



Department
for Education

Free school application form 2014

**Mainstream and 16 to 19
(updated March 2014)**

ONE DEGREE ACADEMY

**A proposal to deliver a high quality free school in
Brent**

Section A: Applicant details

See attached spreadsheet

Section B: Outline of the school

See attached spreadsheet.

Section C: Educational vision

We are looking to set up a small, all-through, 840 place school in Brent which will use blended learning to deliver the Cambridge Curriculum.

1 Rationale

Brent faces an urgent shortage of school places, both at primary and secondary school. Moreover, Brent's schools lag behind local and national averages in a number of key indicators. Having talked to many parents in the local area, we believe that pupils in Brent are not achieving their full potential for the following reasons:

1. Teachers do not hold high expectations for children from low-income backgrounds
2. Truly inspirational teachers are hard to come by and teaching methods do not engender a passion for learning
3. A 'one size fits all' approach neglects pupils' individual learning needs
4. An artificial transition at Year 7 results in a drop in academic achievement. At scale our school will address this, as we grow our small size and a special focus on Year 7, for example starting the Year explicitly teaching school culture and procedures, will do much to allay concerns about this Year 7 achievement dip.
5. Schools are not connected to universities, businesses and the wider community

Based on our experience of running a successful mentoring programme for children in Brent we believe that learning is most effective when it is inspirational, personalised and connected. We will harness best practice and innovative methods from around the world to make sure that our pupils reach the highest levels of attainment, regardless of their social background.

We feel confident that the unique features of our school, making use of academy freedoms, will provide genuine choice for parents and improve standards in Brent.

In Brent we will be:

- One of very few all-through schools
- The only small school
- The only school to offer a rigorous curriculum culminating in the Cambridge IGCSE and Cambridge Pre-U
- The only school to offer blended learning

2 Why Brent?

We believe that our school will make a tremendous difference to an area facing economic deprivation, a shortage of school places and poor educational results. Through our One Degree programme, which has mentored pupils in Brent for over five years with impressive results, we have acquired an understanding of the problems children in Brent face and a view on how schools can best tackle these challenges.

2.1 Economic deprivation

Brent ranks within the top 10% of the most deprived boroughs in England according to the Child Well-being index.¹ Stonebridge and Harlesden, the wards we plan to focus on, are the 4th and 27th most deprived wards in London out of a total of 627 wards.² The percentage of pupils eligible for free school meals in these two wards is considerably higher than the national average (Figure 1).

We know this is likely to mean our student body will have higher than the national average instances of, for example, SEN and EAL. We also recognise the additional, unlabelled challenges that deprivation can bring. The problems faced by pupils in low-income boroughs like Brent are well rehearsed; our experience mentoring Brent students for their GCSEs suggests problems include a lack of access to books and resources or quiet space to work as well as more intangible problems like low cultural capital. It has not been our experience that students lack aspiration but that they often lack the knowledge, skills and networks to achieve their hopes. This can lead to low motivation; we are inspired by the work of Angela Lee Duckworth on 'grit'. Two of our board members have worked for charities such as Teach First. Teach For All (its global sister charity) and Achievement for All which work with pupils facing economic deprivation.

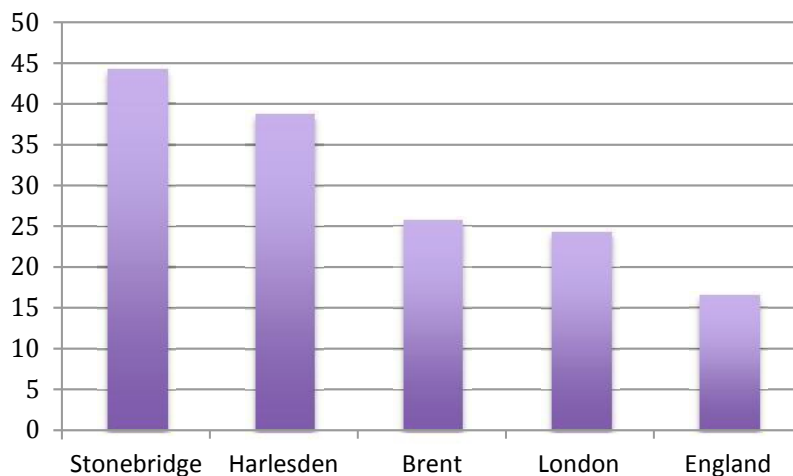


Figure 1: Percentage of all pupils on free school meals 2012

¹ Brent Council Child Poverty Strategy: <http://democracy.brent.gov.uk/documents/s9737/>

² Statistics.gov.uk

2.2 Shortage of places

Due to rapid population growth, there is a severe shortage of school places in Brent as detailed in Section E. This came to a head in 2013, when over 600 children were unable to secure primary school places in the borough, being forced to travel outside the borough instead.³ Despite the increased budget allocated to Brent Council for providing more school places, the Council projects a shortage of 450 primary school places in 2014/15.⁴

The excess primary demand is expected to spill over to the secondary system, with an estimated shortage of 184 secondary school places in 2014/2015.⁵ Moreover, there is a clear shortage in quality: 2012/2013. 67 secondary school pupils in Brent were in schools that exceeded their capacity, despite the existence of over 2,000 unfilled places at other schools.⁶ This strongly suggests that parents consider certain schools unfit for purpose, which means that the estimated shortage above is likely to understate the true demand for more school places.

Brent Council has noted that ‘the demand for new school places cannot be met only through the expansion of existing schools due to the limited availability of funding; the Council is required to promote additional ways of creating school places by pursuing the current government agenda on free schools and academies.’⁷

Given the government’s stated policy that new schools should be Free Schools and the outstanding quality of education our model promises to bring, we believe that our school is the ideal way to meet Brent’s demand for primary and secondary school places.

2.3 Poor educational results

In addition to a shortage of quantity of places, a number of Brent’s schools are failing to deliver a good standard of education. 10% of Brent’s secondary schools are below the floor standard of 40% GCSEs marked A*-C including English and Maths, compared to less than 5% nationally. Another 10% of schools are perched on the 40% mark, meaning that in fact 20% of secondary schools have failed to genuinely raise standards above the floor.⁸

Primary provision similarly falls short, with 20% of Brent’s primary schools being rated ‘requires improvement’ or ‘inadequate’, compared to 13% in London.⁹

³ See for instance article in Kilburn times: http://www.kilburntimes.co.uk/news/schools_2_4502/more_than_600_children_in_brent_are_without_a_primary_school_place_1_2993713

⁴ Brent Council Strategy to provide primary school places: <http://democracy.brent.gov.uk/mgAi.aspx?ID=4852>

⁵ Brent Council Strategy to provide secondary school places: <http://democracy.brent.gov.uk/documents/s14243/rmp-school-expansion.pdf>

⁶ School capacity survey 2013: <https://www.gov.uk/government/publications/school-capacity-academic-year-2012-to-2013>

⁷ Brent Council Strategy to provide secondary school places, page 2: <http://democracy.brent.gov.uk/documents/s14243/rmp-school-expansion.pdf>

⁸ National league tables

⁹ Education Standards in Brent 2013: <http://democracy.brent.gov.uk/documents/s20709/2013-12-10%20education%20standards.pdf>

The details of Ofsted categories as at November 2013 are shown below.¹⁰

Ofsted Grade By Proportion	Outstanding (1)		Good (2)		Requires improvement (3)		Inadequate (4)	
	No.	%	No.	%	No.	%	No.	%
Nursery	1	25%	1	25%	2	50%	0	0%
Primary	11	19%	35	59%	11	19%	2	3%
Secondary	5	33%	7	47%	0	0%	3	20%
PRU	0	0%	2	67%	1	33%	0	0%
Special	1	25%	3	75%	0	0%	0	0%
ALL	18	21%	48	56%	14	16%	5	6%

2.4 Proven results in Brent

We also wish to base our school in Brent because of our longstanding connection to the area. A member of our core team grew up in Harlesden. Others on the team have run a successful mentoring programme since 2009, which has helped over 200 GCSE pupils dramatically improve their performance.

In the One Degree mentoring programme, professionals from diverse backgrounds provide mentoring and role modelling to pupils with the lowest predicted results in their schools. In addition to providing small-group tuition in academic subjects, we use sport to build a sense of community, and invite high-profile inspirational speakers to raise the aspirations of our pupils. In the 2013 programme, 25% of our pupils were predicted to pass their GCSEs, but after participating in our programme, 65% went on to achieve A*-C grades in Maths and English. One of the schools we work with, Crest Boys Academy, was nominated 'Most Improved School' in 2011.

This experience has shown us that underachieving pupils can, through inspirational and personalised teaching that is connected to wider world, turn around their chances and succeed. However, we are not satisfied with our achievement. Too often we have seen the support we provide give way to the resumption of old influences and a return to 'business as usual'. We want to leverage our knowledge of the area and of outstanding educational practices to deliver the only truly scalable intervention in the lives of children in Brent – by providing mainstream education.

¹⁰ Education Standards in Brent 2013:

<http://democracy.brent.gov.uk/ieListDocuments.aspx?MIId=2147>

3 Why will our school be distinctive?

Based on our collective knowledge of the education sector, global best practices and our experience of working with children in Brent, we believe that learning is most effective when it is inspirational, personalised and connected. These are the guiding principles of our school. In order to build a learning environment that embodies these three attributes, our school will have a number of distinctive features:

Inspirational

- A culture of high aspirations and relentless motivation for all, where a pupil's background is seen as irrelevant to his or her ability to achieve success
- Outstanding teachers, mentoring networks and career progression within the teaching profession to enable best-in-class teaching
- Inquiry-based learning and a global outlook to foster independent, pro-active learning and critical thinking

Personalised

- An all-through school to provide stability and consistency
- A small school in which teachers know all their pupils, to foster a warm and supportive environment
- Personalised learning plans and instantaneous feedback using blended learning technology

Connected

- A culture of work experience and community service
- Participation in university outreach programmes from a young age and exposure to a wide range of cultural offerings
- Partnerships with parents to ensure that pupils are given consistent, high quality support for their learning inside and outside school

3.1 High aspirations and clear targets

Professor Carol Dweck has developed the theory of 'malleable intelligence', which describes the way in which, rather than being largely heritable and fixed, "intelligence involves substantial...environmental components". We know that educational outcomes are closely related to the quality of inputs a child receives. Equally importantly, a large body of empirical evidence shows that outcomes are related to the mindset of pupils: pupils with an 'internal locus of control' who believe that they are in control of their own trajectories perform better at school than those who believe that their performance is determined by factors outside their control, such as 'innate' or hereditary intelligence (see for instance Klein et al. 1990, "Influence of student ability, locus of control, and type of instructional control on performance and confidence", in *The Journal of Educational Research*).

We reject the kind of fixed mindset that assumes that some children are born without the capacity for serious academic study. Instead, we believe that by providing our pupils with a rigorous education and encouraging them to set high personal goals, we can change our pupils' life chances and prove that poverty does not have to be destiny.

The ability of schools to have a transformative impact has been demonstrated by schools such as Wembley High, Mossbourne Academy and Burlington Danes, which have achieved high GCSE and A Level results despite being situated in areas of high deprivation. These schools have achieved 75% to 90% A*-Cs at GCSE, and sent students to university far exceeding the average for the areas they serve. We believe that our school's distinctive attributes, outlined below and detailed in Section D, combined with a culture of high aspirations and personal ownership, will enable us to achieve similar results for our pupils.

Our vision and aspiration is that *everyone who attends the One Degree Academy will leave with an offer letter to a Russell or 1994 Group University*. As a target this has a number of advantages. It is very easily measurable. It is perfectly possible to backwards plan a curriculum from the entry requirements of a good university. And, it is well within the power of schools to achieve. It is difficult to disagree that academic education is, after all, the core purpose of school.

Not all of our students will take up the offer. They may decide that the high fees do not offer as much value for money as a high quality apprenticeship. They may choose to follow their passion for sport or creative arts. We will support these decisions, offering careers advice and connections and being prepared to find creative solutions such as extra-curricular provision. However, students choosing not to go to University will make that decision from a position of power. We believe that the qualifications required to enter Russell or 1994 Group universities are a good approximation for the skills required to succeed in almost any career in our increasingly knowledge-based society.

Targets:

- All students will receive an offer letter from a good university
- All students will complete the English Baccalaureate with A*-B grades at Cambridge iGCSE

3.2 An all-through school

Each year we will admit 60 pupils into Reception and 60 pupils into Year 7. Pupils entering the school in Reception will be doing so under the explicit understanding that the school is all-through (5-18 years). At steady state there will cease to be a formal entry point at Year 7 and the current 60 pupils in Year 6 will transfer to Year 7 without reapplication for a place.

We recognise that there may still be some transfers from other schools into Year 7 and Sixth Form, given that some students may move out of the area or for other reasons decide to transfer elsewhere. As such we will maintain an admissions policy for entry at these levels. However, we hope that most of our students will stay with us.

We know that for children from low-income backgrounds, stability and consistency are essential. In *Visible Learning and the Science of How We Learn* John Hattie shows that quality teaching during early years education has a lasting impact. An all-through school would allow us to create a sense of community and continuity, and instil high aspirations and establish good behaviour and routines at a young age. It will also enable us to build partnerships with parents that endure throughout a child's time at school. Moreover, an all-through school allows us to avoid the drop in achievement following the Year 7 transition.

Our pupils will be nurtured and develop high quality relationships that enable them to flourish in small communities. Our aim is to take pupils from Reception to Year 13 and stay connected with them through their graduation from a top university and beyond.

3.3 A small community

Our school will be small: starting with two entry points, each accepting only 60 pupils or two forms of entry. We are inspired by small charter schools in the US such as KIPP and Uncommon, which have had great success teaching pupils from similar backgrounds to those we will teach in Brent. Small schools in London have also proven to be successful, eg Ark's King Solomon Academy, whose [REDACTED] [REDACTED].

International experience has also borne this out. One of our members is a leader in the Gates Foundation, which has invested heavily in US small schools. The programme showed extraordinary results in reducing dropout rates, which attests to the positive personal relationships developed and maintained in smaller schools.

In large schools teachers' time and energy are spread thinly between too many pupils. When a small team of teachers are accountable for a small number of pupils it is possible to ensure that every student is known as an individual, making it harder for students to 'fall below the radar'. It makes it easier to ensure data for all students, both academic grades and other data such as attendance, is always understood and analysed in context, and it makes response and intervention more rapid and more effective.

We think that if pupils are surrounded by a familiar group of positive, strong, intellectual, inspirational and aspirational leaders, teachers, mentors and support staff for the duration of their formal schooling, success and achievement will be easier, more enjoyable and longer lasting. In essence, we wish to recreate a warm, family environment for scholarship and aspiration. This will mean that pupils who have a difficult domestic life are given similar opportunities to those who enjoy the benefits of a happy home, for whom our environment will merely complement what they already have.

3.4 Use of blended learning to provide high quality assessment for learning

It is clear in current educational research that assessment for learning, in particular feedback, is the most effective approach teachers can use to improve student outcomes. Accordingly, our school aims to innovate with technology by making use of blended learning, a mix of face-to-face and online learning to provide students with the highest quality 'assessment as learning' pedagogy possible. This will manifest itself in two main ways in our school.

Firstly, as teachers plan lessons they add their learning goals, success criteria, tasks and resources to an online bank or Adaptive Learning System (ALS) that will be accessible by students. Over time this ALS will become more and more comprehensive, eventually covering the entire school curriculum. Our students will be able to access their units of work on our ALS from any Internet-enabled device, enabling them to work towards clear, challenging learning goals, continuously getting feedback on their progress.

Secondly, since content will be online teachers will be empowered to plan 'flipped' and 'station rotation' lessons in which students study some components of their curriculum independently online either at home or in parts of their lesson. It will be reflected in our teachers' job descriptions that they should be prepared and able to implement both aspects of our blended learning model: to create content in a scalable way (i.e. that the resources and content they use in lesson should be uploaded and available to students) and to plan 'flipped' and 'station rotation' lessons.

The teacher remains critical in blended learning models, but making use of blended learning can free up a teacher's time, allowing them to focus on what they do best. Often this is working on small group instruction, or closely with individuals on specific problems. We believe blended learning, which enables us to deploy staff more effectively, will help us to attract the finest minds to the profession. For example, ██████████, ██████████ at the outstanding low-income school King Solomon Academy has ██████████ Rocketship in the US is an example of a school serving low income populations which has implemented a blended learning model.

Students need to learn things through a variety of mediums to consolidate their understanding. Blended learning offers an opportunity for students to access the curriculum in different ways, which will result in a much deeper learning experience. Students can also revisit the material for revision purposes at any time. This is currently being trialled successfully in some Maths classes at Burlington Danes Academy where students are using online videos of the teacher modelling answers to consolidate learning outside of the classroom. Blended learning does not only give an opportunity to create independence but also opens up many options for small group instruction. Careful organisation of classrooms will enable some students to learn with the aid of technology whilst allowing the teacher to cater for the needs of select students. Again, this has been successful in Science lessons at Burlington Danes Academy allowing teachers to work with students with gaps in knowledge whilst the rest are able to work at their own pace. Blended learning creates opportunities for students to learn on their own. This allows time for teachers to focus on questioning, misconceptions, discussion, group work and skills that will develop character and shape them as learners.

With the support of our adaptive learning system, we will always be able to provide a current snapshot of the student, coupled with the diagnostic information and recommendations so critical to improvement, while there is still time to help. Instead of waiting for end of term assessments that reveal knowledge gaps without providing

information or opportunities to remediate, our intelligent curriculum will provide this information during all learning sessions – giving students and teachers the data they need to act and improve, immediately. As a result of instantaneous feedback on individual students' performances, we will be able to generate questions and content tailored to student's specific needs, allowing teachers time to do what they do best—teach. We know that no machine in the world will ever be able to substitute for an enthusiastic and inspiring teacher. The advantage of our ALS is that it does not replace the teacher, but works in conjunction with the teacher. With our intelligent curriculum, class time can be used by far more effectively.

We will operate a timetable with longer blocks of learning time (75min) that normal to take advantage of our technology enhanced approach.

We believe that successful implementation of blended learning can deliver a new model of learning that is especially suited to students from our catchment area in Brent. These students, like many children from low-income areas, benefit especially from very frequent, high quality feedback from very talented teachers with whom they have been able to build a strong relationship. The evidence, for example from John Hattie's brilliant meta-analysis *Visible Learning*, could not be clearer on this. Our blended learning model provides teachers with real-time data on pupil performance, which increases the ability of teachers to target instruction and provide individualised support. As result, our model will be pupil-centric, highly personalised and more productive; we believe it will be able to deliver dramatically better results at the same or lower cost.

Furthermore, we believe that university education will, by the time our students graduate, be delivered in a variety of different formats, and increasingly online. This means that a blended model at school is the best possible preparation for the universities of the future.

By harnessing the power of technology, our teachers will be able to keep learning on track for our students. At the heart of our technology enhanced 'assessment as learning' pedagogical approach will be the following 5 key strategies that make up assessment for learning :

- Clarifying, understanding, and sharing learning intentions (goals)
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as learning resources for one another (collaborative learning, reciprocal teaching, peer-assessment)
- Activating students as owners of their own learning (metacognition, motivation, interest, attribution, self-assessment)

3.5 A world class curriculum

To achieve our aspiration, that all students will be in receipt of an offer letter to a top university when they leave our school, hard work and dedication will not be enough. We agree with cognitive scientists like Dan Willingham and theorists like E. D. Hirsch that a rigorous curriculum is a vital ingredient of success.

