Business Director and Principals (or their deputy) of any Academy Board are entitled to attend all Academy Board meetings.
- 3.3. The Trust shall supply a person to act as Clerk to the Governors for each meeting.

4. Quorum

The quorum for meetings of the Academy Board is 3 or 50% of the membership, whichever is the greater.

5. Responsibilities of the Academy Board includes, but not limited to, the following:

- 5.1. Implementation of the Curriculum to include the review and monitoring of all curriculum policies;
- 5.2. Ensuring the academy is meeting National Curriculum requirements and to review the Curriculum Policy Statement;
- 5.3. To review & update an agreed form of Self Evaluation;
- 5.4. To review Academy Profile;
- 5.5. To review Raise Online Data and associated data profiles;
- 5.6. To monitor & review information on Academy Performance;
- 5.7. To monitor & review the Academy Raising Achievement Plan;
- 5.8. To review the Academy Prospectus;
- 5.9. To set Targets and to monitor & review information about academy targets;
- 5.10. To report to parents according to statutory requirements;
- 5.11. To agree a Home/Academy Agreement;
- 5.12. To monitor the effectiveness of Literacy & Numeracy Strategies & other subject policies as required;
- 5.13. To consider the Healthy Schools Agenda;
- 5.14. To appoint link Governors for Child Protection, Health and Safety, SEN [and literacy and Numeracy], plus any other area as recommended by the Trust;

- 5.15. To ensure the safety and welfare of all staff and students;
- 5.16. Compliance with DfE Guidance;
- 5.17. Compliance with all child protection and SEN requirements;
- 5.18. Working with the local community to embed good practice;
- 5.19. Agreeing the procedures for Off- Site education;
- 5.20. Compliance with the Trust's Health & Safety Policy;
- 5.21. Considering training needs with regard to site and health and safety;
- 5.22. Compliance with current fire safety legislation & regulations;
- 5.23. Receive reports/audits from Health & Safety representatives;
- 5.24. Monitoring the work of the Academy Steering Committee as necessary & receive minutes;
- 5.25. Maintaining the accident statistics and trends so that reports can be made to the Trust;
- 5.26. Ensuring staff, Governors, & students undertake Fire Training;
- 5.27. The Academy Board will take appropriate action on any other relevant matter referred to it by the Trust Board.

6. Powers Retained by the Trust Board

- 6.1. Ensuring compliance with the Trust's duties under Company Law and Charity Law and agreements made with the DfE, including the Funding Agreement(s), [and the Deed of Gift];
- 6.2. The determination of the educational character and mission of the Academy;
- 6.3. Ensuring the solvency of the Academy, safeguarding its assets and delivering its charitable outcomes;
- 6.4. The appointment or dismissal of the Principal, Vice-Principal, (where appointed), Business Director and Finance Director;
- 6.5. Ensuring the continued charitable status of the Company;
- 6.6. Setting key strategic objectives and targets and reviewing performance against these;
- 6.7. The approval of Trust's policies (including admissions), not delegated to the Academy Board or Resources or Academic Standards Committees;
- 6.8. The approval of annual estimates of income and expenditure for the Academy at the beginning of the academic year;
- 6.9. To approve the appointment/resignation of the auditors for the Trust on an annual basis;
- 6.10. The approval of the Trust year end accounts;
- 6.11. Setting the Trust's Reserves requirements from each Academy;
- 6.12. Entering into all contracts on behalf of the Trust;
- 6.13. To authorise expenditure or income over the value of [£100,000];
- 6.14. Comply with the requirements of the Education (Independent School Standards)(England) Regulations 2010 (or such other regulations as may for the time being be applicable) in relation to carrying out enhanced checks through the Disclosure and Barring Service, as required.

The existing governance structure of Leigh Academies Trust (Needs updating) is set out below.

Should our bid be successful, The Stationers' Academy Board will be included along with other Academy Boards in this diagram.