We believe that it is not just school structures and great teachers that will make the difference; *what* our students will learn is important too. For our students, preparing for university begins early. Given the deprivation of the borough we will be serving, we will not assume that students coming to our school have accumulated (nor will continue to accumulate without purposeful teaching) the cultural capital and knowledge required to thrive in a top university. Indeed, whilst we are uncomfortable with the language of 'deficit', we think that students from poor backgrounds may be at a disadvantage to their wealthier peers from an early age and so when they come to school should be taught a more rigorous curriculum than is typically found in low income schools. What Joel Klein said of the US is true in our country too: 'We give the kids with the greatest challenges the crummiest education and then say 'poverty is destiny.' With our curriculum, more often found in wealthy private schools, we want to give the kids with the greatest challenges the best curriculum.

Our curriculum is described in detail in Section D. In summary, the qualifications we offer are:

- Key Stage 1 & 2: Cambridge Primary and Core Knowledge UK
- Key Stage 3: Cambridge Secondary and International Middle Years Curriculum
- Key Stage 4: Cambridge IGCSE
- Key Stage 5: Cambridge Pre-U

We believe we will be only school in Brent offering a rigorous curriculum that culminates in the Cambridge IGCSE and Cambridge Pre-U. These qualifications are taken by some of the best schools in the country. Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, and particularly suited to our blended learning model due to its mastery learning and independent progress features. The multinational curriculum caters particularly well to the ethnically diverse population in Brent, and also offers a structured English as a Second Language (ESOL) course. The Cambridge Pre-U is recognised by top universities around the world, and is praised for promoting independent and self-directed learning that prepares pupils especially well for undergraduate study.

Another key advantage of the Cambridge Pre-U programme is its Global Perspectives and Research (GPR) programme, which all pupils take. GPR is a cross-curricular programme integrating fields such as citizenship, art, and literacy, which aims to broaden pupils' outlook through critical analysis of and reflection on issues of global significance. A key focus is enabling pupils to learn how to learn – providing them with the tools for independent, pro-active, interdisciplinary study. The programme involves writing an Independent Research Report, which allows pupils to dig deeper in a chosen specialism, cross boundaries with an inter-disciplinary enquiry, or make a new departure with a study in a non-school subject, perhaps one that the candidate plans to read at university. As such, Cambridge Pre-U provides the ideal curriculum for developing the independent learning and critical thinking skills that universities and employers value.

3.6 An innovative approach to teacher development

We believe that making a school the place where the best teachers want to teach depends on five things being in place:

Outstanding school leadership: To get the very best teachers we need to have the very best school leadership. We will leverage our network of school leaders to ensure that we find someone who is technically outstanding and committed to delivering our vision. Our team is closely linked to school leadership organisations such as Future Leaders, Achievement for All, and Teach First. This will provide a deep pool for recruitment.

Superior compensation: We are prepared to pay some of the highest salaries. When our school is in steady state we aspire to have our best teachers earning much more than national averages.. Because high levels of pay will be difficult to achieve in the short term with the limited scale we have limited our aspiration and built a more modest ambition into the financial plan. However we intend to have competitive compensation from the start.

Rapid development and promotion based on merit: Our teachers will get better faster than in other schools. We will adopt a CPD coaching model and give teachers the ability to record everything in their classroom and to select clips (whether classroom scenarios of when things went wrong or right) to discuss with their coach. This is in line with the extensive professional development program being implemented by the Gates Foundation. Our small school will make it easier for teachers to build relationships with students, which we believe is critical to teacher efficacy and therefore student success.

Best in class teacher recruitment and retention: The best teachers want to work in an environment where they know they are among the best. We want to inspire generations of young people by recruiting a diverse group of inspirational, intellectually curious teachers, and turn academic success into a trait that is admired across the student body. We will apply to become a teaching school following our first Ofsted inspection and will train high quality new entrants to the profession to provide a pipeline to fuel our growth and become a beacon for improving teaching quality in other local schools. Teachers will be accountable for pupils' progress throughout the year, will be supported to maximise this progress, and will be rewarded when pupils realise their potential.

Teachers helped to improve constantly: The best professionals want to continually grow and improve. Research has shown that teachers do not improve much over time, unless they are actively working to improve their practice. [REDACTED]. The best way to get better at it is to do it and receive feedback or to watch others doing it and provide feedback. Ideally, teachers will receive feedback in every lesson just like their pupils. The training on coaching that we will provide will lead to teachers being skilled enough to self-coach.

Section D: An ambitious and deliverable education plan

D1 The student body

1.1 Proposed numbers and expansion over time

We will admit 60 pupils in Reception and Year 7 and build up with further cohorts of 60 pupils annually so that, at capacity, our school will have 840 pupils:

Table 1: Intake per year

	2015	2016	2017	2018	2019	2020	2021	2022
Reception	60	60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60	60
Year 2			60	60	60	60	60	60
Year 3				60	60	60	60	60
Year 4					60	60	60	60
Year 5						60	60	60
Year 6							60	60
Year 7	60	60	60	60	60	60	60	60
Year 8		60	60	60	60	60	60	60
Year 9			60	60	60	60	60	60
Year 10				60	60	60	60	60
Year 11					60	60	60	60
Year 12						60	60	60
Year 13							60	60
Totals	120	240	360	480	600	720	840	840

1.2 Admissions policy

One Degree Academy is a non-denominational, non-selective school for local children. In the event that we are over-subscribed, we will prioritise the following children:

1. Children who are in public care
2. Students with SEN statements where the Academy is named on the statement.
3. Children who have a sibling attending the school and who will continue to do so on the date of admission
4. Children who live closest to the school

The academy will keep a waiting list that will be used to fill casual vacancies occurring if students leave during the year or withdraw from a place that has been offered.

1.3 Expected pupil intake

Expected pupil characteristics at primary and secondary level, based on weighted averages of local non-selective schools, are shown in Tables 2 and 3 below.

Table 2: Primary school pupil characteristics

	Chalkhill Primary	St Joseph's RC Primary	Barham Primary	St Mary's CofE Primary	One Degree Academy
Boys on roll	50%	49%	51%	46%	51%
Girls on roll	50%	51%	48%	53%	49%
Pupils with SEN or on School Action Plus	8%	17%	7%	20%	9%
Pupils with English not as first language	84%	61%	86%	83%	75%
Pupils eligible for FSM	41%	23%	15%	34%	30%
Pupils eligible for FSM at any time during the past 6 years	53%	32%	19%	44%	39%

Table 3: Secondary school pupil characteristics

	Newham Catholic College	Copland Comm. School	Capital City	Queens Park Comm. School	Alperton Comm. School	Convent of Jesus and Mary College	One Degree Academy
Boys on roll	100%	52%	54%	56%	53%	0%	53%
Girls on roll	0%	47%	46%	44%	47%	100%	47%
Pupils with SEN or on School Action Plus	7%	8%	12%	10%	3%	5%	7%
Pupils with English not as first language	61%	75%	62%	56%	84%	28%	61%
Pupils eligible for FSM	23%	34%	37%	25%	23%	24%	28%
Pupils eligible for FSM at any time during the past 6 years	39%	54%	56%	37%	36%	40%	44%

2 Curriculum principles

2.1 A curriculum for our expected intake

We are committed to meeting the needs of our expected intake and ensuring that they exceed all expectations. It is for this reason that our curriculum is predominantly based on Cambridge curricula – widely considered the ‘gold standard’ in education around the world. Cambridge is used by many of the private schools in the UK and are used for national exams in top performing countries such as Singapore.

As table 3 above indicates, we expect a large proportion of our intake to be students from low socioeconomic backgrounds. Cambridge qualifications have a proven reputation for being excellent preparation for university, employment and life. By choosing Cambridge - by becoming a Cambridge school - we are sending a very clear message that we have high expectations for our students. Research from Hattie and others indicates that setting high expectations has a substantial significant impact on student outcomes. There is also a body of research that indicates that by giving students from low socioeconomic backgrounds access to rigorous curricula content, more of these students will access top universities.

As international qualifications, used in many countries where English is not the first language, Cambridge syllabuses avoid cultural bias and take a more global approach. As a school in one of the most ethnically diverse boroughs in England, with a large EAL intake, we firmly believe that adopting the Cambridge curricula is the right choice.

Finally, by using Cambridge curricula we will have year-by-year learning goals to help keep learning on track. This will significantly improve our ability to give students high quality feedback on their progress which is widely accepted as the most effective way to improve student outcomes.

By choosing Cambridge we feel confident that we will be most able to identify where our students currently are in their learning and provide the support they need needed to progress rapidly.

2.2 Fostering well-rounded global citizens

The aim of the One Degree curriculum is to ensure that our pupils develop the knowledge, skills and attributes they will need to flourish in life, learning and work. We wish to inspire and foster a generation of well-rounded global citizens – young men and women who will become creative, intellectual leaders and problem solvers with a passion for lifelong learning.

To this end, our curriculum aims to develop our pupils to demonstrate four key attributes:

1. Successful pupils

- Drive for self-improvement and a passion for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas
- Discovery and critical thought

2. Confident individuals

- Integrity and self-respect
- Secure values and beliefs
- A sense of physical, mental and emotional well-being

3. Responsible citizens

- Respect for and compassion towards others
- Active engagement in political, economic, social and cultural life

4. Effective contributors

- An enterprising, can-do attitude
- Resilience and self-reliance

2.3 An inspirational, personalised, and connected education

We believe that these aims are best achieved through learning that is inspirational, personalised and connected. Our educational model utilises innovative educational methods from around the world to deliver these aims. Features of our school that support our ability to deliver inspirational, personalised and connected education include:

Inspirational

- Inquiry-based learning culminating in ‘master challenges’, to encourage pupils to actively engage in their education
- Attracting and retaining best-in-class teachers using the TAP model of tiered staffing, which provides opportunities for career progression *within* the teaching profession
- Formal structures for collaboration and mentorship among teachers to ensure continuous professional development

Personalised

- A personal learning coach for every pupil, to guide pupils in setting and achieving their learning goals (*See page 18: 3.2 and D2 section 3.2 The goal setting process (pg58))*
- All teachers trained to use assessment for learning, powered by technology, to deliver instantaneous intervention and support
- Personalised mentoring by inspirational professionals to build a professional network, and work experience in businesses and charities

Connected

- Participation in university outreach programmes and cultural visits in London and European cities
- Creating responsible global citizens through our World Challenge Initiative
- Modelling approaches pioneered by Achievement for All to ensure that parents own and espouse the same messages as the school, and know how best to support their children

3 Our technology enhanced 'Assessment as learning' pedagogy

3.1 Units of inquiry accessible via an adaptive learning system

We will feature an intelligent online standards-based curriculum, blended with traditional classroom teaching and hands-on projects. The online curriculum will be powered by an advanced adaptive learning system (ALS). At its simplest, an ALS can be thought of as an online bank of resources and content including assessments, mapped to learning goals and success criteria. This online bank is accessible by students and so allows teachers to set students assignments they can work on in groups or independently in or out of class (for example using 'flipped' or 'station rotation' methods). Over time the ALS will contain more content. Initially it will include the year-by-year learning goals and success criteria for each area of learning as well as some learning resources such as videos and articles as well as simple formative assessment tests. As teachers plan more lessons and add content, the depth and detail available to students online will become substantial.

All subjects will be organised into units of inquiry in order to meet every pupil at their stage of knowledge development, challenge them to stretch their boundaries and construct a solid foundation of knowledge and skills. Units of inquiry will be grouped into stages, which each represent a typical year of learning. Each new stage, made up of 6 units of inquiry, will add a level of complexity to the child's learning progress. Each stage will have clear goals and success criteria, based on what a child can typically expect to learn in one year.

The units of inquiry will be organised around 'mastery challenges' (assignments) that are relevant to the real world. To complete a challenge, the pupil must apply what he or she has learnt in class, and therefore demonstrate an ability to use logical thinking and creativity to solve real world problems. Completing challenges will allow pupils to actively engage in their learning, rather than being passive recipients of knowledge, and to identify connections within and between subjects, thereby gaining a deeper understanding of concepts. Working towards long-term challenges will also develop pupils' initiative and time management skills, and also teach them to take ownership and pride in their work.

Pupils will be able to work through challenges at a pace consistent with their personal learning goals, previous knowledge and ability to learn. Fast pupils will advance more quickly; those who need more time can receive additional support in order to thoroughly understand a topic before they proceed to the next learning level. This means that no pupil will have to sit passively and wait for others to catch up, and correspondingly, pupils with difficulties will not have to worry about keeping up or getting lost.

Because each unit will be made up of a series of learning goals, the personalised learning progress can be visualised unit-by-unit, goal-by-goal, providing clarity and security for the pupil, teacher and parent.

3.2 Instantaneous feedback

Our pupils will be able to access their units on our adaptive learning system from any internet-enabled device. Using assessments and quizzes within the ALS, we will be able to provide frequent snapshots of pupil progress, coupled with diagnostic information and recommendations for improvement.

This will allow teachers to carry out interventions when needed, instead of waiting for end of term assessments to reveal knowledge gaps. The advantage of our ALS is that it does not seek to replace the teacher, but instead works to support the teacher in providing more personalised tuition. With our intelligent curriculum, class time can be used much more effectively.

3.3 A Block scheduling framework

We intend to operate a longer school year and school day. School will be open to students for 40 weeks per year. The school day will be arranged into blocks, with each block lasting 75 minutes. For Years R-8, students will have 5 blocks of learning daily. From Year 9 onwards, students will have 6 blocks every day except Friday, on which they will have 5 blocks. The tables below display example student learning schedules.

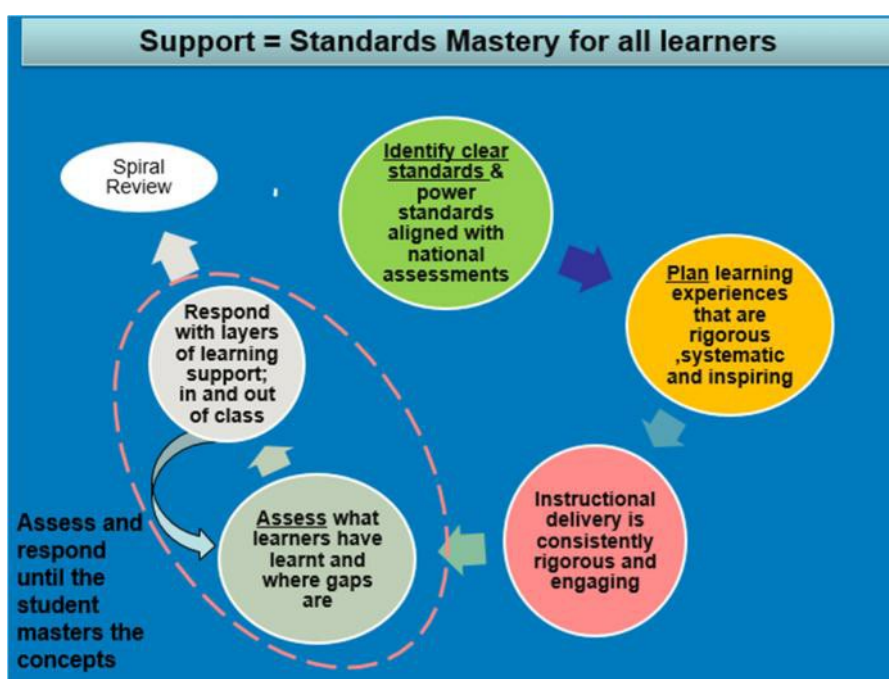
Using our block scheduling framework, our pupils will be able to move through units and stages at their own pace. Pupils will receive a targeted, individualised learning experience, at the right academic level, using the most appropriate instructional format. Over a single block, pupils may work on one of several instructional approaches, or learning modalities, including live teacher-led instruction, pupil collaboration, software, or virtual instructors.

One of the roles of our teachers will be to monitor pupil performance using our ALS analytics and then call pupils into a physical learning space for specific tutoring, or for a certain experience, such as a live debate about the current situation in the Ukraine.

The table below describes the roles and experiences we expect teachers and learners to have during a single block of learning.

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarify and share learning intentions	Engineering effective discussions, tasks and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Understand and share learning intentions	Activating students as learning resources for one another	
Learner	Understand learning intentions	Activating students as owners of their own learning	

The diagram below describes how we envision the entire learning process:



Below are sample block schedules:

Sample schedule - Junior High School student

	08:30-09:45 Block 1	09:50-11:05 Block 2	11:20-12:35 Block 3	13:35-14:50 Block 4	14:55-16:10 Block 5
Mon	Maths	Science	English	Global Perspectives/ Humanities	PE
Tues	English	Global Perspectives/ Humanities	Maths	Science	Coaching/ Electives/ Enrichment
Weds	Maths	Science	English	Global Perspectives/ Humanities	Coaching/ Electives/ Enrichment
Thurs	English	Global Perspectives/ Humanities	Maths	Science	Coaching/ Electives/ Enrichment
Fri	ICT	Enterprise	Spanish	Art & Design	Performing Arts

Break

Lunch and Activity

PM Registration

Sample schedule - High School student

	08:30-09:45 Block 1	09:50-11:05 Block 2	11:20-12:35 Block 3	13:35-14:50 Block 4	14:55-16:10 Block 5	16:15-17:10 Block 6
Mon	Maths & Statistics	Physics	English Language and Literature	Geography	French/ESOL	French/ESOL
Tues	English Language and Literature	Global Perspectives/ Humanities	Maths & Statistics	Chemistry	GPR	GPR
Weds	Maths & Statistics	Physics	English Language and Literature	Spanish	Enterprise	Enterprise
Thurs	English Language and Literature	Biology	Maths & Statistics	Chemistry	Business Management	Business Management
Fri	Biology	Enterprise	Spanish	Business Management	French/ESOL	French/ESOL

Break

Lunch and Activity

PM Registration

3.4 Integrated learning experience

Over time our ALS will become more comprehensive until it presents every topic as a series of skills and building-block concepts. Animation, videos, interactive diagrams, and other Web-based features support face-to-face learning experiences. We aim to introduce elements of “gamification” which makes learning fast-paced and rewarding, even addictive. With each skill a pupil masters, they accumulate points and badges, as in a video game, and they must get a specific number of these to proceed to the next level. This strongly motivates pupils to move further, and also allows them to work towards their target grade step by step.

Our system will continuously assess the needs of each individual pupil and provide him or her with the learning experience he or she needs at exactly the right time. Our intelligent curriculum will link multiple subjects into a huge knowledge graph, rather than creating several separate ones in parallel. For example, when designing a history unit, we would ask ourselves what other historical facts and concepts a pupil must understand in order to contextualise the new content. To create our interdisciplinary graph, we would also ask questions like, ‘What reading level is necessary to parse out all the important details in this section?’ and ‘What understanding of fractions and percentages is necessary to read the pie chart used in this unit?’ The standards for reading and mathematics required for the history course will all be interlinked, to ensure that pupils possess the skills and knowledge needed to tackle problems, and to ensure that they develop in an integrated manner.

In addition to completing units of inquiry within each subject, pupils will have the chance to undertake interdisciplinary, collaborative projects that take place over an extended period of time. These projects will begin with a challenging question and require pupils to combine knowledge across subjects to see the bigger picture, and also develop their teamwork, leadership and time-management skills.

4 Building a connected school

In order to develop successful and socially responsible global citizens, it is essential that our school be connected to parents, the local community and the wider world.

We want to form deep relationships with parents and carers throughout their child’s time at our school. As well as engaging parents in goal setting and allowing them to track their child’s progress on our online logbook, we will offer voluntary activities and cooking classes for parents, to ensure that each parent feels a part of the One Degree community. We will model many of the innovative approaches used by Achievement for All to ensure that all parents are engaged in our school, ensuring that our students are given consistent, high quality support for their learning, inside and outside school. These approaches include, for example, Llynghall School in Coventry going house to house talking to parents on their doorsteps, refusing to accept that some would just stay away, and running literacy classes for parents

We will encourage our pupils to take pride in their communities and seek to contribute to their improvement. Where possible, our interdisciplinary inquiry projects will be designed with a community focus, and we will encourage our pupils to become involved in local initiatives such as the North London Citizens Campaign. We will build relationships with local charities and businesses, in order to enrich our curriculum content and provide work experience. We will also invite successful professionals from diverse backgrounds to provide mentoring to our pupils and act as role models, building on the success of our current One Degree mentoring programme.