F3 (a) Proposed governors					
• Name	• Where live (town/city)	• Role on governing body	• Role(s) in pre-opening	• Summary of relevant expertise	• Available Time (hours per week)
[Redacted]	[Redacted]	[Redacted]	[Redacted]	See F1(a)	1
Principal from [Redacted].	[Redacted]	[Redacted]	[Redacted]		
[Redacted]	[Redacted]	[Redacted]	[Redacted]	See F1(a)	2
[Redacted]	[Redacted]	[Redacted]	[Redacted]	See F1(a)	2

Stationers sponsor				See F1(a)	1
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████████ Sponsor Governor	████████	████████	████████		1
████████	████████	████████	████████	See F1(a)	1
████████	████████	████████	████████	See F1(a)	1
Staff Governor (TBC)					
Parent Governor (TBC)					
Parent Governor (TBC)					
Principal Governor (TBC)					

F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
Chair of Governors	This decision will be made following news of whether our bid has been successful. We currently have a range of potential, high-quality candidates from those listed above.
Vice Chair of Governors	As above.

Section F4

Our intention is to appoint a leader who has an outstanding track record and is committed to the success of the local community, its families and children. They should not be a person attracted by high salary but rather, who will sign up to our vision and values and who will want to drive the development and shape the future of this exciting new Academy.

Below is Leigh Academies Trust job description and person specification for the Principal role. Within it are the qualities for which we will be looking and expect these to be demonstrated through the recruitment process. These qualities are based on the National Standards for Headteachers which embody three key principals to which we subscribe, that the work of the Principal should be;

- learning centered;
- focussed on leadership;
- reflect the highest possible professional standards.

Overall objective

The Principal is expected to provide the leadership and management necessary to secure high quality teaching and learning and to raise standards of achievement in the Academy, and to work with the other Principals to do the same across the Trust. The direct reporting line is to the Chief Executive.

Core Purpose of the Principal

To provide professional leadership in securing the Academy's success, ensuring high quality education for all its students and improved standards of learning and achievement.

The Principal is the leading educational professional in the Academy. Working with the Chief Executive and Governors, the Principal will provide vision, leadership and direction for the Academy and ensure that it is managed and organised to meet its aims and targets. With the Governors and Chief Executive, the Principal is responsible for the continuous improvement in the quality of education, for raising standards, for ensuring equality of opportunity for all, for the development of policies and practices

and for ensuring that resources are efficiently and effectively used to achieve the Academy's aims and objectives. The Principal should also secure the commitment of the Academy's wider community, by developing and maintaining close working relationships with colleagues other Academies within the Trust. The Principal should also work with this team to create effective networks with other schools, higher education institutions, the Local Authority, employers, careers services and others. The Principal is responsible for creating a productive, moral, disciplined learning environment and for day-to-day management, organisation and administration of the Academy, and is accountable to the Chief Executive and Directors of the Trust.

Key Outcomes

The Principal's effective leadership will result in:

An Academy where:

- there is a positive ethos that reflects the Academy's commitment to high achievement, effective teaching and learning and good relationships
- staff, governors, members and parents have confidence in the leadership and management of the Academy
- staff, governors and members recognise their accountability for their tasks and the Academy's success and contribute fully to the development and successful implementation of Trust and Academy policies and practices
- the life of the Academy and the curriculum effectively promote students' spiritual, moral, social and cultural development and prepare them for adult life
- expectations are high for all vulnerable groups
- the welfare of students is promote and safeguarded
- effectiveness is kept under rigorous review, and links with the wider community contribute to students' attainment and personal development
- efficient and effective use is made of staff, accommodation and resources
- there is a positive contribution to the life of the Trust
- financial control and administration are effective and the carefully costed development plan is focused on improving educational outcomes
- good value for money is provided

Students who:

- make progress in relation to their prior attainment to at least expected, and often better than expected, levels
- show good improvement in their literacy, numeracy, and information

technology skills

- know the purpose and sequence of activities
- are appropriately well prepared for assessments, and as necessary examinations
- are enthusiastic about the subjects they are studying and are highly motivated to learn more
- take responsibility for themselves and their learning
- benefit from the Academy's specialisms
- through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment.