Through our links with businesses and professionals, our pupils will have broad access to the world of work. We will also build ties to universities such as SOAS, to instil high aspirations at a young age and familiarise them with the university environment, as well as to provide them with practical knowledge of university applications (see Section 5.3). We will place emphasis on our pupils' cultural development, and seek to broaden their horizons through visits to museums and art galleries and exchanges to European countries (see Section 5.2). This will ensure that our pupils have the cultural capital required to compete with graduates of top independent schools, regardless of family background.

5 Meeting the needs of all pupils

One Degree Academy is committed to ensuring that all students, regardless of educational needs or ability, can realise their full potential. We expect a significant number of our pupils to have special educational needs (SEN) as Brent had 21.2% of SEN in Jan 2012.

Providing excellent support and maintaining high expectations for SEN pupils will be essential to our school's success. Equally important is the ability to recognise exceptional ability in all its forms, and having the mechanisms to challenge gifted and talented pupils.

5.1 Outstanding SEN provision

We will ensure that students with special educational needs are identified, assessed and adequately supported throughout their time at One Degree Academy. We will offer training and guidance to ensure that all teachers understand the needs of their pupils, and regularly and systematically review their progress. In this regard, our personalised blended learning model is ideal for SEN pupils, allowing teachers to adjust learning strategies to suit individual needs. We will also appoint a SEN Coordinator, supported by a SEN Team.

5.1.1 SEN Team

As described in our staffing structure in section D3, the Head of our Junior School will act as our SENCO. The primary roles of the SEN Coordinator (SENCO) will include:

- Overseeing the day-to-day operation of the school's SEN policy
- Strategic planning of the SEN Team
- Coordinating identification, provision and support for students with SEN
- Overseeing the record keeping on all students with SEN
- Liaising with and advising colleagues; associate staff; teachers; heads of year and the senior leadership team
- Liaising with parents of students with SEN
- Ensuring views of students are embedded into practice
- Monitoring the progress of students with SEN
- Access arrangements for examinations
- Management of the SEN Team of teachers and Teaching Assistants
- Staff training
- Liaising with external agencies including the LA's support and educational psychology services, the Connexions PA, health and social services and voluntary bodies

The SENCO will be supported by an Assistant SENCO, who is responsible for the progress and attainment of students with SEN at Key Stages 4 and 5 and the department's identification and provision for speech, language, and communication needs.

The SEN department will have a Lead Teaching Assistant who is responsible for the coordination of support and provision at Key Stage 3, and lend support to the Assistant SENCO in the department's identification and provision for speech, language, communication needs. A dedicated team of teaching assistants support SEN in a wide range of areas: cognition and learning (literacy and numeracy); speech, language and communication needs; behavioural, emotional and social difficulties; physical disability.

We will work with a range of specialists including:

- Mainstream Schools Speech & Language Therapy Service, provided by NHS Brent
- Educational psychology Services provided by provided by Brent Local Authority
- The Sensory & Language Impairment Team provided by Brent Local Authority
- Brent Local Authority's family services
- Looked After Children Service, provided by Brent Local Authority, facilitated by a member of the senior management team
- Child and Adolescent Mental Health Service (CAMHS)
- Brent Local Authority's Virtual School
- CFBT Advice & Guidance

5.1.2 Identification and pupil progression

Pupils who join One Degree Academy are initially identified by the SENCO. The academy uses SEN level descriptors provided by Brent and the use of data analysis when identifying the need of students. These pupils are placed on the school's SEND Record of Need, and over the course of their first months at the school, data is collected which supports the SENCO to make an informed judgment about their level of need and required support. Students in Years 8-13 follow a similar process.

Teachers, parents, or students can report any concerns about our pupils to the SEN Team. Teachers complete relevant concern forms and submit them to the SENCO. All concerns are investigated and students may be tested using standardised reading age tests or diagnostic testing. These support the SENCO make a judgment about the student's needs. The SENCO may also call on other professionals, such as Educational Psychologists, to assist her in determining a student's needs.

The SEN Team will have a programme for on-going observation and assessment of students with SEN. Feedback is provided to teachers, parents and students about each student's progress and achievement. The needs of students who have a Statement of SEN will be formally reviewed annually through the Annual Review Meeting process. To support the review, information is collected from Teachers, Teaching Assistants, parents, students and relevant professionals

A student will be removed from the SEN Record of Need if their progress – academic or otherwise – is such that they no longer meet the needs of SEN criteria or require additional support. The views of parents, students, relevant professionals, and the school are required before a student is removed from the Record of Need. If student has a Statement of SEN, their progress is reviewed annually, and the school follows the guidance as per the SEC Code of Practice when carrying out Annual Reviews.

5.1.3 Interventions and support

Students with SEN will be mainly taught in mainstream classes. Teaching Assistant support will be allocated according to the needs of students and as outlined in students' Statement of SEN and funding provided for School Action Plus.

Teachers at One Degree Academy will be supported by the SENCO and the SEN Team to differentiate for students with SEN and to enable them to make appropriate progress. Through whole-staff training, targeted training and guidance documents, the SENCO will inform all teachers about how to differentiate and provide for all SEN students.

A range of intervention programmes will be available for students with specific needs. Tracking and monitoring of progress is routed within these programmes, including:

- Literacy programmes
- Reading programmes
- Specific learning
- Language and communication needs
- Numeracy
- Behavioural emotional and social support
- Handwriting support
- Creative writing support

A Provision Map and SEN Record of Need will be in place at One Degree Academy for the SENCO to analyse student data and need, inform the deployment of resources and evaluate the impact of provision and intervention. Data sources include prior attainment data, termly assessment data, reading age data, specialised reports, individual students' targets based on areas of difficulty and quantified qualitative data such as student questionnaires. The SENCO leads analysis and evaluation of data with the SEN Team each term.

The SEN faculty at One Degree Academy will have a dedicated classroom and two meeting or small-group intervention rooms. These rooms contain facilities for:

- Teaching of small groups by SEN Teachers or Teaching Assistants
- Literacy and specific learning difficulties development through withdrawal
- SLCN development through withdrawal
- Development of BESD skills through withdrawal that includes one-on-one mentoring sessions, small group work
- After school homework club and targeted intervention sessions.
- Extra-curricular clubs.
- Lunchtime Sanctuary
- Networked laptops

5.2 Challenging gifted and talented pupils

We will aim to provide an environment that ensures that all students maximise their potential. We will provide the support required for Gifted and Talented (G&T) pupils to fully flourish, by sustaining positive attitudes towards them, establishing a clear understanding of their needs and ensuring they receive the right combination of challenge and support. We will understand the needs of pupils from disadvantaged backgrounds or pupils for whom language may be a significant barrier to success and create a joyful, exciting learning environment. Our G&T Policy will be based on the principles set out by the QCA and the Excellence in Cities Programme.

5.2.1 Identification and pupil progression

'Gifted' learners are those who have abilities in one or more subjects in the statutory school curriculum other than art and design, music and PE. 'Talented' learners are those who have abilities in art and design, music, PE, or performing arts such as dance and drama. The phrase 'gifted and talented' describes all learners with gifts and talents.

As part of the Excellence in Cities programme gifted and talented form the top 5%-10% of students in the Academy, regardless of the overall ability profile of students. We will identify G&T students through external data generated from assessment and through teacher referral. This information forms two registers: the data informed register and the teacher referred register.

Identified G&T students are supported in two ways. If they are identified in only one subject area it is the department's responsibility to support the student in their gift or talent. If they fit into the Excellence in Cities definition of being "academically able in a core subject plus one other academic subject" or have two talents they join the Academy G&T programme.

5.2.2 Gifted and Talented Programme

Students on the G&T programme will be identified via a stripe on their blazer. Being involved in the programme means that the student's progression is tracked, they are mentored in 'half termly' mentoring sessions for which they complete a log book and are encouraged to take part in the extra-curricular activities arranged for them. Each student on the programme has an IEP that is reviewed in the mentoring session. An annual G&T Evening will celebrate these students progress.

We will provide guidance for all teachers on supporting G&T pupils, to:

- Encourage all students to be independent learners
- SOW/lesson plans should contain extension activities and opportunities for critical thinking
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement
- Provide a wide range of extra-curricular activities and clubs
- Always provide work at the appropriate level
- Provide opportunities for all students to work with like-minded peers
- Provide access to higher tier assessment papers

5.2.3 Provision Available at One Degree Academy

In-Class Provision

Schemes of work and teacher lesson plans include details of levels of differentiation, including:

Tasks that demand higher-order cognitive and intellectual skills to challenge pupils:

- Access to advanced resources and materials that support the level of challenge
- More complex and open-ended tasks
- Flexible learning strategies
- Instruction that utilises a variety of strategies such as tiered assignments, learning centres, independent study and compacting
- Qualitative modifications in content, process and products and
- Increasing the depth of study of Cambridge curriculum content.

A range of grouping strategies are used to maximise students' learning:

- Setting for all subjects save in the 'options' in Key Stage 4
- 'Clusters' of identified students in classes to enable students to study concepts and skills with students of like-ability
- Fast tracking of certain students whose social and emotional development demonstrates the ability to work with students outside their year group/in higher level qualifications.

Out-of-Class Provision

The study of Cambridge Primary and Core Knowledge UK in Key Stage 1 and 2, Cambridge Secondary and the International Middle Years Curriculum in Key Stage 3, as well as IGCSE and Cambridge Pre-U in Key Stage 5 is augmented and complemented by a range of after-hours provision. This provision will offer extension and enrichment to students in their area(s) of ability and/or interest. This includes:

- After-academy clubs, breakfast clubs, lunchtime clubs and weekend schools
- Focused visits to artistic events, athletic opportunities, exhibitions and performances within the city and nationally
- Study support for organisational and thinking skills
- 'Master classes' offered by external agencies and institutions
- Academy competitions
- Summer schools and residential courses at Higher Education institutions
- Access to University accredited courses

Academic provision is complemented by a holistic concern for the child and the provision of pastoral care. A programme of staff development that maintains and advances teachers' knowledge and understanding of theory and practice in relation to exemplary education for gifted and talented students supports educational provision.

6 Curriculum content

For the early years, we will follow the statutory framework. From Year 1 our curriculum will largely follow the Cambridge curriculum across all Key Stages. As outlined in Section C, we have chosen the Cambridge curriculum for its international reputation, its emphasis on promoting independent and self-directed learning, and the merits of its interdisciplinary Global Perspectives and Research programme.

Moreover, the Cambridge curriculum is best suited to our pedagogical approach due to its mastery learning and independent progress features.

For Key Stage Three subjects (Humanities and Arts) for which the Cambridge curriculum does not define year-by-year goals, we will base our units of inquiry and stages on the International Middle Years Curriculum (IMYC):

- Key Stages 1 and 2: Cambridge primary (for English, Maths, Science, ICT and ESOL) and Core Knowledge UK (for History, Geography and Arts)
- Key Stage 3: Cambridge Secondary (for English, Maths, Science, ICT and ESOL) and International Middle Years Curriculum (for Humanities and Arts)
- Key Stage 4: Cambridge IGCSE
- Key Stage 5: Cambridge International A-levels and Pre-U

6.1 Content overview

A list of our mandatory and optional subjects at each stage is given below:

EYFS

Subject / other activity	Hours pw	Mandatory/ Voluntary	Comments
Maths	5	Mandatory	
Literacy	5	Mandatory	Including phonics , communication and language
Global Perspectives	4	Mandatory	Cover the ‘understanding the world ‘ strand And Personal, Social and Emotional Development (PSED) and Religious Education
Expressive Arts and Design	4	Mandatory	
ICT	1	Mandatory	
PE	1	Mandatory	
Total	20hrs		

Reception and Key Stage 1

Subject / other activity	Hours pw	Mandatory/ Voluntary	Comments
Maths	5	Mandatory	
English	5	Mandatory	
English as a Second Language	1.25	Voluntary	Mandatory for those students whose first language is not English.
Science	2.5	Mandatory	
History	1.75	Mandatory	
Geography	1.75	Mandatory	
Art and Design	1.25	Mandatory	Art and Computer graphics
Performing Arts	1.25	Mandatory	Music and drama
Physical Education	2.5	Mandatory	
Global Perspectives	1.5	Mandatory	Philosophy, Religious Education, PSHE, Citizenship
Spanish	1.25	Mandatory	
ICT	1.25	Mandatory	ICT/Programming/Design/Animation
Electives	3.75	Voluntary	A variety of subjects we will offer depending on student interest. For example learning Chinese or more computer programming.
Total	30hrs		

Key Stage 2 and 3 (Up to Year 8)

Subject / other activity	Hours pw	Mandatory/ Voluntary	Comments
Maths	5	Mandatory	
English	5	Mandatory	
English as a SL	1.25	Voluntary	Mandatory for those students whose first language is not English.
Science	5	Mandatory	
History	1.75	Mandatory	
Geography	1.75	Mandatory	
Art and Design	1.25	Mandatory	Art and Computer graphics
Performing Arts	1.25	Mandatory	Music and drama
Physical Education	1.25	Mandatory	
Global Perspectives	1.5	Mandatory	Philosophy, Religious Education, PSHE, Citizenship
Enterprise	1.25	Mandatory	Entrepreneurship, from Year 5
Modern Foreign Languages	2.5	Mandatory	French and Spanish
ICT	1.25	Mandatory	ICT/Programming/Design
Electives	3.75	Voluntary	A variety of subjects offered depending on student interest, eg Chinese.
Total	33.75hrs		

Key Stage 4

We will mirror the best public schools and start our upper school in Year 9

Subject / other activity	Hours pw	Mandatory/ Voluntary	Comments
Mathematics	5	Mandatory	IGCSE Mathematics GCSE Statistics
English	5	Mandatory	IGCSE Language IGCSE Literature
Science	5	Mandatory	2 of IGCSE Physics, Chemistry or Biology
Spanish	2.5	Voluntary	At least one of IGCSE Spanish and French
French	2.5	Voluntary	
Science	2.5	Voluntary	1 of Physics, Chemistry, Biology Mandatory in Year 9
History	2.5	Voluntary	At least one of
Geography	2.5	Voluntary	IGCSE History and Geography
Enterprise	2.5	Mandatory	IGCSE Enterprise
English as SL	2.5	Voluntary	Mandatory for EAL L1 or L2 students.
Business Studies	2.5	Voluntary	
Visual Arts	1.25	Voluntary	Art and Computer graphics No qualification offered
Performing Arts	1.25	Voluntary	No qualification offered.
Physical Education	1.25	Mandatory	No qualification offered.
Global Perspectives	1.25	Mandatory	Philosophy, Religious Education, PSHE, Citizenship NO Qualification.
ICT	1.25	Mandatory	ICT/Programming/Design Year 9 only. From Year 10 embedded in other courses.
Electives	3.75	Voluntary	A variety of subjects offered depending on student interest, eg Chinese.

Key Stage 5

Students will be expected to student 3 full courses, GPR and one ½ (1year) course.

Subject / other activity	Hours pw	Mandatory/ Voluntary	Comments
Mathematics	5	Voluntary	Cambridge Pre-U
Further Mathematics	5	Voluntary	Cambridge Pre-U
English Literature	5	Voluntary	Cambridge Pre-U
Physics	5	Voluntary	Cambridge Pre-U
Chemistry	5	Voluntary	Cambridge Pre-U
Biology	5	Voluntary	Cambridge Pre-U
Spanish	5	Voluntary	Cambridge Pre-U
French	5	Voluntary	Cambridge Pre-U
History	5	Voluntary	Cambridge Pre-U
Geography	5	Voluntary	Cambridge Pre-U
Government & Politics	5	Voluntary	Cambridge Pre-U
Economics	5	Voluntary	Cambridge Pre-U
Business & Management	5	Voluntary	Cambridge Pre-U
Global Perspectives & Research	5 / 2.5	Mandatory	Cambridge Pre-U 2.5hrs in Year 13 for the Independent Research course.

6.2 Subject details

We have planned our curriculum backwards from Yr13. The descriptions below describe the key concepts, strands and disciplinary thinking we will teach from R-13. Content may vary within the broad strands described.

6.2.1 English Language (First Language)

At One Degree Academy, English Language will be presented in five content areas or 'strands'. These are further subdivided into 'substrands'. The framework will promote an enquiry-based approach to learning to develop thinking skills and encourage intellectual engagement. The five strands and substrands are:

1. Phonics, spelling and vocabulary
2. Grammar and punctuation
 - Reading
 - Writing
3. Reading
 - Fiction and poetry
 - Non-fiction
4. Writing
 - Fiction
 - Non-fiction
 - Presentation
5. Speaking and listening

The curriculum will enable pupils to communicate clearly, confidently, accurately and effectively in both speech and writing. They will learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Pupils will develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment.

Our framework provides a comprehensive set of progressive learning objectives for English. The objectives detail what the pupil should know or what they should be able to do in English in each stage of primary and lower secondary education. They provide a structure for teaching and learning and a reference against which pupils' ability and understanding can be checked.

Pupils will be encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. One Degree English Language will also develop more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

6.2.2 English Literature

Pupils will have the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. One Degree English Literature will enable pupils to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects.

One Degree English Literature will stimulate pupils to read for pleasure, to explore wider and universal issues, promoting a better understanding of themselves and the world. Pupils will follow a balance set of texts so that they can develop and pursue their own interests and enthusiasms. They will learn to develop a critical and informed response to what they read. Pupils will develop skills in responding to writers' use of language, form and style.

Our curriculum will encourage literary debate and discussion. It will raise questions that elicit pupils' independent, supported views, judgments and comparisons. Our assessment will reward informed independent views that result from genuine engagement with the study of literature. Through the study of Literature at One Degree Academy, many of the skills pupils will develop – such as evaluation, analysis and exercise of well-considered personal judgment – are not only relevant to further study in other disciplines, but are valued as important skills for success in the modern world.

At KS5, our pupils can choose to study Cambridge Pre-U Literature in English - a preparation for future study at university. Those taking this course will undertake a Personal Investigation, which will allow them to pursue a topic that engages their interests and imagination. Assessment will cover at least eight texts, covering poetry, prose and drama. The texts will include Shakespeare, and writing both before and after 1900.

6.2.3 English Language (ESOL)

All our EAL pupils will study One Degree English as a Second Language (ESOL). The curriculum is presented in five content areas or 'strands'. The five strands are:

- Reading
- Writing
- Use of English
- Listening
- Speaking

The curriculum provides a comprehensive set of progressive learning objectives for pupils of English as a Second Language. These are based on the Council of Europe's Common European Framework of Reference for Languages (CEFR), which is used widely both within and beyond Europe to map pupils' progression in English. In line with the CEFR, learning outcomes in each strand for each successive stage are defined in terms of what pupils *should be able to do* in English.

A1	A2	B1	B2	C1	C2
Basic User		Independent User		Proficient user	

By studying ESOL pupils the opportunity to gain lifelong skills and knowledge including:

- Better communicative ability in English
- Improved ability to understand English in a range of everyday situations and in a variety of social registers and styles
- Greater awareness of the nature of language and language-learning skills

6.2.4 Modern Foreign Languages: Spanish and French

The One Degree Foreign Languages programmes will aim to develop an ability to use a foreign language effectively for practical communication. Our curriculum is based on the linked language skills of listening, reading, speaking and writing, and these are built on as pupils progress through their studies. Pupils will gain insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages. They will learn techniques that can be applied to other areas of learning, such as analysis and memory skills.