Teachers who:

- have a secure knowledge and understanding of the subjects they teach and the course they manage
- set high expectations for all students
- plan lessons and learning that address the needs of all students within the class
- employ the most effective approach(es) for any given content and group of students, including e-learning
- pace lessons appropriately, using time and resources effectively
- regularly mark and assess students' work and reinforce and extend students' learning and achievement through setting consistent and challenging personal study tasks
- understand the importance of a regime of rules and discipline
- are systematically monitored, evaluated and supported in their work

Parents who:

- enjoy an effective partnership with the Academy, which contributes to their child's learning
- understand and support the work of the Academy
- are kept fully informed about their child's achievements and progress
- know how they can support and assist their child's progress

Governors and Members who:

- fulfil their statutory responsibilities and hold the Academy to account for the quality of education it provides and the standards students achieve

Key areas of headship

Expertise in headship is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to bring about expected outcomes. The Principal will work with the Directors, Governors, Chief Executive, senior team and other colleagues in relation to the following five key areas. The Principal should also understand the roles of others in the

Academy and the wider Trust, and should support them, as appropriate, in fulfilling those roles.

Strategic development of the Academy

The Principal, working with the Chief Executive and Governors, will develop a strategy for the Academy that supports the strategic view of Trust. The strategy will analyse and plan for the Academy's future needs and further development within the local, national and international context. The Principal should:

- Lead by example, provide inspiration and motivation and secure the commitment of the students, staff, trustees, parents and wider community the vision, purpose and direction of the Academy
- Create an ethos and provide educational vision and direction that secures effective teaching, successful learning and achievement by students. Ensure sustained improvement in their spiritual, moral, cultural, mental and physical development, equipping students for the opportunities, responsibilities experiences and challenges of adult life
- Create and implement an Academy plan that is underpinned by sound financial planning, and which identifies priorities and targets for ensuring that students achieve high standards and make progress, teachers' effectiveness increases and Academy improvement is secured.
- Ensure that all those involved in the Academy, are committed to its aims, motivated to achieve them, and involved in meeting all objectives and targets that secure the educational success of the Academy
- Ensure that management, finance, organisation and administration support the Academy's vision and aims
- Ensure that policies and practices take account of national, local and school data and inspection and research findings
- Monitor, evaluate and review the effects of policies, priorities and targets of the Academy (and where appropriate individual college) in practice and take action if necessary

Teaching and Learning

The Principal should, in partnership with the other Principals:

- create and maintain an environment and a code of behaviour which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enables teachers to meet the standards set out in the professional development framework
- determine, organise and implement the curriculum and its assessment
- monitor and evaluate them to identify and action areas for

improvement

- ensure that improvements in literacy, numeracy and information and communications technology are priority targets for all students, including those with special educational needs (SEND) and other vulnerable groups
- ensure that effective, appropriate tutorial, mentoring and coaching support is available to students
- ensure that students develop study skills to learn more effectively and with increasing independence
- monitor and evaluate the quality of teaching and standards of learning and achievement of all students, including those with SEND and other vulnerable groups, to set and meet challenging, realistic targets for improvement
- create and promote positive strategies for developing a harmonious community, addressing all forms of intolerance and harassment
- develop effective links with the community, including business and industry, to extend the curriculum and enhance teaching and learning
- create and maintain an effective partnership with parents/carers to support and improve student achievement and personal development

Leading and managing staff

The Principal should lead, motivate, support, challenge and develop staff to secure improvement (within their College and) across the Academy. The Principal will:

- Maximise the contribution of staff to improve the quality of education provided and standards achieved, and ensure that constructive working relationships are formed between staff, students, parents and carers
- Plan, allocate and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks devolution of responsibilities
- Implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to student achievement
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of need
- Lead professional development of staff through example
- Support and co-ordinate the provision of high quality professional development, by methods such as coaching, drawing on other sources of expertise where appropriate, for example, higher education, and subject associations
- Understand the expectation of other staff, and ensure that trainee and newly qualified teachers are appropriately trained, monitored,

- supported and assessed, in relation to the standards for Qualified Teacher Status, the Career Entry Profile and standards for induction
- Ensure that professional duties and conditions for employment as set out in the School Teachers' Pay and Conditions document, including those for the Principal, are, in so far as they apply to the Academy, fulfilled

Efficient and effective deployment of staff and resources

The Principal should deploy people and resources efficiently and effectively to meet the specific objectives in line with the Academy's strategic plan and financial context by:

- Working with the Chief Executive, Governors and senior colleagues to recruit staff of the highest quality
- Working with senior colleagues to deploy and develop all staff effectively to improve the quality of education provided
- Setting appropriate priorities for expenditure, allocate funds and ensure effective administrations and control
- Managing and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Managing, monitoring and reviewing the range, quality and use of all available resources to improve the quality of education, improve students' achievements, ensure efficiency and secure value for money

Accountability

The Principal should:

- Provide information, objective advice and support to the Chief Executive and governing body to enable them to meet responsibilities for securing effective teaching and learning and improved standards of achievement and to achieve efficiency and value for money
- Create and develop an organisation in which all staff recognise that they are accountable for the success of (their College and) the Academy
- Present a coherent and accurate account of the Academy (and their college) performance in a form appropriate to a range of audiences, including governors, DfE, the local community, OFSTED, the Local Authority and others, to enable them to play their part effectively
- Ensure that parents and students are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieve (College and) Academy's targets

Quality

Develop, maintain and operate appropriate systems of quality assurance in all aspects of Academy operation.

Person Specification

The Principal knowledge and understanding

The Principal should have knowledge and understanding of:

- What constitutes quality in educational provision, the characteristics of effective schools and strategies for raising students' achievement and promoting their spiritual, moral, social and cultural development and their good behaviour
- Strategies to achieve effective teaching and learning of literacy and numeracy
- The application of information and communication technology to teaching and learning, and management
- How to use comparative data, together with information about students' prior attainment, to establish benchmarks and set targets for improvement
- Requirements and models for the curriculum and its assessment
- Effective teaching and assessment methods, including the use of information and communication technology
- Extensive knowledge of a range of Special Education Needs and Disabilities (SEND) including autistic spectrum disorder
- Experience of managing Special Educational Needs and Disabilities (SEND), provision in mainstream schools/special schools.
- Political, economic, social, religious and technological influences that have an impact on strategic and operational planning and delivery
- Leadership styles and practices and their effects in different contexts within the Academy and across the Trust
- Management, including employment law, equal opportunities, legislation, personnel, external relations, finance and change
- The national policy framework and the complementary rules and functions of government and national bodies
- The statutory framework for education now in place and its importance to the key tasks of headship
- The implications of information and guidance documents from different sources including DfE, LAs, national bodies and associations
- Governance at national, local and school levels
- The contribution that evidence from inspection and research can make to professional and school development
- Strategies for teaching students about the duties, opportunities, responsibilities and rights of citizens

- Strategies for teaching students about ethnic and cultural diversity

Skills and attributes

Leadership Skills - the ability to lead and manage people to work towards common goals

The Principal should be able to use appropriate leadership styles to:

- Create a secure commitment to a clear vision for an effective Academy
- Initiate and manage change and improvement in pursuit of strategic objectives
- Prioritise, plan and organise
- Direct and coordinate the work of others
- Build, support and work with high performing teams
- Work as part of a team, especially in the collegiate structure across the Trust
- Devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out
- Motivate and inspire students, staff, parents, trustees and the wider community
- Set standards and provide a role model for students and staff
- Seek advice and support when necessary
- Deal sensitively with people and resolve conflicts

The Principal should have the professional competence and expertise to:

- Command credibility through the discharge of his/her functions to influence others
- Provide professional direction to the work of others
- Make informed use of inspection and research findings
- Apply good practice from other sectors and organisations

Decision-making skills - the ability to investigate, solve problems and make decisions

The Principal should:

- Make decisions based upon analysis, interpretation and understanding of relevant data and information
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities
- Demonstrate good judgement

Communication skills - the ability to make points clearly and understand the view of others

The Principal should:

- Communicate effectively orally, and in writing, to a range of audiences
- Negotiate and consult effectively

- Manage good communication systems
- Chair meetings effectively
- Develop, maintain and use an effective network of contacts

Self-management skills - the ability to plan time effectively and to organise oneself well

The Principal should:

- Prioritise and manage time effectively
- Work under pressure and to deadlines
- Achieve challenging professional goals
- Take responsibility for her/his own professional development

Attributes

The Principal should draw upon the attributes possessed and displayed by all successful and effective teachers, in the context of their leadership and management roles, including:

- Personal impact and presence
- Adaptability to change circumstances and new ideas
- Energy, vigour and perseverance
- Self-confidence
- Enthusiasm
- Intellectual ability
- Reliability and integrity
- Commitment

Leigh Academies Trust already contains a large range of highly skilled leaders across its existing seven academies, several of whom would be interested in the opportunity to become Principal Designate of the Stationers' Academy. LAT has a strong reputation for appointing from amongst its internal talent. Recently, it was able to do just this in respect of its Technical Free School, the Leigh UTC, which opened in September 2014.