Pupils will engage with the target cultures through a variety of media, producing written and spoken work springing from meaningful and engaging contextual knowledge. The extensive use of a variety of authentic materials will acquaint pupils with a range of syntax, lexis, style and expression in the target language and help them to develop an authentic feel for the language. Through the study of literary and non-literary texts, pupils will articulate their understanding and justify opinions both in the target language and in English, gaining essential critical tools and writing skills required for further study, as well as for the workplace

Our Foreign languages programme will offer pupils engaging courses that develop their confidence and acquisition of a language, and prepare them well for university. As pupils progress, their learning experiences will put more emphasis on an immersion in authentic language and culture, from the news media, radio, television, or the Internet.

At KS5, our Cambridge Pre-U Modern Foreign Languages courses will reinvigorate the process of language learning by promoting awareness of culture and authentic language, by developing critical skills and emphasising effective, appropriate and accurate communication. Through these characteristics in particular, Our Cambridge Pre-U Modern Foreign Language course offerings will establish a meaningful link between sixth-form study and university.

6.2.5 Mathematics

One Degree Mathematics explores five content areas: number, algebra, geometry and trigonometry, measure, discrete mathematics and problem solving. The first five content areas are all underpinned by problem solving, which provides a structure for the application of mathematical skills. Mental strategies will also be emphasised, as they are also an important part of the number content. The curriculum focuses on principles, patterns, systems, functions and relationships, so that pupils apply their mathematical knowledge and develop a holistic understanding of the subject.

While it is a satisfying subject in its own right, mathematics is also a prerequisite for further study in an increasing range of subjects. For this reason, pupils progressing through our curriculum will be expected to apply their mathematical knowledge in a variety of familiar and non-familiar scenarios.

The mathematics of modern computer science is built almost entirely on discrete mathematics. We know that at most universities an undergraduate-level course in discrete mathematics is a required part of pursuing a computer science degree. For this reason, we have incorporated this strand in One Degree Mathematics. Our pupils will learn the fundamental algorithms used by computer programmers.

Our curriculum will provide a sound foundation in mathematics for higher education courses or other career pathways. We aim to enable pupils to develop a positive attitude towards the subject. Our curriculum will develop an understanding of mathematics and mathematical processes in a way that promotes confidence and enjoyment.

6.2.6 Statistics

One Degree Statistics explores seven strands: planning a strategy, data collection, tabulation and representation, data analysis, data interpretation, probability and problem solving. Learning experiences in statistics will complement those in mathematics. Our curriculum will help pupils develop a knowledge and understanding of statistical thinking and practice and how to use statistics in other subject disciplines and the real world. It supports direct progression to Pre-U Mathematics as well as supporting the techniques used in a wide variety of other subjects. Our statistics curriculum framework will enable pupils to acquire transferable skills and knowledge, which will enhance their further education and employment opportunities.

6.2.7 Science

The One Degree Science curriculum framework covers four content areas: scientific enquiry, biology, chemistry and physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. The scientific enquiry objectives underpin biology, chemistry and physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also part of the curriculum.

Pupils will be stimulated and motivated to take responsibility for their learning by pursuing topics beyond the syllabus for exams, progressing towards a broad and deep knowledge and understanding of the three sciences. Pupils will develop an understanding of the links between biology, chemistry, physics and other areas. Each science will be presented as a cooperative and cumulative activity, subject to cultural, technological, economic, social and ethical limitations. Additionally pupils will develop an informed interest in scientific issues, become confident citizens in a technological world, and participate in public debate on socio-scientific issues.

Our science curriculum is developed with the young bioscientist, chemist and physicist in mind. It will equip pupils with a coherent theoretical and practical base of transferable skills and key knowledge suitable for future study and employment in each science and its related fields (e.g. medicine, biochemistry, engineering and applied sciences), while providing thought-provoking material to appeal to those who do not wish to pursue a scientific career.

6.2.8 Biology

One Degree Biology will provide a balanced and solid foundation in the subject through the major themes of cell biology, evolution and the fundamentals of life, whole organism biology and environmental biology. It will incorporate cutting-edge science in fields such as molecular genetics, biotechnology, and immunology, reflecting the subject's exciting and rapid rate of development in the last 20 years.

The curriculum will offer excellent grounding for the study and use of biology at university. It will encourage pupils to do independent study and research, and work collaboratively with their peers. As our pupils progress through the stages they will develop many skills associated with studying biological sciences at a higher level. Links between different topics that may not be possible in modular courses.

As pupils progress they will be taught to undertake synoptic analysis, argumentation, data analysis and planning. By experiencing these varied rich tasks, our pupils will develop a wide range of skills and a deeper understanding of the subject. Practicals will be an integrated part of our curriculum, enabling our pupils to hone a wide range of laboratory and higher-order skills.

6.2.9 Chemistry

One Degree Chemistry will offer a practical and theoretical approach to the teaching of chemistry, developing pupils' ability to solve chemical problems in varied contexts. Written with progression to university chemistry in mind, our curriculum will highlight the principles that unify the subject and seek to examine them through their application to chemical situations.

Our pupils will have opportunities to experience cutting-edge science, such as the emerging fields of molecular genetics, biotechnology, materials, semiconductors and nanotechnology, for which chemistry, being a mature science, has become a collaborative subject.

6.2.10 Physics

As pupils progress they will develop a firm foundation in classical physics, along with an introduction to some intellectually stimulating modern concepts such as special relativity, quantum physics and astrophysics. Our curriculum will develop pupils' understanding of the historical development of some concepts of physics, and the link between experiment and theory.

One Degree Physics will enable pupils to appreciate the role of physics in the real world by illustrating its use in medicine, biophysics, engineering, space exploration, transport, robotics, communications, global energy solutions, and environmental issues. Pupils with the opportunity to develop a sound understanding of the subject through rigorous mathematical reasoning, while at the same time fostering a historical and philosophical perspective in physics.

Learning physics will equip our pupils with a coherent theoretical and practical base of transferable skills and key knowledge for future study and employment in physics and related fields while providing thought-provoking material to appeal to those who do not wish to pursue a scientific career.

6.2.11 History

One Degree History will stimulate an interest in and enthusiasm for learning about the past. Our curriculum will promote the acquisition of knowledge and understanding of individuals, people and societies in the past and ensure that pupils' knowledge is rooted in an understanding of the nature and use of historical evidence. We will teach our pupils to think like historians. Pupils will develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. Pupils will study different areas and substantial periods of history, identifying patterns in, and connections between, apparently contrasting events and developments.

One Degree History will encourage international understanding the development of historical skills, including investigation, analysis, evaluation and communication skills. We will hone each pupil's ability to construct historical explanations using an understanding of cause and consequence, change and continuity, similarity and difference as well as the motives, emotions, intentions and beliefs of people in the past. Pupils will explore history from a diversity of perspectives, including social, economic, cultural and political. One Degree History will encourage pupils to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations. Pupils will develop the ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context. They will be encouraged to use independent study skills, to read widely, write fluently, and to develop the capacity to formulate and justify their own ideas about the past.

At KS4, our pupils will look at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. Our KS4 History course will stimulate any pupil already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject.

At KS5 our pupils will have the chance to study periods of British, European, African and Asian history in detail. They will also undertake a personal investigation culminating in an extended essay of approximately 3,500–4,000 words, on a historical subject of their choice.

6.2.12 Geography

One Degree Geography will equip pupils with the skills required to make a success of their subsequent studies at university. There will be four components: geographical issues, global environments, global themes and a research topic. As pupils progress through each stage, they will progressively develop the enquiry skills necessary to understand and explain geographical issues.

Pupils will have opportunities to explore a range of geographical environments, issues, themes and hazards. Our geography programme emphasises breadth as well as depth of teaching and learning. It will combine a good rounding in physical processes with challenging and contemporary themes in human geography, which provide the depth and rigour required for a university degree course.

One Degree Geography encourages the acquisition of specific geographical skills and abilities, in particular the skills of independent research, fieldwork, analysis and effective communication.

6.2.13 Art and Design

One Degree Art and Design will stimulate imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Pupils will gain confidence and enthusiasm as they develop technical skills in two and three dimensional form and composition, and are able to identify and solve problems in visual and tactile forms. They will also learn how to develop ideas from initial attempts to final solutions. Our Pupils will develop a greater awareness of the role played by the visual arts in society and in history, broadening cultural horizons and individual experience.

6.2.14 Music

Pupils at One Degree will listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, pupils will enhance their appreciation and enjoyment of music. Pupils will study music of all styles. Each style will be placed in its historical and cultural context, and they will be encouraged to be perceptive, sensitive and critical when listening.

6.2.15 Global Perspectives and Research

Advances in technology have changed our access to information and the way we communicate and work. Increasingly, young people are faced with a multiplicity of competing ideas, information and arguments and they need to be able to think critically to deconstruct arguments, to differentiate between the ways in which people express their perspectives, to assess and evaluate claims and to develop lines of reasoning.

At KS5 All pupils will undertake Cambridge Pre-U Global Perspectives and Research (GPR). GPR places academic specialisation in a practical, real-world context, being a seminar-based opportunity to research and explore a range of issues challenging people across the globe. Developing critical/analytical, research, and problem-solving skills essential to higher education, our young people will learn to place their personal perspectives in a global context, finding new inspiration and challenges for their studies. Cambridge Pre-U Global Perspectives serves as a basis from which pupils may subsequently embark with confidence on the Independent Research Report, having developed the skills involved in identifying questions, locating and evaluating sources and perspectives, and in setting out a realistic and meaningful research agenda. Global Topics will be drawn from Ethics, Culture, Politics, Economics, Science and Technology and the Environment.

GPR will be concerned with broadening our pupils' outlook through the critical analysis of and reflection on, issues of global significance and values that are important to themselves, their relationships, our society and our environment. GPR is firmly based on developing the holistic young person. A key focus will be enabling our young people to learn how to learn – on providing them with the tools for independent, pro-active, interdisciplinary study.

The programme includes an Independent Research Report, which gives pupils the chance to dig still deeper into a particular subject, or to cross boundaries by doing interdisciplinary work, or to make a new departure by investigating a subject not covered by traditional school syllabuses. Pupils will prepare a single piece of extended work on their chosen theme. They can dig deeper in a chosen specialism, cross boundaries with an interdisciplinary enquiry, or make a new departure with a study in a non-school subject, perhaps one that the candidate plans to read at university.

Through the study of global issues, pupils will explore different and sometimes opposing perspectives and will acquire and develop thinking and reasoning skills as well as research and communication skills. These skills will enable pupils to meet the demands of the twenty-first century and to make a successful transition to study in higher education. Many universities have confirmed that the Cambridge Pre-U Global Perspectives and Research (GPR) is an excellent preparation for undergraduate study as it gives real evidence of independent, critical thinking. The course will equip candidates with a coherent theoretical and practical basis of transferable skills and key knowledge suitable for future lawyers, scientists, medics and academic researchers, whilst providing thought-provoking material that may appeal to those intending to progress to study in higher education and ultimately into a wide range of careers.

Moreover, in bringing different values to the fore, our pupils will begin the incremental process of using them in their own decision-making. This will engender in our pupils, both a growing sense of achievement and a satisfying feeling of being true to themselves. The explicit, systematic, pupil-centred study of values will enable our pupils to become more conscious of applying them so as to uplift, motivate and inspire themselves, their peers and others with whom they engage.

From Years R-11, GPR Units will be built upon six trans-disciplinary themes:

- Who We Are - Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities
- Where We Are in Place and Time - Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- How We Express Ourselves - Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- How We Organize Ourselves - Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- How the World Works - Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment
- Sharing the Planet - Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Each theme will be addressed each year by all pupils. These inquiries are substantial, in-depth and will usually last for several weeks. Global Perspectives will encourage transformative learning, where pupils become critically aware of their own beliefs and assumptions and those of others, developing valid arguments by reflecting on and interpreting, a range of evidence. Pupils will develop research skills that will enable them to obtain information, evaluate the reliability and usefulness of this information and use the evidence gathered to construct their own arguments and support lines of reasoning.

Pupils will be able to analyse the structure and context of arguments, assess the impact and limitations of evidence and make well-reasoned judgements through informed research. They will reflect on the implications of their research and analysis from a personal perspective and communicate their findings in appropriate formats.

GPR will prepare pupils for further education and for life-long learning across a range of disciplines by helping them to be:

- Confident in working with information and ideas – their own and those of others
- Responsible for themselves, responsive to and respectful of others
- Innovative and equipped for new and future challenges
- Engaged intellectually and socially, ready to make a difference

6.2.16 Information and Communication Technology (ICT)

One Degree ICT combines theoretical and practical studies focusing on the ability to use common software applications, including word processors, spreadsheets, databases, interactive presentation software, e-mail, web browsers and website design. Pupils will develop a greater awareness of how applications are used in the workplace, and consider the impact of new technologies on methods of working and on social, economic, ethical and moral issues.

The skills learnt will be useful to them in their work across the curriculum, and will prepare them for future employment.

6.2.17 Enterprise (Year 5-11 only)

From year 5 onwards, all our pupils will engage in annual Enterprise projects. Our Enterprise programme will bring the world of business into the classroom and give pupils a clear insight into what it means to think like an entrepreneur. Pupils will be challenged to adopt the thoughts and actions of entrepreneurs, developing their knowledge and understanding of the practicalities of setting up and running their own new enterprise.

One Degree Enterprise will equip pupils with a range of vital life skills for use in planning and organisation, communication and financial management. Pupils will develop their understanding and the practical skills associated with the work environment and the running of a small enterprise. They will gain the knowledge associated with running a small enterprise, and opportunities to apply this knowledge in a practical and engaging way when running their own enterprise project or activity. Pupils will study enterprise in a local as well as a global context, while enhancing their skills of investigation, analysis, interpretation, evaluation and practical problem solving. For example, students may be involved in a project that involves designing and marketing iGCSE revision apps. Our pupils will have opportunities to meet with and talk to a range of people involved in enterprise, including people who:

- have set up and run their own enterprise
- are involved in supporting enterprises, e.g. financiers, local business organisations, and government organisations
- have shown enterprising skills, e.g. innovators, inventors and marketing specialists

All pupils will take the Cambridge IGCSE Enterprise qualification.

6.2.18 Business and Management (Year 10-13 only)

At KS4 One Degree Business develops pupils' understanding of business activity and the importance of innovation and change. Pupils find out how the major types of business organisation are established, financed, run and regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence. The syllabus provides both a foundation for further study at Cambridge Pre-U level and an ideal preparation for the world of work.

Those who choose to continue with Business and Management studies at KS5 can explore contemporary topics such as corporate & social responsibility, waste management and off-shoring, as well as the more traditional principles that will continue to be relevant in business.

Our Cambridge Pre-U course will provide a sound foundation for the study of business and management courses at higher education level. It is also designed to be a useful aid to those seeking employment immediately. Pupils will learn to analyse business problems and issues; evaluate business arguments and evidence to make reasoned judgements; and design, carry out, use and communicate business research. Pupils will have the opportunity to investigate a well-defined specific problem, issue or question that exists at a real business. The personal investigation will focus on a small/medium-sized business such as a local firm or private limited company (not a public limited company). The investigation is centred on problem solving and involves the collection and use of primary and secondary data.

6.2.19 Comparative Government and Politics (Year 12-13 only)

Our pupils will have the option to study Cambridge Pre-U Comparative Government and Politics. This course should evoke in candidates an enthusiasm for politics and encourage reflection on the nature, history and philosophy of political thought and practice. Pupils will find out how to articulate informed opinions about government and politics, and debate the issues. They will learn about recent and contemporary governance in the UK and US; recent and contemporary party politics in the UK and the USA; Political ideologies and philosophies and Contemporary International political Debates: contexts and comparisons.

The course allows appropriate progression from IGCSE in many arts and social science subjects. Pupils will attain the relevant knowledge and critical understanding of political concepts, theories, debates, processes and institutions, and the ability to relate these to relevant structures, institutions, organisations and practices, using appropriate political vocabulary. They will investigate political questions, presenting critical explanations and analyses and developing well-substantiated judgements. They will also interpret, compare and evaluate political texts critically.

Pupils will have the opportunity to develop analytical skills and the ability to write essays, think critically and develop as reflective and independent pupils. Equally, the course equips pupils with a broad grounding in methodologies of the social sciences and liberal arts. The course provides a sound preparation for study in higher education; and its design reflects developments in this domain over recent decades. Equally, the skills developed will provide a solid grounding for those intending to progress directly into employment or professional training.

6.2.20 Economics (Year 12-13 only)

Cambridge Pre-U Economics gives pupils a thorough and rigorous understanding of the theory that underpins the workings of a modern day economy. The course develops skills in evaluation and independent thinking, preparing pupils well for university study. Our pupils will explore topics and events in the current economy. No prior study of economics is assumed.

The course introduces new topics, such as game theory, and offers opportunities for the detailed study of current issues such as China and the global economy, Europe, and transport's effects on the environment. Our pupils will have the opportunity to analyse and evaluate the economic concepts and theories that underpin the workings of a modern day economy; develop quantitative skills through the appreciation and use of various relevant statistics; understand and apply the concepts of causality and interdependence, on both a macro and a micro Scale; and critically and independently assess the effectiveness of policy decisions, both internal and external, that have influenced the UK economy over the past 10 years.

The course will provide key knowledge and develop transferable skills that will prepare candidates to study economics or other subjects at university.

7 Enrichment activities

We will provide an extensive range of extended and enrichment curriculum activities at One Degree Academy. All our activities will share a common aim: to inspire minds, broaden horizons, develop character and enhance cultural awareness. Some activities will operate as an integral part of subject courses whilst others will be part of an extra-curricular programme running at lunchtime, after school, over weekends and during holiday time.

7.1 Activities and clubs

7.1.1 Sports

Our school will provide an extensive sports programme throughout the year and offer a wide choice of sporting activities. One Degree sport will be inclusive with everyone being encouraged to exercise regularly and develop a healthy lifestyle. We will run numerous clubs based on pupil interests. Clubs may include table tennis, dance and cheerleading. The entire school will participate in an annual sports' day event.

7.1.2 Performing Arts

Our pupils will be encouraged to take part in all the Performing Arts. We will welcome theatre groups, residential artists and arrange master classes to further inspire our pupils to achieve success. We will partner with the Brent music service to offer individual instrumental lessons to a large number of our pupils. We will seek to setup an orchestra, jazz band, drama club and support groups that wish to create and showcase their own performances. Pupils will have access to facilities to produce their music and through Enterprise can promote their creations. Pupils will be allowed to organise and host talent shows and concerts. We will have annual productions.

7.1.3 Interest Clubs

A diverse range of clubs and subject support programmes will be offered to pupils at lunchtimes and after school (e.g. astronomy, cookery, art, drama chess and film club). In particular, we will actively promote computing and learning languages.

7.1.4 Computing

Building on their discrete mathematics learning experiences, pupils in our computing club will gain insight into methods of computer programming and explore the algorithmic aspects of computer science. They will learn the theoretical constructs common to all high-level programming languages by studying the syntax and basic commands of a particular programming language such as Java, C, C++, or Python. Building on this knowledge, pupils will move on to study additional concepts of programming, such as object-oriented programming or graphical user interfaces. By solving a variety of challenging problems, pupils will learn to start with a concept and work through the steps of writing a program: defining the problem and its desired solution, outlining an approach, encoding the algorithm, and debugging the code.

7.1.5 Languages

In line with our commitment to preparing pupils for an increasingly globalised world, we are committed to developing language skills. Given the high percentage of EAL pupils we expect, having programmes to support the acquisition of new language skills is even more important. As such, all members of the One Degree learning community will have access to Rosetta Stone Courses so that they can learn up to 24 different languages. We will also endeavour to have enrichment classes run in languages such as Chinese with the help of native-speaker teaching assistants. This will enable us to bring the real world into the classroom as they live the language.