Leigh Academies Trust is also very well connected to highly effective leaders currently outside the Trust. A combination of its excellent internal talent, outstanding links to external talent and networks provided by its sponsors, will guarantee a high quality appointment of Principal Designate by the latest September 2016. A Project Manager has already been appointed from amongst LAT's current 'top team'.

This person may go on to be Principal Designate or equally another more suitable candidate might emerge. In the meantime also, LAT has a very

strong executive team at 'Trust Central' who will drive the project forward and support the Project Manager through regular, weekly meetings.

F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	• Cost £
██████████	IT Director			See below
██████████	HR Director			See below
██████████	Finance Director			See below
██████████	Business Director			See below
██████████	Chief Executive			See below
██████████	Deputy Chief Executive			See below

Please note that the cost of the central service team comprises 2.6% of each Academy's budget. Academies which choose to buy into the full LAT ICT service pay an additional 2.3% for this provision.

F6 (b) Shared services

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
The Leigh Academy	██████████	██████████
Longfield Academy	██████████	██████████
Wilmington Academy	██████████	██████████
York Road Junior Academy	██████████	██████████
Hartley Primary Academy	██████████	██████████
The Leigh UTC	██████████	██████████
Stationers' Crown Woods Academy	██████████	██████████
Milestone	██████████	██████████
	██████████	██████████

Section G: Budget planning and affordability

Sections G1



Section G2



G3 Financial resilience to reductions in income

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
TOTAL			██████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
TOTAL			██████████

Section H: Premises

The Stationers' Academy will be based on the Greenwich Peninsula, or so-called 'digital peninsula', very close to Ravensbourne and the O2. Our other significant partners, The Stationers' Company and University of Greenwich are all within easy access. LAT headquarters are less than a half an hour's drive. The 'digital peninsula' is an area of significant regeneration in London. Knight Dragon have fairly recently won the contract to develop the peninsula for housing. Contained within these plans as part of Section 106 is a commitment to new schooling provision. Geographical proximity to its sponsors will be crucial to the Academy's success. This will enable staff and students to move easily between partners, especially Ravensbourne, to spread expertise and access a range of opportunities relevant to the specialist curriculum area. Easy access to Ravensbourne's HE environment will produce opportunities for students to develop skills to enhance their current studies and those required for success in the transition to study beyond school.

The environment will be technology rich, containing a range of 'digital learning zones' emphasising the creative use of IT across the curriculum. IT will be seen as part of a 'blended' experience for students which is fully integrated into the wider life of the Academy. All students will be issued with their own mobile device to enable 'anytime, anywhere' learning. This will be delivered through a payment scheme with subsidies from the Academy for disadvantaged families. The Academy's IT infrastructure will support a learning platform which delivers learning through digital access using a range of high quality applications which are fit for purpose. There will be little need for 'fixed' IT hardware and IT suites. The Academy's learning model will mirror that of the real world where mobile devices and flexibility are the preferred mode of working. Apple hardware will be available where this is the best tool for learning. Where a PC environment provides a better tool for delivery, this hardware and software will be available as an alternative. Whatever form technology takes, its benefits will be exploited to the very highest order to facilitate learning and mentoring from the wider business and HE community.

The building will contain a range of open learning plazas with a 'business like', university ethos. Learning spaces for all ages will be fluid and flexible, providing a range of 'break-out' zones for independent enquiry as well as different sized classrooms for larger group teaching and small group intervention. However, there will also be a strong recognition that some aspects of learning require enclosed learning spaces with few distractions. There will be few 'subject specific' learning spaces. Instead subject areas will be encouraged to work collaboratively so that students and staff can appreciate the significant, complementary areas of overlap in their learning.



Department
for Education

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