7.2 Learning outside the classroom

We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. One Degree Academy pupils will be offered a range of learning outside the classroom opportunities.

We will seek out learning experiences where problem solving, exploration, adventure activities and personal challenge are involved. This will include residential experiences and exploring rural areas. Our young people will also have learning experiences that involve fieldwork, investigation, practical skills and research. Some of these would be provided in the school grounds and the local environment. We will also plan activities undertaken further afield, for example visits to a heritage venue, farm, museum, field study or environmental centre.

Pupils will be encouraged to participate in a wide range of visits including residential outdoor activity weekends, team building courses to create confidence and develop friendships, exchange visits to European countries and visits to art galleries, museums and sites of historical interest.

We will operate a World Challenge Initiative to allow our pupils to gain an even wider perspective of our world and its diverse cultures through trips and community involvement with less developed areas of the globe, in particular countries and/ or regions they have ancestors from (for instance the Caribbean). Pupils aged 14 and over will be encouraged to take part in the Duke of Edinburgh Award Scheme. Through our Enterprise programme,

pupils will run create marketable products and services to raise funds to finance expeditions. Our pupils will also undertake work placements when appropriate.

In collaboration with English Heritage and other organisations, we will arrange expert-led discovery visits where pupils will have experiences such as meet characters from the past, role-play, make or handle intriguing objects, dress up and even crack secret codes.

Closer to home, we will encourage our pupils to become heavily involved in local initiatives such as the North London Citizens Campaign.

7.3 Opening doors to university

To raise aspirations we intend to make high-quality university-led outreach activities available to our young people. Some examples follow:

7.3.1 The University of Cambridge

Through its Area Links Scheme, Jesus College works with the London Boroughs of Brent. We will work with the School Liaison Officer at Jesus College to arrange day visits and residential at the College. The Schools Liaison Officer and/or Admissions Tutors will also visit us in the company of current undergraduates. We will also encourage our pupils to participate in interview preparation workshops and subject-specific taster days.

7.3.2 The University of Liverpool

Our pupils at primary will meet 'Professor Fluffy', who will help them and their families to understand the concept and language of university.

7.3.3 School of African and Oriental Studies (SOAS)

Secondary School Mentoring at SOAS

Our Year 9, 10 and 11 pupils will have access to SOAS student ambassadors who are trained mentors. Mentoring usually lasts a term or longer and can be subject-specific or focussed on general study skills and applying to university. Through mentoring opportunities we will seek to equip mentees with improved study skills, and to raise their academic attainment and future aspirations.

Language Taster Day

All our young people will experience a SOAS The Language Taster Day. The day gives school pupils the opportunity to explore the history and culture surrounding a language, sample taster lessons, and meet current students. The languages covered include Arabic, Chinese, Japanese, Indonesian, Turkish, Yoruba, Swahili, and many more, and the aim of the taster day is to raise aspiration and attainment by improving generic language skills; enabling participants to find out about the wide range of subjects that can be studied in higher education; offering an experience of a university campus; facilitating contact with current students to provide information about university and stirring participants' interest in the study of languages, literature and culture.

Student Ambassador-led Taster Days

All our young people will have Ambassador-led taster days include short workshops that focus on different disciplinary areas, led by current students. Past examples have included workshops on History, Politics, Africa, Economics, Music, Film, and Development Studies, with a wide variety of other subjects also available. Through the Ambassador-led taster

days, participants will be introduced to interesting and exciting areas of study within SOAS; be encouraged to aspire university; have first-hand experience of study within a university environment, and the opportunity to meet current university students from similar backgrounds.

Sixth Form/FE Outreach – SOAS Scholars

Our Year 12 and Year 13 pupils will have access to subject-specific masterclasses; mentoring; summer schools as well as a range of other possibilities. Some activities will take place on campus, while some will be on the school grounds.

Our Year 12s will be given access to the SOAS Scholars programme. SOAS Scholars aims to enable talented Year 12 students from disadvantaged socio-economic backgrounds to progress to selective Higher Education institutions. It leverages SOAS's unique position – as the place for those who want to develop their understanding of the world, widen their horizons and re-examine preconceptions of Asia, Africa and the Middle East – as the foundation for an engaging, challenging and useful outreach programme.

SOAS Scholars consists of ten Saturday morning sessions. These sessions consist of a mixture of small group project work with current SOAS students, masterclasses delivered by SOAS lecturers, and study support. In addition, there is a summer school, and quarterly meetings will take place when participants have progressed to Year 13.

The exposure to different disciplines is viewed as a valuable tool for developing skills that will positively impact on participants' current studies (as well as giving a fuller picture of options available in HE). As such, participants will sample different academic disciplines during the course of the project. These will be taken from SOAS's specialisms in Arts, Humanities, and Social Sciences (including Law).

Developing Diversity

With One Degree Academy serving the Brent community, diversity, and celebrating diversity will be a key feature for us throughout each academic year. The diversity of the students within our school community is very important to us and will be celebrated in calendared events such as Black History Month and Gypsy Roma Travelling Month. Students will be encouraged to celebrate not only their own culture but other cultures within their local community and this will be done through events such as a Cultural Gala which would be a performing arts based production and non-uniform days which are themed and which raise money for charity. These themed days would involve the students wearing the colours of their flag or their national dress as a way of celebrating their nationality and heritage. During the academic year when diversity is specifically celebrated, students will engage in a variety of activities which will feed into class presentations, reflections which will be written by the students and shared based on life experiences and art based work such as drawings, posters and paintings which will be displayed in and around the academy.

D2: Measuring pupil performance effectively and setting challenges targets

1 Performance targets

In the academic year of 2011/2012, the Early Years Foundation Stage Profile attainment data (<https://intelligence.brent.gov.uk/>) indicates that 57% of the children in Brent who were assessed against the EFYSP achieved a total of 78 points or more across all 13 scales with at least 6 points or more in each of the Personal, Social and Emotional Development (PSED) and Communication, Language and Literacy (CLL) scales. The National average was 59%, a 2% difference.

The Key Stage 1 Brent data in 2011/2012 indicates 85% of pupils achieving Level 2+ in reading, 81% Level 2+ in writing and 89% Level 2+ in Mathematics. The National picture equals the figures for Brent in reading writing but for Mathematics, Brent as a borough are 1% lower.

Key Stage 1 results	2009		2010		2011		%Difference	
	Brent	Nat	Brent	Nat	Brent	Nat	Brent 2011 vs Brent 2010	Brent 2011 vs National 2011
Reading – L2+	81%	84%	83%	85%	85%	85%	2	0
Writing – L2+	77%	81%	78%	81%	81%	81%	3	0
Maths - L2+	87%	89%	86%	89%	89%	90%	3	-1

Key Stage 2 results	2009		2010		2011	
	Brent	Nat	Brent	Nat	Brent	Nat
English– Level 5+	28%	29%	34%	33%	30%	29%
Maths– Level 5+	37%	35%	39%	34%	40%	35%
English and Maths – Level 4+	72%	72%	77%	73%	74%	74%
English and Maths– Level 5+	20%	20%	26%	23%	23%	21%

Key Stage 3 results	2009		2010		2011	
	Brent	Nat	Brent	Nat	Brent	Nat
English – Level 5+	76%	77%	75%	79%	78%	82%
English - Level 6+	42%	41%	42%	44%	48%	47%
Maths – Level 5+	80%	79%	79%	80%	80%	81%
Maths - Level 6+	57%	58%	59%	58%	58%	59%

1.1 One Degree Academy's key performance targets

Our performance targets, as set out below, are ambitious. Our intention is to backwards plan our targets from our end aspiration of an 18 year old leaving our school with an acceptance letter from a top university. We know that this means it will be a steeper learning trajectory for students that join us in Year 7 than for those that join us in Reception. We believe it's important to set a target that will meaningfully change the life trajectory of every student who attends our school. To aim to do any less would be to plan to fail some students. We're not prepared to do that. We see real benefit to the culture of the school and staff in setting a 100% target.

We do believe our targets are realistic. We know at what level student will likely be joining our school. As a new school our school will have no history of underachievement. Moreover, the results of the One Degree mentoring in Brent have been considerable.

We recognise that as a small school our ambitious % targets are susceptible to poor results from just a few students. In their role holding the Head to account our governing body will, of course, take that into account. We would not expect the Head to resign if 95% of students achieve 5 A*-C grades, for example. What we would expect is for a thorough analysis and a plan to achieve 100%.

Our school's senior leadership team will regularly monitor and review key strategic indicators, including but not limited to the following:

1. Best Results

EYFS	
78+points, 6+ points in Personal, Social and Emotional Development (PSED) and Communication Language and Literacy (CLL)	75%
KS1: Top 10% nationally in all measures.	
Year 1 Phonics (32+)	80%
Level 2+ Reading , writing and maths	95%
KS2: Top 10% nationally in all measures.	
% Level 4 and above in E/M	100%
% Level 5 and above E/M	50%
KS4: Top 10% nationally in all measures.	
Percentage of students achieving 5 A*-C grades (incl English and Maths)	
ALL	100%
FSM	100%
EAL	100%
LSEN without a statement	
School Action	100%
School Action plus	100%
SEN with a statement	100%
Percentage of A-A* grades in IGCSE	40%
Best 8 value added	1,060
KS5: Top 10% nationally in all measures.	
Percentage of students who get an offer to attend a good university (Russell Group or 1994 Group)	100%

2. Successful students

Percentage attendance	98%
Percentage of persistent absentees	<4%
Percentage of fixed term exclusions	<2%
Percentage of permanent exclusions	<2%

3. Consistent implementation of pedagogy and organisational approaches

Students are satisfied that their personal coaching session helps them with their studies	100%
Parents value the goal setting review meetings and see them as motivating	92%

4. Best teachers and support staff

Percentage of teaching grade good or better	100%
Percentage of students who think they have great teachers	95%
Percentage of staff are happy to work at the Academy	100%
New staff feel they were given good support through their induction period	100%
Other staff have found the coaching sessions a valuable opportunity to reflect on their work and raise their performance	95%
Percentage of staff leaving at end of year	<4%
Average number of applicants for externally advertised posts	20

5. High quality leadership

Percentage of staff who say that the performance management discussions with their team leader helps them with their work and practice	100%
Percentage of staff who feel that the principal/vice principal provide clear direction to the work in the Academy	100%
Percentage of staff happy in their role as personal coaches	100%

6. Satisfied students and parents

Percentage of students leaving in any given year	<4%
Students would recommend One Degree Academy to others	96%
Parents would recommend One Degree Academy to others	96%
Percentage of first choice places sought against capacity	100 %
Students who feel they always get the help they need to achieve their goals	92 %
Students are pleased with their working environment	92 %

7. Sustained development and strong support

Staff find the HR support they receive is supportive and efficient	98%
IT facilities are maintained well and staff receive timely support with a range of IT solutions	98%

2 Assessment and data tracking

Achievement and progress in academic disciplines will be the foundation of success at One Degree Academy with rigorous assessment being a key feature of student life. With the curriculum at One Degree being an intelligent, online, standards-based curriculum blended with face-to-face support and hands-on projects, the assessment of such a curriculum will reflect this.

The assessment of a unit of inquiry will be both formative and summative. We will produce an assessment matrix that will consist of the learning goals and corresponding success criteria for the unit. Everything related to assessment at One Degree Academy will be online and with the support of our adaptive learning system, the teacher will be able to give continuous formative feedback that is forward looking. This will therefore focus on each student's strengths and weaknesses which need improving over time. All feedback is guided by the matrices and it is these that ensure high quality assessment takes place.

At the key transition points of 11, 14, 16 and 18 our pupils will meet and surpass national expectations – in core subjects and their chosen courses. We will work hard at One Degree Academy to provide an assessment system which not only reflects our curriculum but that which challenges the students to excel, motivates them to do better, provides formative assessment so they know how to improve and tracks the students using sophisticated spreadsheets so no child coasts or falls behind. We will ensure that hard work and effort is rewarded and we will not only measure progress in subject knowledge but we also measure progress in skills, leadership and character.

As described in D1, section 3, subjects at One Degree Academy will be organised into units of inquiry and grouped into stages which represent a year of learning. Each unit will represent about 6 weeks of learning with the assessment of this learning taking place at the end of the inquiry. As students progress through a unit they will be continuously assessed and given feedback by teachers and peers with the support of our ALS. On completing all units they will have a stage assessment. The assessment of each stage will be based on the year-by-year learning goals and criteria. For example, stage 1 Mathematics will be based around a set of learning goals and criteria that represent what a young person would typically achieve in Year 1 Mathematics.

3 Key areas for monitoring

The key areas for monitoring, to be reviewed regularly by the leadership team, include:

1. Attendance and punctuality in each year group
2. The level of persistent absence
3. Targets at KS2, KS3, KS4 and KS5
 - A. Percentage of pupils reaching Level 4 & Level 5 at the end of KS2 (on track in KS1)
 - B. Percentage of KS3 pupils reaching Level 6
 - C. Percentage of KS4 pupils achieving 3 A*/A grades
 - D. Percentage of KS4 pupils achieving 5 A*/A grades
 - E. Percentage of KS4 pupils achieving 5 A*-C grades
 - F. Percentage of KS4 pupils achieving 5 A*-C grades including English & Maths
 - G. Percentage of KS4 pupils achieving EBacc
 - H. Percentage of KS4 pupils achieving A*-G overall
 - I. Percentage of KS5 students on track to get an offer letter from a good university
4. The progress of those students entitled to FSM / FSM+6
5. The progress of 'Looked After Children'
6. The progress of SEN or disabled students
7. Internal exclusions
8. Fixed term exclusions
9. Permanent exclusions
10. Teaching staff attendance
11. Other staff attendance
12. Quality of teaching - percentage of lessons which are deemed Outstanding, Good, Requires Improvement and Inadequate

For each of these targets and to ensure student progress, we will ensure the information we have is accurate, the correct group of pupils are identified, a range of interventions are used to raise standards and a regular review of these interventions to ensure impact is evident.

4 Half-termly accountability

At the end of each half-term, One Degree Academy will formerly check, evaluate and report on its own progress. Using an Ofsted grading system (and criteria) we will give ourselves a grade between 1 and 4 for the following areas (as well as an overall grade):

Area	Evidence
Attainment and progress	Half-termly summative assessments
Quality of learning	We will sample student work, review the schemes of work in place and complete learning walks.
Quality of teaching	There will be an on-going cycle of lesson observations and feedback from performance appraisal meeting and subject areas reports.
Pupil attendance	Data gathered from the on-going tracking of student attendance.
Pupil attitude to learning and enjoyment	Pupil surveys will be conducted each half-term and there will be an analysis of any behaviour referrals which take place.
Parents/carers attitudes	Parent and carer surveys will be completed each half-term which details their views and opinions on the provision of education given at One Degree Academy
Budget planning and management	Bursarial report to full Governing Body each half-term

Upon evaluating the above, the data and judgments will be moderated externally to ensure accuracy. All outcomes will be reported to the Governing Body and the Principal will draw up an improvement plan to address any areas of weakness. Progress against the improvement plan will be monitored and reported on half-termly.

As part of One Degree Academy's school self-review process, accountability 'snapshots' will be central to this. Depending on performance we may conduct more in-depth reviews on individual subject areas or school priorities as identified on an ongoing basis. One Degree Academy will hold review evenings whereby attainment data is shared from our half-termly assessments, as well as qualitative feedback.

5.1 Teacher development

We will adopt an approach to teacher development based on TAP, the Teacher Advancement System, which has been highly successful in schools serving disadvantaged areas in the US¹¹.

We will focus on four interrelated elements to improve teachers' instruction:

1. On-going applied professional learning
2. Instructionally focused accountability
3. Opportunities for career advancement through multiple career paths
4. Performance-based compensation

We will emphasize learning opportunities that are relevant, continuous, and led by expert instructors. To inform and drive our professional development efforts, we will employ a thorough instructional accountability system that includes regular and rigorous performance evaluations. The results will be used to inform professional development planning, career advancement, and compensation.

Our system will require our staff to participate in regular and meaningful collaboration and self-reflection within the structure of the school day. A Head of School will have the overall responsibility for monitoring and improving the quality of teaching. A more detailed description of the staff structure to support teacher development is described in section D3.

Outstanding lessons for students will be a priority and the Academy will be driven by creating and sustaining an excellent learning culture for our entire learning community. A structure of monitoring, planning, action and review will exist throughout the academy in order that we consistently work towards excellence in teaching and learning. We will have high expectations in both teaching and learning to give all students the challenge and opportunity to fulfil their full potential. Teaching will be monitored both on a formal basis through lesson observations which will feed into the performance management of teachers and subsequent training / coaching to improve the identified areas of development and informally as part of a peer observation process. The formal lesson observations will be judged using Ofsted criteria and the observation forms which are used will reflect what is judged in Ofsted inspections (teaching and planning, learning, marking and AFL, behaviour and attitudes and environment / ICT).

Our aims throughout the academy will be:

- To empower all learners, students and staff, to achieve their potential through continual development and coaching.
- To ensure that our curriculum is broad, balanced and accessible and provides progression for all students.
- To develop a learning culture in all areas of the academy.
- To ensure that all staff become reflective practitioners.

¹¹ See [Building and Sustaining Talent: Creating Conditions in High-Poverty Schools That Support Effective Teaching and Learning](#) , The Education Trust, 2012

- To create an ethos and structures of togetherness, for sharing good practice to enable the academy to progress towards excellence.
- To develop students as independent learners and researchers to enhance the quality of teaching and learning.
- To assess and group students according to ability but not forget that EVERY group has a range of abilities, skills and knowledge.

Our learning and teaching will be based on the principles of:

- Staff development, collegiality and sharing good practice
- Curriculum development
- Developing a learning culture driven by high expectations
- Independent learning skills

5.2 Monitoring and evaluating teachers

One Degree Academy will empower all learners to achieve their potential through:

- A high quality CPD programme
- A coherent 'Assessment for Learning' Policy
- Promoting self-assessment and critical self-review
- The development of specific roles in the staff structure
- The use of ICT as a tool for effective learning

One Degree Academy will ensure that all staff become reflective practitioners through:

- In-house training for all staff
- A support and development programme for new and beginning teachers
- A 'research/action' culture where learners are empowered and feel safe to trial and evaluate new ways of teaching and learning
- Ensuring that all students and staff are aware of their preferred learning styles and how best to use them
- A peer observation programme
- Teaching & Learning as a standard agenda item for all line management meetings

We will create an ethos and structures for sharing good practice that will enable the academy to achieve excellence by:

- Using a language and continual emphasis of learning used in dialogue and through correspondence within and outside academy
- Department reviews and regular classroom observations
- The performance management cycle
- Involving parents in their children's' learning via Introduction Evenings, Parents' Evenings, Subject Evenings, Newsletters, curriculum handbooks and regular grade/assessment updates
- Working collaboratively with partners

One Degree Academy will develop independent learning skills in students to improve teaching and learning by:

- Training pupils as coaches e.g. to deliver Maths and through the Student Leader programmes
- The setting of appropriate homework tasks
- Listening to the student voice in council meetings and through whole academy and subject questionnaires

We will monitor and evaluate lessons and learning by:

- Subject performance reviews
- Learning walks
- Classroom observation
- Line management of teams
- Questionnaires and discussion with staff, parents and students
- Ensuring that improving teaching and learning is at the heart of all review and planning.

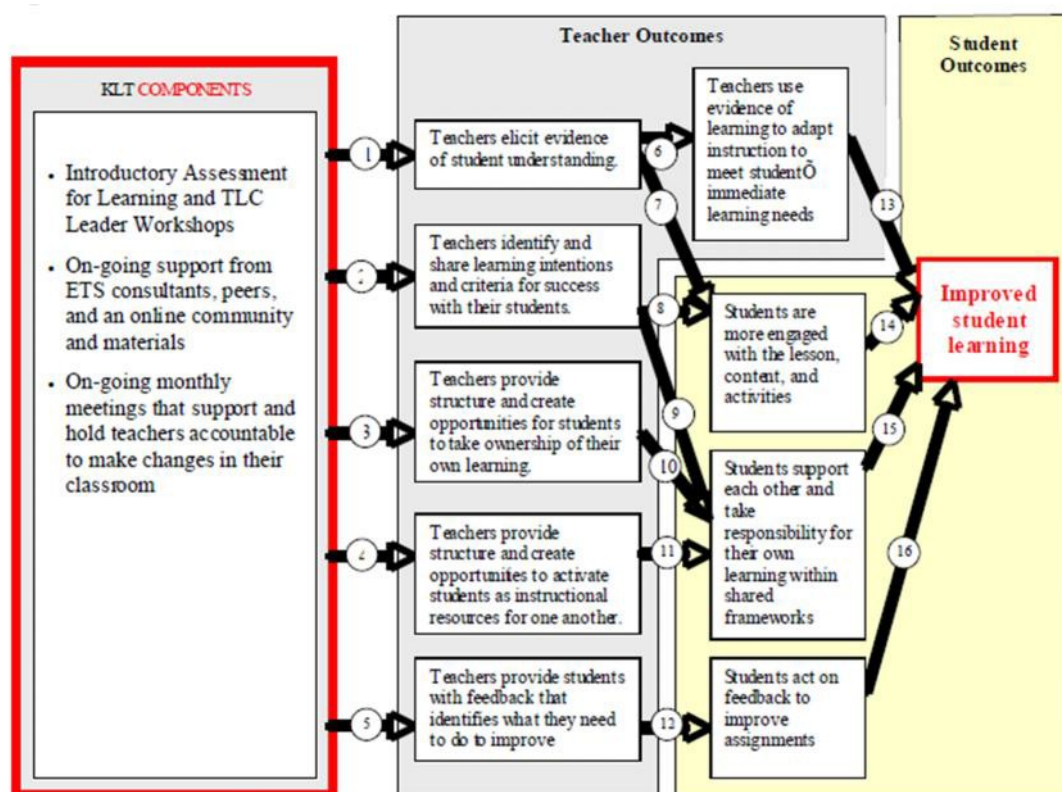
5.3 Expectations for One Degree Academy teachers

Assessment for Learning (AfL), in particular feedback, is at the heart of our pedagogical approach. We expect all our teachers to 'Keep Learning on Track' (KLT) by consistently adopting the five key AfL strategies:

- Clarifying, understanding, and sharing learning intentions (goals)
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as learning resources for one another (collaborative learning, reciprocal teaching, peer-assessment)
- Activating students as owners of their own learning (metacognition, motivation, interest, attribution, self-assessment)

The diagram that follows describes what we expect from our teachers and what we expect from learners as a consequence.

Logic model for KLT



(Leahy, Leusner & Lyon, 2005)

To enable the above, One Degree Academy has identified what we believe constitutes effective teaching and learning and has defined what we mean by high expectations.

The characteristics of effective teaching at One Degree Academy:

- Teachers enhance their general effectiveness when their teaching is purposeful, efficient, clear, structured and adaptive
- Appropriately high expectations are of paramount importance
- There are clear routines and boundaries
- Good teaching involves more than just exposition and arranging activities; the nature of the interaction should be carefully designed, with differentiation matched closely to learners' actual abilities and needs
- An atmosphere that encourages pupils to draw upon their own experiences
- Lessons are carefully planned and involve student participation where possible
- Effective teaching and learning regularly features a suitable balance between class, group and individual work
- Effective teaching is complemented by fair discipline, positive reinforcement and explicit formative feedback
- There is continual assessment of what is achieved against the learning objectives

High expectations

High expectations are demonstrated when:

- teachers begin from a stance that students 'can do' rather than the opposite and lessons are done 'with' rather than 'to' students
- attention is given to establishing an academy culture which 'demands', for example, a determination to secure and sustain orderly and constructive behaviour
- teachers know students' best standards and look for them
- every effort is made to reflect high standards in the learning environment and in the use of learning resources
- tasks are set at a variety of levels, including reasonable 'stretch' and challenge
- the promotion of students' self-esteem is seen to be as important as their academic attainment
- the development of thinking skills is evident in the classroom
- time is set aside in lessons to allow students to think through issues and prepare responses
- teachers balance praise with constructive criticism; and teachers use effective questioning techniques.

2 Liaising with parents and carers

Parental engagement has a large and positive impact on children's learning and we will have in place a parental support policy which will ensure effective processes are in place which are fair to students and their parents and which ensures that complaints are dealt with quickly, fairly and consistently.

One Degree Academy aims to:

- Investigate issues and concerns as promptly as possible with clear lines of communication
- Investigate complaints in a fair manner
- Involve, where appropriate, independent witnesses or an unbiased person
- Respond in a manner which calms and reassures
- Involve, where appropriate, Governors.

It is a priority for us to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children's education or who are not involved at all.

Working with parents and carers is an essential part of student success and we will encourage parents to discuss any aspect of their child's schooling at any time, initially through contact with his/her form tutor. All our students' academic progress data will be available online to parents via a secure portal. Every time a student completes a unit of work a record of their result, including detailed strategies to improve, will be provided online. Parents will therefore have updates on their child's progress in every subject at least once each half-term. While a student's work on a unit is in progress, live updates will be available. Summaries of coaching conversations will also be available online. At any time, a parent will be able to log-in and know what their child needs to work on next to

keep their learning on track. Parents will be able to have conversations with teachers about their child's progress, and other matters online (see section 3 below).

In addition to online reports and communication, there will be several times throughout the academic year when parents are given an update of their child's progress face-to-face. We will host parents' evenings and termly review evenings whereby meetings with individual subject teachers will be held to discuss progress and areas for improvement. At these meetings, we will share progress and attainment data as well as qualitative feedback. We will also share baseline and aspirational targets. Reports will be provided to parents outlining progress and attainment in each subject area and targets for improvement both online and in paper form for those who prefer that option.

3 Personal learning goals for each pupil

We believe that the ability to set personal goals, and the perseverance and willpower to achieve these goals, is an important prerequisite for assuming responsibility for one's life. All our pupils will have a personal learning coach, who will work with them to establish individual developmental goals, with input from subject teachers and ALS data. This will develop each pupil's ability to establish effective personal goals, pursue successful learning strategies to achieve those goals and take responsibility for his or her own learning.

Pupils will set goals that are clear, challenging and reasonable (CCR). We expect this to be a learning process, in which pupils initially receive a great deal of help from their coach and teachers, both in terms of developing CCR goals and interventions upon signs of deviation from those goals. In time, we expect pupils to develop the self-awareness and understanding needed to set effective goals and manage their own time.

By setting and achieving learning goals, pupils will develop a growth mindset: a belief that intelligence is not fixed but can grow through dedication and hard work. They will learn to feel ownership of their own work and trajectories. In turn, this will motivate pupils to work towards ever-higher goals and achieve their potential.

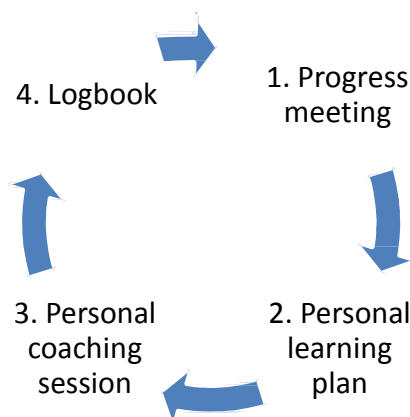
3.1 Clear, challenging and reasonable

Clear goals can be measured and evaluated, are understood by everyone involved, and are ready to use in day-to-day work. We will measure our goals in terms of grades, on exercises and units in the short term and standardised exams in the long term. Goals will be set for the long term (school year and term) as well as the short term (week), with short-term goals enabling long-term goals. Explaining and discussing the different levels of knowledge and understanding required for different grades is a crucial aspect of ensuring that students grasp the implications of their goals.

Goals must be challenging to entice pupils to stretch their abilities, yet reasonable in order to be realistically achieved, given the pupil's current level. The balance will depend on the pupil's belief in his or her abilities, the pupil's past trajectory and teachers' assessment of his or her potential.

3.2 The goal-setting process

A personal learning goal combined with a matching learning strategy will be the starting point for learning at our school. These goals will be achieved through collaboration between pupils, learning coaches, teachers and parents. We believe that it is important for everyone to engage in the goal-setting and goal-revising process:



1. At the beginning of the first term, the pupil, learning coach and parent(s) meet for a progress meeting. Together, they will decide on the pupil's long-term goals in each subject, expressed in terms of grades, along with the most effective personal learning strategies to achieve those goals.
2. The pupil's long term goals and strategies for each subject will be recorded in the pupil's personal learning plan, which will be accessible online for pupils, parents, learning coaches and teachers.
3. Every two weeks, the pupil will meet with his or her learning coach for a personal coaching session of at least 15 minutes. The coach will assist the pupil in reflecting on previous goals, performance and strategies, revising strategies where appropriate, and setting goals for the following two weeks. These goals will be expressed as learning goals (what to learn) and working goals (what to do to achieve learning goals). The coach will ensure that the new bi-weekly goals are consistent with the pupil's long-term goals.
4. Bi-weekly goals, coupled with learning strategies and a personal time plan designed to achieve the goals for the coming two weeks, are recorded in the pupil's online logbook. With the support of our ALS we will provide a detailed overview of the pupil's progress and setbacks with regards to his or her goals, and teachers will frequently suggest ways to improve. The pupil, coach and parents can access the logbook and suggest revisions where necessary.

D3 Staffing Structure

1 Senior Leadership

	Year 1 2015- 16	Year 2 2016- 17	Year 3 2017- 18	Year 4 2018- 19	Year 5 2019- 20	Year 6 2020- 21	Year 7 2021- 22
Number of Students	120	240	360	480	600	720	840
Principal	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of Junior High	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of Technology Enhanced Learning	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Business Manager	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of Junior School			1.0	1.0	1.0	1.0	1.0
Head of Upper School						1.0	1.0
Total Leadership	4.0	4.0	5.0	5.0	5.0	6.0	6.0

Our Senior Leadership team (SLT) will consist of a:

- Principal
- Head of Junior School (*from year 3*)
- Head of Junior High School
- Head of Senior School (*from year 6*)
- Head of Technology Enhanced Learning
- Business Manager

A brief description of the responsibilities of each SLT member follows below. In Years 1 and 2, the Head of Junior High will take on the whole academy responsibilities of the Head of Junior School, whilst leading Years R, 1, 7 and 8. In years 3-5, the Head of Junior High will take on the whole school responsibilities of the Head of Senior School whilst leading Years 7-11.

Principal

- To ensure the ethos and vision of the school is driven throughout the school
- To ensure successful partnerships with business, parents, other schools and the community.
- To line manage all other members of the SLT
- To lead on the Ofsted 'Leadership' Strand for the entire academy
- To manage staffing
- To develop, maintain and monitor the impact of policies designed to achieve the vision of the school

For their school, each Head of School will:

- Manage the day to day running of their school
- Use data analysis to tackle underachievement in their school
- Lead and monitor teaching and learning to ensure all learning is of a high standard
- Line manager the master and mentor teachers in their school and build a unified high performing team
- Oversee performance management for all team members
- Lead curriculum development
- Lead all pastoral aspects (e.g. GPR, Assembly, student voice)
- Lead all elective/personalised learning and enrichment activities for their school
- Lead student Mentoring and Coaching programmes
- Manage learning support staff allocated to their school

The Head of Junior School (Years R-4) will be responsible for

- KS1 performance
- Child Protection and Safeguarding for the entire academy (SENCO)
- SEN/EAL/Inclusion for entire academy
- Whole academy Pupil Premium and Literacy and numeracy support
- Whole Academy lead for Ofsted 'Behaviour' Strand

The Head of Junior High School (Years 5-8) will be responsible for

- KS2 and 3 (End of Year 8) performance
- Year 6/7 transition and induction
- Whole Academy lead for Ofsted 'Quality of Teaching' Strand

The Head of Senior School (Year 9-13) will be responsible for

- KS4 and 5 performance
- IGCSE Options, Pre-U options and exams
- University Links
- Whole Academy lead for Ofsted 'Achievement' Strand

Supporting the Principal and each Head of school will be the Head of Technology Enhanced Learning and the Business Manager.

The Head of Technology Enhanced Learning will

- Ensure creativity, innovation and the use of new technologies to achieve outstanding teaching and learning within the learning environment.
- Develop and lead the academy's organisational learning and knowledge management strategies
- Lead the development and implementation of our Adaptive Learning Platform – structure and content development
- Lead on the use of our Management Information system(s) – data collection, retrieval, analysis and dissemination.
- Develop and maintain the academy's timetable

The Business Manager will

- Lead on Finance, human resources, and business development
- Line manage admin staff
- Manage our Premises

To enable our senior leadership team to have maximum impact on others, and ensure our continued educational and financial success, we have staffed the school so that they do not have to have regular timetabled classes. All our senior leaders will be instructional leaders – Executive 'Master' Teachers. At least one will be an expert mathematician. At least one will be an expert in English. As part of our staff development programme, we would expect them to teach in order to model best practice. We would expect our Business Manager to contribute to our Enterprise and Business curriculum. The Head of TEL would contribute to our ICT curriculum, including an elective in programming. Overall, we estimate that SLT will lead up to 5 learning sessions a week—primarily for cover and for modelling best practice. This means that we will always have extra capacity – up to 30 learning sessions (the equivalent of 1.5 FTE teachers).

2 A three tier hierarchical professional teaching structure

At steady state, each teacher in our academy will be assigned to one of our schools. Each teacher will either be a Junior School Teacher (Tier 1: R-4), a Junior High School Teacher (Tier 2: Yr5-8) or a Senior school teacher (Tier 3: Year 9-13). As shown in the table 2.1 below, Junior High School Teachers will be paid higher than our Junior School Teachers, as they will be accountable for headline transitional Key Stage 2 results. Our Upper School (Senior) Teachers, who will be directly accountable for our Key Stage 4 and 5 results and our university success rates, will have the highest salaries. Further details on salaries are provide in section G1.

All of our teachers will be able to pursue a variety of positions throughout their careers. They will be able to move up the tiers when opportunities arise. As the school grows year on year, teachers who started with us on Tier 1 or 2, will be able to move up at least one tier if they excel and wish to do so.

We will model the rest of our structure on the TAP system that has been successful in the US. Within each tier, teachers can progress from career teachers to master teachers — depending upon their interests, abilities, and accomplishments. As they move up the ranks, their qualifications, roles, and responsibilities will increase – as will their compensation. This will allow our very best teachers to advance whilst still spending most of their time in the classroom.

Table 2.1

	Career	Mentor	Master
Junior			
Middle			
Upper			

Mentor and Master teachers will form our middle leadership, primarily supporting Heads of School to use data to tackle underachievement, improve teaching and learning, conduct teacher evaluations and performance management and support curriculum development.

The Junior and Junior High schools will each have 1 Mentor and 1 Master teacher each. The Senior school will have 2 Master and 2 Mentor teachers.

2.1 Role and Responsibilities

Master Teacher

- Analyse school-wide student data as the basis for developing a school plan
- Develop the school plan utilizing the TAP processes
- Oversee planning, facilitation and follow-up of cluster group meetings during Professional Growth Blocks
- Team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum
- Observe and provide peer assistance and coaching toward meeting teachers' individual growth plan (IGP) goals
- Evaluate teacher performance and conduct follow-up teacher conferences

Mentor Teacher

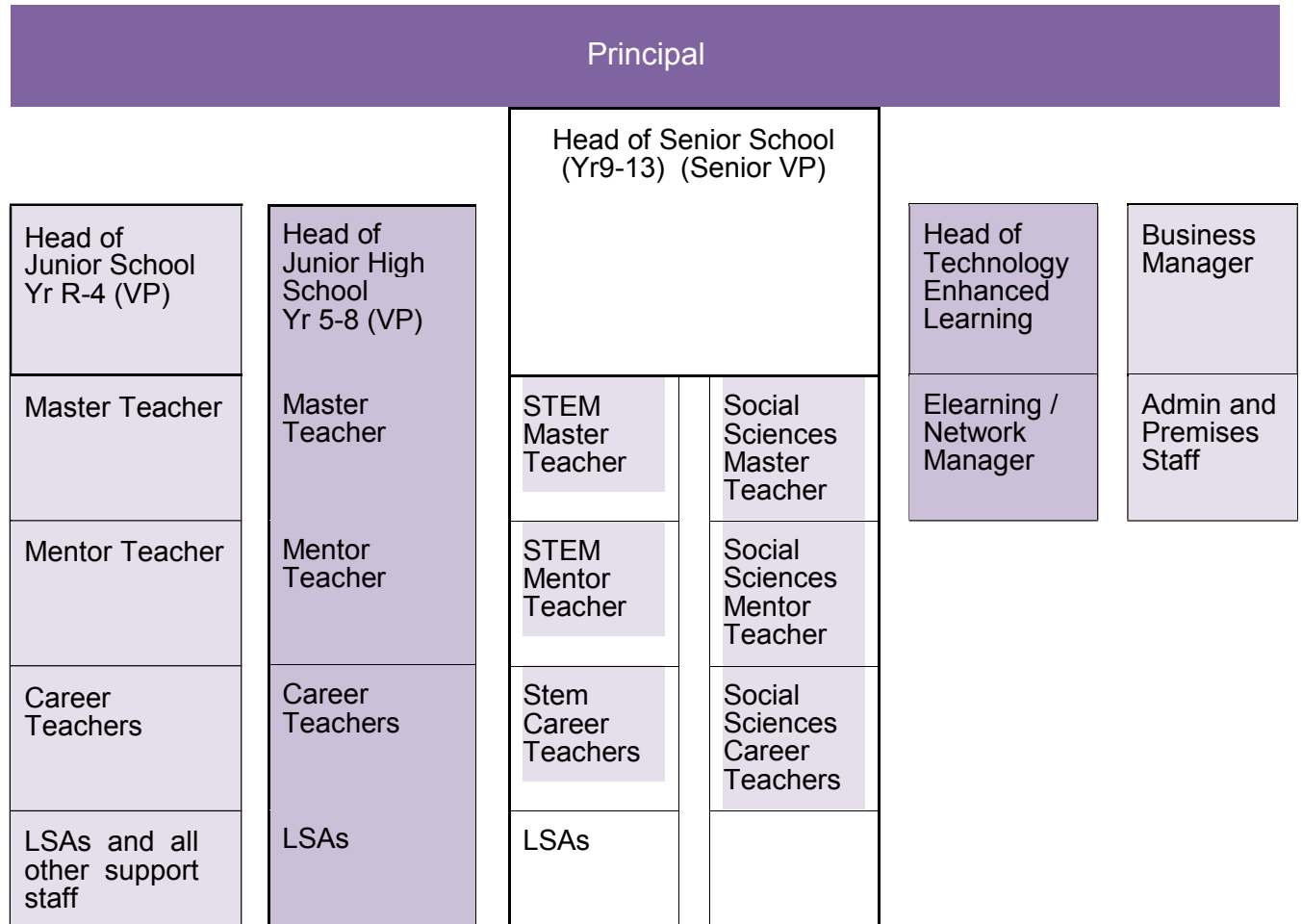
- Through analysis of student data, create the school academic achievement plan
- With oversight of the master teacher, plan and facilitate group meetings during Professional Growth Blocks and provide appropriate follow-up
- Team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum
- Observe and provide peer assistance and coaching toward meeting teachers' IGP goals
- Evaluate teacher performance

Mentor teachers will be partially released from their classroom duties (20%) to handle the added responsibilities. Master teachers will have a 60% timetable.

2.2 Leadership structure

The organisational chart below represents the structure of the school at steady state.

The school will be split into three small schools. A Junior School, and Junior High School and a Senior School. Each small school will have a Head that reports to the Principal of the Academy. The Head of each small school will manage their school with the support of Master and Mentor teachers. The Master teachers will line manage the mentor teachers and some of the career teachers. The Mentor teacher will manage a group of career teachers. The Head of Technology Enhanced Learning and the Business Manager will report directly to the Principal.



3.1 Staffing structure - teachers

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Number of Students	120	240	360	480	600	720	840
JUNIOR SCHOOL							
Reception 1	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Reception 2	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Year 1 - T1		1.0	1.0	1.0	1.0	1.0	1.0
Year 1 - T2		1.0	1.0	1.0	1.0	1.0	1.0
Year 2 - T1			1.0	1.0	1.0	1.0	1.0
Year 2 - T2			1.0	1.0	1.0	1.0	1.0
Junior Teacher *				0.6	1.0	1.0	1.0
Year 3 - T1 (Mentor)				1.0	1.0	1.0	1.0
Year 3 - T2				1.0	1.0	1.0	1.0
Year 4 - T1 (Master)					1.0	1.0	1.0
Year 4 - T2					1.0	1.0	1.0
TOTAL	2.0	4.0	6.0	8.6	11.0	11.0	11.0
JUNIOR HIGH SCHOOL							
JH Maths 1	1.0	1.0	1.0	1.0	1.0	1.0	1.0
JH English 1	1.0	1.0	1.0	1.0	1.0	1.0	1.0
JH MFL Teacher		0.6	1.0	1.0	1.0	1.0	1.0
JH Science 1		1.0	1.0		1.0	1.0	1.0
JH Humanities 1		1.0	1.0	1.0	1.0		1.0
JH Science 2			1.0	1.0	1.0		1.0
JH Humanities 2 (Mentor)			1.0	1.0	1.0	1.0	1.0
JH Maths 2						1.0	1.0
JH English 2 (Master)					1.0	1.0	1.0
JH Teacher *							1.0
TOTAL	2.0	4.6	7.0	6.0	8.0	7.0	10.0
HIGH SCHOOL							
Senior Maths 1 (Mentor)				1.0	1.0	1.0	1.0
Senior English 1				1.0	1.0	1.0	1.0
Spanish (Mentor)					1.0	1.0	1.0
Business & Economics				1.0	1.0	1.0	1.0
Senior Biology				1.0	1.0	1.0	1.0
Senior Geography						1.0	1.0
French					1.0	1.0	1.0
Senior Maths 2						1.0	1.0
Senior Maths 3							1.0
Senior History						1.0	1.0
Government and Politics						1.0	1.0
Senior Physics (Master)						1.0	1.0
Senior Chemistry					1.0	1.0	1.0
Enterprise and ICT						1.0	1.0
Senior English 2						1.0	1.0
TOTAL	0.0	0.0	0.0	4.0	7.0	14.0	15.0

3.2 Staffing structure – support staff

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Number of Students	120	240	360	480	600	720	840
Learning Support Assts	4.0	6.0	8.0	8.0	10.0	10.0	10.0
Nurse	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Family Support Worker	0.5	1.0	1.0	1.0	1.0	1.0	1.0
Lab Technicians		1.0	1.0	1.0	1.0	2.0	2.0
Admin	2.0	2.0	2.0	3.0	3.0	4.0	4.0
Elearning / IT Manager			1.0	1.0	1.0	1.0	1.0
Caretaker	0.5	1.0	1.0	1.0	1.0	1.0	1.0
TOTAL	8.0	12.0	15.0	16.0	18.0	20.0	20.0

4.1 Transition Staffing 2015-16

Junior School

We will employ 2 reception teachers. They will be responsible for one reception group each. They will have the support of 1 Learning Support Assistant (LSA) each.

Junior High

We will have 2 Core teachers for our 1st Junior High cohort in year 7. One Teacher will be an English specialist (E1). The other will be a Maths specialist (M1). Between them, they will teach both our year 7 groups all their core subjects. They will teach 9 blocks (9b) to two groups giving a total contact time of 18 blocks each for our core curriculum. The extra 2 blocks each will be used for catch-up support during personalised learning time/elective time. Table Y1 shows how staff might be deployed.

Our English specialist will teach English (4b), Humanities (History/Geography/Global Perspectives) (4b) and Enterprise (1b). Our Mathematics specialist will teach mathematics (4b), science (4b) and ICT (1b). They will have the support of 1 Learning Support Assistant (LSA) each.

	7G1	7G2	Total	Spare
En1	4b Eng 1ESOL 4b Hu 1b Enterprise	4b Eng 1ESOL 4b Hu	19	1
Ma1	4b Maths 4b Sci 1b ICT	4b Maths 4b Sci 1b ICT 1b Enterprise	19	1

Our Learning support staff will be led by the Head of Primary. For most of their time, they will be deployed in our Learning Lab/study room environment to accelerate learning and provide academic support. Like St. Peter's RC High School in Manchester, which consistently performs better than the Local authority average¹², we will recruit recent graduates who are considering teaching into these roles. This will allow teachers to concentrate on teaching within the classroom while support staff are empowered and trained to focus on individualised learning, often for our vulnerable pupils.

In the first year we will recruit graduates in a language (Spanish), PE, creative art, and a performing art. They will take on a teaching role for these subject areas. Also, each LSA will act as a personal coach some of our students.

¹² DfE (2013) 'Review of the efficiency in the schools system' (p15)

4.2 Transition Staffing 2016-17

Junior School

2 Year 1 teachers will be employed. They will function in much the same way as the 2 reception teachers. 3 Learning support assistants will be available for the 4 groups (2 Reception, 2 Year 1) that will be taught.

Junior High

In Year 2, a science specialist (Physics or Chemistry/Biochemistry 1st degree/Masters preferred) as well as a humanities specialist (History or Geography 1st degree) will be employed. In addition, we will employ a languages teacher on a 0.6FTE basis. Table Y2 shows how staff might be deployed. The spare capacity of the Languages teacher will be used to teach languages and support our junior school teachers. LSAs, SLT, teacher spare capacity and external experts will be used to deliver our PE and Elective/Enrichment programme.

	7G1	7G2	8G1	8G2	Total	Spare
En1	4b Eng 1 ESOL	4b Eng 1 ESOL	4b Eng 1 ESOL	4b Eng 1 ESOL	20	0
Ma1	4b Maths	4b Maths	4b Maths 1b ICT	4b Maths 1b ICT	18	2
Sc1	4b Sci 1b ICT	4b Sci 1b ICT	4b Sci	4b Sci	18	2
Hu1	4b Hu 1b Ent	4b Hu 1b Ent	4b Hu 1b Ent	4b Hu 1b Ent	20	0
MFL1	1Sp 1Fr	1Sp 1Fr	1Sp 1Fr	1Sp 1Fr	8	4

4.3 Transition Staffing 2017-18

Junior School

Two Year 2 teachers will be employed bringing the total core junior school teaching group to six (2 for each year group). A fourth LSA, linked to our Junior school, will also be employed. Native speaking LSAs will provide our Languages provision to the Junior school.

Junior High

We will add an additional Scientist (missing specialism from physics or chemistry) and another humanities specialist (missing specialism from History or Geography). This will bring the count of core Junior High teachers to 7. Our languages specialist will be taken on fulltime. Table Y3 below shows how staff might be deployed. At this stage, Junior High teachers will teach Year 9 groups, which will eventually become part of the senior school. One of our teachers (Hu2 used for illustration) will become a mentor teacher. LSAs, SLT, teacher spare capacity and external experts will be used to deliver our PE and Elective/Enrichment programme.

	7G1	7G2	8G1	8G2	9G1	9G2	Total	Spare
En1		4b Eng	4b Eng	4b Eng	4b Eng	4b Eng	20	0
Ma1		4b Maths	4b Maths	4b Maths	4b Maths	4b Maths	20	0
Sc1	4b maths	4b Sci		4b Sci		2b Phy 2b Ch 2b Bio	18	2
Sc2	4b Sci 1b ICT	1b ICT	4b Sci 1b ICT	1b ICT	2b Phy 2b Ch 2b Bio 1b ICT	1b ICT	20	0
Hu1	4b Hu 1b Ent	1b Ent	4b Hu 1b Ent	1b Ent	2b His 1 GP 1b Ent	2b His 1GP 1b Ent	20	0
Hu2 (Men)	4b English	4b Hu		4b Hu	2b Geo	2b Geo	16	0/m
MFL1	1b Sp 1b Fr 1ESL	1b Sp 1b Fr 1ESL	1b Sp 1b Fr 1ESL	1b Sp 1b Fr 1ESL	1b Sp 1b Fr 1ESL	1b Sp 1b Fr 1ESL	20	0/m

4.4 Transition Staffing 2018-19

Junior School

Two Year 3 teachers will be employed bringing the total core junior school teaching group to eight (2 for each year group). In addition, a 0.6FTE Junior teacher will be taken on. With some of this extra capacity, we will appoint a mentor teacher in the junior school. We would expect 5 LSAs to be appointed to the Junior school at this stage.

Junior High

There will be no new staff recruited for the Junior High School in this year. One science teacher will be 'moved' to senior status as 80% of their teaching will be in years 9-10.

Senior School

In its first year of operation, 3 new members of staff will be recruited for the senior school. A Senior Maths teacher (SM1), a senior English teacher (SE1) and a dedicated Business and Economics teacher (BE1). In this year the Business teacher will teach both Business and Enterprise.

Table Y4.1 shows how staff might be deployed across the Junior High and Senior School. The Senior School will have one Mentor teacher.

	7G1	7G2	8G1	8G2	9G1	9G2	10G1	10G2	Total	Spare
En1	4b En 1b ESL	4b En 1b ESL	4b En 1b ESL	4b En 1b ESL					20	0
SE1					4b En 1b ESL	4b En 1b ESL	4b En 2ESL	4b En	20	0
Ma1	4b Ma 1b ICT	4b Ma 1b ICT	4b Ma 1b ICT	4b Ma 1b ICT					20	0
SM1 (Men)					4b Ma	4b Ma	4b Ma	4b Ma	16	0/m
Sc1 (Phy)	4b Sci	4b Sci	4b Sci		2b Phy	2b Phy	2b Phy	2b Phy	20	2
S-CH1				4b Sci	2b Ch 2b Bio	2b Ch 2b Bio	2b Ch 2b Bio	2b Ch 2b Bio	20	2
Hu1 (His)	4b Hu		4b Hu		2b His 1 GP	2b His 1 GP	2b His 1GP	2b His 1GP	20	0
Hu2 (Geo) (Men)		4b Hu		4b Hu	2b Ge	2b Ge	2b Ge	2b Ge	16	0/m
MFL1	1b Sp 1b Fr	1b Sp 1b Fr	1b Sp 1b Fr	1b Sp 1b Fr	1b Sp 1b Fr	1b Sp 1b Fr	2b Sp 2b Fr	2b Sp 2b Fr	20	0
BE1	1b Ent	1b Ent	1b Ent	1b Ent	1b Ent 1b ICT	1b Ent 1b ICT	2b Bus 2b Ent	2b Bus 2b Ent	16	4

4.5 Final Staffing 2019-20

Junior School

The final two teachers for the Junior School will be recruited. Also, one of the Junior School teachers will become a Master Teacher, completing the Leadership structure for the Junior School – Head of School, Master Teacher and Mentor Teacher.

Junior High

An English teacher will be added to the Junior High School. One of the teachers will become a master teacher, completing the leadership for the Junior High Team. A science teacher will also be appointed to fill the gap from the promotion on the previous year. The languages teacher will either move to senior status or function in the Junior team doing language classes for R-4.

Senior School

Two languages teachers will be added to the senior team.

This table shows how staff might be deployed across the Junior High and Senior School.

	7G1	7G2	8G1	8G2	9G1	9G2	10G1	10G2	11G1	11G2	Total	Spare
En1 (Mas)	4b En		4b En		4b En						12	0/M
En2		4b En 4b Hu		4b En	1b ESL 1b GP	1b ESL 1b GP	2b ESL		2b ESL		20	0
SE1						4b En	4b En	4b En	4b En	4b En	20	0
Ma1		4b Ma	4b Ma	4b Ma	4b Ma	4b Ma					20	0
SM1 (Men)							4b Ma	4b Ma	4b Ma	4b Ma	16	0/m
Sc1 (Phy)	4b Ma		1b ICT	1b ICT	2b Phy 1b ICT	2b Phy 1b ICT	2b Phy	2b Phy	2b Phy	2b Phy	20	0
S-CH1		4b Sci		4b Sci	2b Ch	2b Ch	2b Ch	2b Ch	2b Ch	2b Ch	20	0
Sc2	4b Sci		4b Sci		2b Bio	2b Bio	2b Bio	2b Bio	2b Bio	2b Bio	20	0
Hu1/H	4b Hu		4b Hu		2b His	2b His	2b His	2b His	2b His	2b His	20	0
Hu2/G (Men)				4b Hu	2b Ge	2b Ge	2b Ge	2b Ge	2b Ge	2b Ge	16	4
Sp1	1b Sp 1b ESL	1b Sp 1b ESL	1b Sp 1b ESL	1b Sp 1b ESL	1b Sp	1b Sp	2b Sp	2b Sp	2b Sp	2b Sp	18	2
Fr1	1b Fr	1b Fr	1b Fr	1b Fr	1b Fr	1b Fr	2b Fr 1b GP	2b Fr 1b GP	2b Fr 1b GP	2b Fr 1b GP	18	2
BE1			1b Ent	1b Ent	1b Ent	1b Ent	2b Bus 2b Ent	2b Bus 2b Ent	2b Bus 2b Ent	2b Bus 2b Ent	20	4
MFL	ICT ENT	ICT ENT										

Transition 2020-21 and 2021-22

Junior High

In these years, the final members of the Junior High team will be recruited. One will be a Maths teacher, the specialism of the other will be flexible. We wish to have some extra capacity across the junior high and senior teams.

Senior School

In our final two years of growth, the Head of Senior School will be recruited as well as senior teachers for Maths, History, Geography, Science, English, Government & Politics, Enterprise and ICT.

At steady state, PE, Performing Arts, Creative Arts and our other elective/enrichment courses will be delivered by our LSAs, SLT, our extensive network of professionals, who are keen to mentor and contribute to the development of young people; volunteers from the community; and a pool of external experts paid by the hour.

Table Y6 below shows how staff may be deployed for our core teaching and learning programme in year 6 and Table Y7 shows a possible arrangement for our staff at steady state.

TABLE Y6: 2020-21

	Yr 5 G1	Yr 5 G2	7G1	7G2	8G1	8G2	9G1	9G2	10G1	10G2	11G1	11G2	12G1	12G2	Total	Spare
En1 (Mas)						4b En	4b En	4b En							12	0/M
En2	4b En 4b Hum 1 Ent 1b ESL	4b En 4b Hum 1 Ent 1b ESL													20	0
SE1									4b En	4b En	4b En	4b En	4b En		20	0
SE2 (Men)			4b En	4b En	4b En				2b ESL		2b ESL				16	0/m
Ma1	4b Ma 4b Sci 1 ICT	4b Ma 4b Sci 1 ICT													18	2
Ma2			4b Ma 1b ICT	4b Ma 1b ICT	4b Ma 1b ICT	4b Ma 1b ICT									20	0
SM1 (Men)								4b Ma	4b Ma		4b Ma			4b Ma	16	0m
SM2							4b Ma			4b Ma		4b Ma	4b Ma 4b Fm		20	0
Phy (MAS)									2b Phy	2b Phy	2b Phy	2b Phy	4b Phy		12	0 /M
Sc2 (Bi/Ch)							2b Ch	2b Ch	2b Ch	2b Ch	2b Ch	2b Ch	4b Ch		16	4
S3							2b Bio	2b Bio	2b Bio	2b Bio	2b Bio	2b Bio	4b Bio		16	4
Sc4			4b Sci	4b Sci	4b Sci	4b Sci	2b Phy	2b Phy							20	
Hu2 (Men)			4b Hu	4b Hu	4b Hu	4b Hu									16	0/m
His				1b ESL		1b ESL	2b His	2b His	2b His	2b His	2b His	2b His	4b His		18	4
Geo			1b ESL		1b ESL		2b Ge	2b Ge	2b Ge	2b Ge	2b Ge	2b Ge	4b Ge		18	4
Sp1	1b Sp	1b Sp	1b Sp	1b Sp	1b Sp	1b Sp	1b Sp	1b Sp	2b Sp	2b Sp	2b Sp	2b Sp	4Sp		20	0
Fr1	1b Fr	1b Fr	1b Fr	1b Fr	1b Fr	1b Fr	1b Fr	1b Fr	2b Fr	2b Fr	2b Fr	2b Fr	4Fr		20	0
BE1										2b Bus 2b Ent	2b Bus 2b Ent	2b Bus 2b Ent	4BM 4Econ		20	0
ET1 (Mas)			1b Ent	1b Ent	1b Ent	1b Ent	1b ESL 1b Ent	1b ESL 1b Ent	2b Bus 2b Ent						12	0/M
GP1									1b GP	1b GP	1b GP	1b GP	4b Go 4b GP	4b Go 4b GP	20	0

TABLE Y7: 2021-22

	JUNIOR HIGH SCHOOL						SENIOR SCHOOL											T	S	
	Yr 5 G1	Yr 5 G2	Yr 6 G1	Yr 6 G2	7G1	7G2	8G1	8G2	9G1	9G2	10G1	10G2	11G1	11G2	12G1	12G2	13G1			13G2
En1 (Mas)	4b En			4b En		4b En													12	0/M
En2	1b ESL	4b En	4b En 1b ESL			1b ESL	4b En	1b ESL 4b En											20	0
Ma1	4b Ma 1b ICT		4b Ma 1b ICT			4b Ma 1b ICT		4b Ma 1b ICT											20	0
Ma2		4b Ma 1b ICT		4b Ma 1b ICT	4b Ma 1b ICT		4b Ma 1b ICT												20	0
Sc1	4b Sci		4b Sci			4b Sci		4b Sci											16	4
Sc2		4b Sci		4b Sci	4b Sci		4b Sci												16	0/m
Hu1	4b Hu		4b Hu		4b En	4b Hu		4b Hu											20	0
Hu2 (Men)		4b Hu		4b Hu	4b Hu		4b Hu												16	0/m
Lang	1b Sp 1b Fr	1b Sp 1b Fr 1b ESL	1b Sp 1b Fr	1b Sp 1b Fr 1b ESL	1b Sp 1b Fr 1b ESL	1b Sp 1b Fr	1b Sp 1b Fr 1b ESL	1b Sp 1b Fr											20	0
SE2 (Men)								4b En	2b ESL	4b En	2b ESL	4b En							16	0/m
SE1								4b En	4b En		4b En				4b En		4b En		20	0
SM1 (Men)									4b Ma		4b Ma		4b Ma		4b Ma		4b Ma		20	0
SM2									4b Ma		4b Ma 2b Ph	2b Ph	4b Ma						16	2
SM3									2b Ph	2b Ph					4b Fm 4b Ma		4b Fm 4b Ma		20	0
Phy (MAS)													2b Ph	2b Ph	4b Ph		4b Ph		12	0/m

JUNIOR SCHOOL				SENIOR SCHOOL														T	S
Yr 5 G1	Yr 5 G2	Yr 6 G1	Yr 6 G2	7G1	7G2	8G1	8G2	9G1	9G2	10G1	10G2	11G1	11G2	12G1	12G2	13G1	13G2		
Ch1								2b Ch	2b Ch	2b Ch	2b Ch	2b Ch	2b Ch	4b Ch		4b Ch		20	0
Bi1								2b Bio	2b Bio	2b Bio	2b Bio	2b Bio	2b Bio	4b Bio		4b Bio		20	0
His								2b His	2b His	2b His	2b His	2b His	2b His	4b His		4b His		20	0
Geo								2b Ge	2b Ge	2b Ge	2b Ge	2b Ge	2b Ge	4b Ge		4b Ge		20	0
Sp1								1b Sp	1b Sp	2b Sp	2b Sp	2b Sp	2b Sp	4Sp		4Sp		18	2
Fr1								1b Fr 1b ESL	1b Fr 1b ESL	2b Fr	2b Fr	2b Fr	2b Fr	4Fr		4Fr		20	0
BE1										2b Bus		2b Bus		4BM	4Eco n	4BM	4Eco n	20	0
ET1 (MAS)								1b Ent	1b Ent	2b Ent	2b Ent 2b Bus	2b Ent	2b Ent 2b Bus					12	0/M
GP1														4b Go 4b GP	4b GP	4b Go 2b IR	2b IR	20	0
JH T	1b Ent	1b Ent	1b Ent	1b Ent	1b Ent	1b Ent	1b Ent	1b Ent	1b Ent	1b GP 1b ICT	1b GP	1b GP	1b GP	1b GP				16	4

Section E: Evidence of need

E1 Evidence of parental demand

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60	97		162%	60	70		117%
Year 1		0			60	97		162%
Year 2		0				0		
Year 3		0				0		
Year 4		0				0		
Year 5		0				0		
Year 6		0				0		
Year 7	60	61		102%	60	62		103%
Year 8		0			60	61		102%
Year 9		0				0		
Year 10		0				0		
Year 11		0				0		
Year 12		0				0		
Year 13		0				0		
Totals	120	158		132%	240	290		121%

E2 Successful engagement with the local community

1 Statistical evidence of demand

There is an educational crisis in the borough. This is a crisis of both quantity and quality. Brent has insufficient school places. This came to a head in 2012, when the shortage of primary places led to a well-publicised story of six children not being given a permanent school to attend for over a year.¹³ Based on this,

was awarded to Brent council to ensure sufficient primary places.

However, the gap remains. In addition to the strong evidence of demand we have collected in section E1, government data shows that there are nearly 2,000 fewer places in schools in Brent than pupils living in the borough who attend state schools. Assuming historical population growth rates, meeting this gap and catering for new pupils will mean providing almost 10,000 additional primary and secondary places over the next ten years. That is the equivalent of about 1 school of the type we are proposing being opened in Brent every year.

Given the government's stated policy that new schools should be Free Schools, and the outstanding quality of education our model promises to bring, we believe that filling the places gap in this way is precisely what Brent needs.

There is also a crisis of quality. Brent's schools are not delivering what pupils and parents deserve; a fact we witness daily through our existing activities. 10% of Brent's secondary schools are below the floor standard of 40% GCSEs marked A* - C including English and Maths. This compares to less than 5% nationally. Another 10% of schools are perched right on the 40% mark, meaning that in fact 20% of

¹³ See for instance article in Kilburn times:

http://www.kilburntimes.co.uk/news/schools_2_4502/more_than_600_children_in_brent_are_without_a_primary_school_place_1_2993713

secondary schools have failed to genuinely raise standards above the floor. Despite the improvement caused by our programme, which has been recognised in an award to one of our schools, the Crest Academy for Boys, that school remains below the floor target with only 33% of pupils reaching the required standard.

It is true that Brent's population is disadvantaged in many ways. The wards where we want to focus – Harlesden and Stonebridge – are two of the most deprived in the country, as shown by exhibits 4 and 5. However, we know that schools all over the country and abroad have raised the attainment of similar pupils to outstanding levels. We believe that Brent's children also deserve this chance. And we believe we know how to provide it for them.

Of secondary schools in Brent, 80% are good or outstanding compared with 87% in London and 72% nationally. The number of outstanding schools is lower than the London average, but higher than national.

Standards in Brent schools at the Early Years Foundation Stage have shown improvement and the equality gap is closing. There is an improving three year trend at Key Stage 1, with schools in the borough meeting national averages. Progress at Key Stage 2 is less secure. Although assessment measures have changed, making direct comparison difficult, the borough's schools are falling behind national and London averages. Results at Key Stage 4 have reversed the decline shown last year and now exceed the national average.

The Brent average for students attaining five A*-C GCSE grades including English and mathematics shows an increase of three percentage points to 62% in 2013 following a fall in 2012. This puts Brent, two percentage points above the national average.

Half the schools are above the national average. There is a wide variation between schools; with Wembley High Technology College on 92% and Crest Boys' Academy on 38%. The provisional progress measures for English and mathematics show that most Brent schools perform better than the national averages. 64% of school are above the provisional average for three levels of progress in English and 71% are above for three levels of progress in mathematics. Again there is wide variation between schools. The gap in English is 40 percentage points and the gap in Maths is 36 percentage points.

2 Engaging the community

We have actively engaged the local community, both to inform members of the community of our school and to gather feedback. As well as conducting marketing through stalls, door-to-door engagement and local media, we have also liaised with local residents, community groups, schools and faith groups.

Figure 1 – Community engagement area



Marketing methods

- Radio advertisements and DJ announcements through local radio stations
- Local newspaper advertisements
- Posters and leaflet distribution
- Open events and street stalls
- Door to door engagement

Local residents

We have engaged personally 673 local residents, of whom 290 represented the right age groups for our intakes. This number openly supported the not only the idea of a new school for their area, but the ethos outlined by the One Degree Academy.

Local community groups or organisations

Youth centres, community centres, and integral community members were engaged in order to gather their well-informed and vital opinions. Two prime community group examples are:

1. St Michaels Youth Project, Parish of St Michaels and All Angels
2. Community Centre and Harlesden Methodist Church

Local schools

The founding charity responsible for the One Degree Academy application has a five year history with Brent and the schools in the area, including Crest Boys and Crest Girls, Newman Catholic College, Preston Manor, and more recently Ark and Wembley High. The links with these schools means that engagement has been ongoing and a core understanding of the community needs and opinions understood.

In addition the One Degree Academy has connected with local nurseries that would be the feeder establishments for our reception intake. Four prime nursery school examples are:

1. St Michaels Nursery at St Michaels and All Angels
2. St Michaels Nursery, St Matthews Community Centre
3. St Michaels Nursery, Next to Convent of Jesus and Mary
4. Little Angels Nursery, Harlesden Methodist Church

Strong relationships with the likes of Newman Catholic College for example has meant that they are impressed with our professionalism and academy concept that they have even offered to share their property for our initial set up as either a long or short term measure to welcome the school to the area.

Local faith groups

In meeting with local faith groups, mention was made of our new school proposal at various Sunday services.

One prime example is of local faith group support:

- Parish of St Michaels and All Angels

Ongoing Community Engagement

Community engagement does not stop with the submission of this application. Nor will it stop following our interview or even once the One Degree Academy opens. May and June will include more stall and event dates and our awareness campaigns, marketing and community engagement will continue.

Our website and social media platforms will also be host to an ongoing, up to date stream of information.

Speaking to Parents

During our stalls, door to door engagement and marketing events, our time with parents is crucial. Our information has to be to the point, adequate and valid. The following is an example two minutes we may have to speak to a parent:

“We are looking to open a new school in the area and we would like to include you, as a local resident, in the discussions and process. Our new school is planning to open in September 2015 and will be an ‘all through’ free school. Central to our school’s ethos are the following three principles: personalised, connected and inspirational.

Personalised means that through the use of technology we are able to allow students work at their own pace under a structured curriculum.

Connected means that we aim to be connected to local businesses, community members, universities and the community as a whole in order to become a valuable presence in the area not just for the students and their future options but for the whole community to benefit. These connections allows for internships, apprenticeships, sponsorships, events and synergies.

Inspirational means that we are looking for the very best teachers and representatives for our school. Not only that but we encourage high aspirations and in order to do this we need highly inspirational figures.

Would you be interested in sending your children to a school like this as your first choice should the option be available?"

The following are examples of the materials we used.

Figure 2 – Information leaflets

ONE DEGREE ACADEMY
One Degree Academy will be a new all through school in Brent for children of all backgrounds. We believe that inspirational teaching, a personalised approach, and close connections to universities, businesses and communities will enable our pupils to thrive in further education and lead fulfilling lives.
www.onedegreeacademy.org

INSPIRATIONAL
Our school will foster a no-excuses culture of high aspirations and motivation. Our pupils will acquire a growth mindset:
a belief that intelligence is not fixed but can develop through dedication and hard work.
We will work to attract the very best teachers, who embody the ethos of our school.

PERSONALISED
We will create a small community in which teachers know all our pupils. Our school will have an extended school day and year to allow more time for learning, and seek to stay open after school hours for extra tuition and extracurriculars. Through a combination of blended learning and one-on-one mentoring, we will allow each pupil to progress at his or her own rate.

WHO ARE WE?
We are a charity called One Degree, made up of teachers, education specialists and business people, which provides one-to-one mentoring to GCSE students in Brent. Over the past five years, we have worked with hundreds of students in Brent and improved their GCSE results from a predicted 20% pass rate to an actual 70% pass. We are now working to set up a school to increase the number of children we help through the One Degree Academy.

INSPIRATIONAL
A culture of high aspirations and relentless motivation.

PERSONALISED
Each pupil progresses at his or her own rate.

CONNECTED
Close ties to universities, businesses and the community.

GET INVOLVED: 07775 713394
roger@myonedegree.org

CONNECTED
To prepare our pupils for further education and work, our school will emphasise rigorous academic subjects such as English and Maths. In addition, we will encourage our pupils to take pride in their communities and build ties to the outside world. We will offer voluntary activities and classes for parents, to ensure that each parent feels engaged in their child's education.

INSPIRATIONAL
A culture of high aspirations and relentless motivation.

PERSONALISED
Each pupil progresses at his or her own rate.

CONNECTED
Close ties to universities, businesses and the community.

Support us by registering your interest online at www.onedegreeacademy.org

Contact us to find out more:
07775 713394
roger@myonedegree.org

Figure 3 – ‘Registration of Interest’ parent form

REGISTER YOUR INTEREST
To help us with our application, please fill out the form below!
www.onedegreeacademy.org

FIRST NAME

LAST NAME

EMAIL

POSTCODE

CHILD 1 Date of Birth

CHILD 2 Date of Birth

CHILD 3 Date of Birth

CHILD 4 Date of Birth

I would select One Degree Academy as my child(ren)'s first choice Yes

GET INVOLVED: 07775 713394
roger@myonedegree.org
www.onedegreeacademy.org

Figure 6 – Event poster sample

ONE DEGREE ACADEMY
Find out about a new school opening in Brent.
www.onedegreeacademy.org

**NEW SCHOOL
OPENING IN
BRENT**

Visit our stall on:
**SATURDAY 15TH &
SATURDAY 22ND
MARCH**
10am to 3pm
Harlesden Methodist Church
25 High Street Harlesden NW10 4NE

Join our fun & informative event on:
**SATURDAY
22ND MARCH**
12pm to 3pm
Harlesden Methodist Church
25 High Street Harlesden NW10 4NE

GET INVOLVED: 07775 713394
roger@myonedegree.org

Figure 7 – Stall banners

**NEW
SCHOOL
IN BRENT**

INSPIRATIONAL
A culture of high
aspirations and
relentless motivation.

PERSONALISED
Each pupil progresses at
his or her own rate.

CONNECTED
Close ties to universities,
businesses and the
community.

www.onedegreeacademy.org

Section F: Capacity and capability

F1 Pre-opening skills and experience

Name	Core team member (Y or N)	City	Role(s) in pre-opening	Summary of relevant expertise	Available Time
██████████	Y	London	██████████	██████████	5 hours per week
██████████	Y	London	██████████	██████████	40
██████████	Y	London	██████████	██████████	7
██████████	Y	London	██████████	██████████	7
██████████	Y	London	██████████	██████████	7
██████████	Y	Newbury	██████████	██████████	1

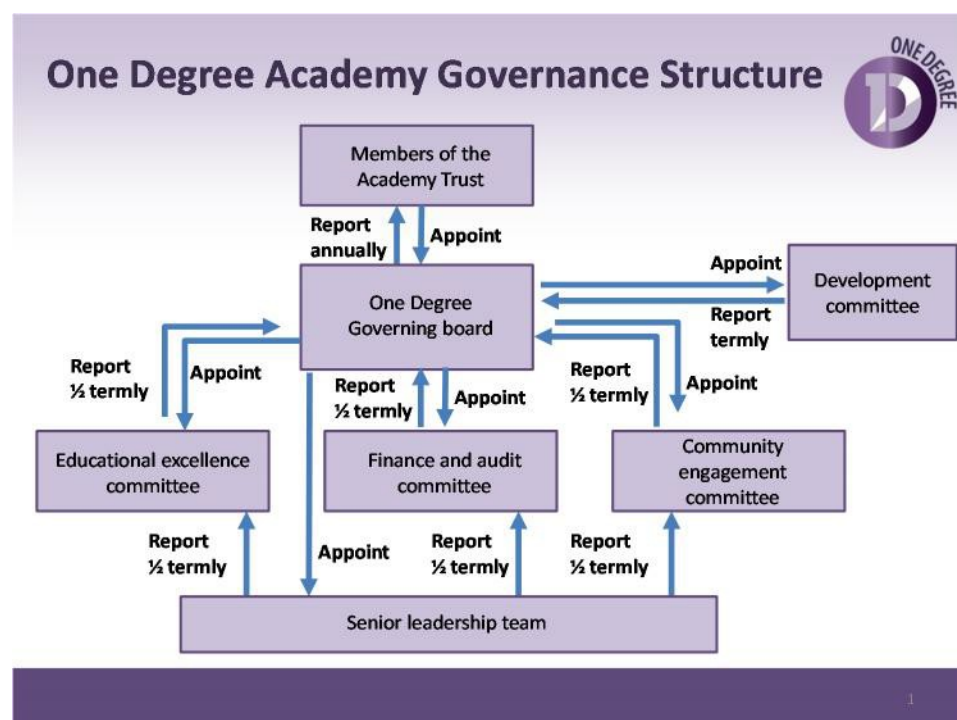
Name	Core team member (Y or N)	City	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Y	London	██████████	██████████	3
██████████	Y	London	██████████	██████████	7
██████████	Y	London	██████████	██████████	7
██████████	Y	London	██████████	██████████	7
██████████	Y	London	██████████	██████████	5
██████████	N	London	██████████	██████████	<1

1 Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Legal experience on the core team	The group plans to recruit a lawyer to the full-time team. At the application stage this has not been necessary but we believe it will be more important going forward. As such, we have begun to reach out to our extensive network of friends and contacts within the legal profession. We plan to bring the new person on by August 2014. In the meantime we have legal advice from ██████████.
Current Principal or Vice Principal with large time commitment	The group has the benefit of several members with teaching and school leadership backgrounds. However, a current Principal or Vice Principal with a large time commitment could both support the set-up of the school, and provide a solid candidate for being the Principal. Our plans to recruit a Principal cover how we are filling this gap.

F2 Governance structure, roles and responsibilities

1 Overall Governance structure



2 Overall governance structure

2.1 Members

Constitution:

- At least 5 Members and no more than 10, all of whom to have their normal residence in the UK, in order to ensure both a range of views, but also that meetings can be scheduled and managed without too much difficulty
- All Members to be supportive of the vision of the One Degree Academy as set out in this application
- All Members to have at least one of the following skills and competencies:
 - Knowledge of and engagement with the community in which the school is located
 - Educational expertise, especially with regards to schools and Academies in England
 - Finance or business expertise
 - Fundraising or marketing expertise
 - Legal expertise

Rhythm of engagement:

- One annual meeting, with a quorum of at least 2 Members
- Extraordinary decisions, where necessary, to be taken by a majority of Members through written correspondence, either physical or electronic.

Roles and responsibilities:

- Create and if necessary amend the Articles of Association by majority vote
- Appoint a Chair and other Directors to the governing board by majority vote
- Review the progress of the Academy on an annual basis
- Renew or change the membership of the governing board on an annual basis by majority vote

2.2 One Degree Governing Board

Constitution:

- At least 6 Governors and no more than 10, all of whom to have their normal residence in the UK, in order to ensure both a range of views, but also that meetings can be scheduled and managed without too much difficulty
- To contain at least 3 Members of the Academy Trust, one of whom to be the Chair
- All Governors have a single vote in all issues that are decided by vote, other than the Chair, whose vote counts twice in the case of deadlock
- To contain the school's Principal, at least 1 further staff member, and at least 1 parent of a current student
- At the discretion of Members, external advisers who are neither Members nor parents or staff to be appointed, providing they have at least one of the following skills and competencies:
 - Relevant role within the Local Authority within which the school is located
 - Knowledge of and engagement with the community in which the school is located
 - Educational expertise, especially with regards to schools and Academies in England
 - Finance or business expertise
 - Fundraising or marketing expertise
 - Legal expertise
- Total number of staff, parents and external advisers on the board not to exceed the number of Members

Rhythm of engagement:

- Two meetings per term, with a quorum of at least 5 Governors
- Extraordinary decisions, where necessary, to be taken by a majority of Governors through written correspondence, either physical or electronic
- Activities and decisions of the Governing Board to be reported annually by the Chair or his proxy if delegated, in the Members' annual meeting

Roles and responsibilities:

- Uphold the vision of the school and ensure that the vision is maintained
- Take strategic decisions that affect the overall direction of the school by majority vote, while avoiding interfering in the day-to-day management
- Design and where necessary amend the structure of committees and the working practices of the board and committees (Chair's prerogative)
- Appoint members to the committees by majority vote
- Review the work of each committee twice every basis
- Approve any expenditure above
[REDACTED]
- Appoint a Principal and a Vice Principal by majority vote
- Renew or change the Principal and Vice Principal by majority vote
- Approve the organizational chart of the school, to be proposed by the SLT, providing support and challenge in its design and implementation

2.3 Educational Excellence Committee

Constitution:

- At least 3 committee members and no more than 6, all of whom to be UK-based, in order to ensure both a range of views, but also that meetings can be scheduled and managed with ease
- At least half of the committee members to be Governors
- The chair to be both a Member and a Governor
- Committee members have a single vote, other than the Chair, whose vote counts twice in the case of deadlock
- To contain at least one staff member including the school's Principal
- At the discretion of Governors, external advisers who are not Governors to be appointed, providing they have expertise in schools in England

Rhythm of engagement:

- Two meetings per term, with a quorum of at least 3 committee members
- Activities and recommendations of the committee to be reported the Chair or his proxy, in the Governing Board's meetings

Roles and responsibilities:

- Uphold the vision of the school with regards to educational excellence and ensure that the vision is maintained
- Review the educational performance of the school on a termly basis, through a data-driven approach, in close discussion with the Principal
- Support and challenge the Principal in achieving the educational goals of the school
- Report to the Governing Board twice every term with the conclusions of its review, making recommendations for strategic actions

2.4 Finance and Audit Committee

Constitution:

- At least 3 committee members and no more than 6, all UK-based, in order to ensure both a range of views, but also that meetings can be scheduled and managed without too much difficulty
- At least half of the committee members to be Governors
- The chair to be both a Member and a Governor
- Committee members have a single vote, other than the Chair, whose vote counts twice in the case of deadlock
- To contain at least 1 staff member including the school's Business Manager
- At the discretion of Governors, external advisers who are not Governors to be appointed, providing they have finance or business expertise

Rhythm of engagement:

- Two meetings per term, with a quorum of at least 3 committee members
- Activities, decisions and recommendations of the committee to be reported by the Chair or his proxy if delegated, in the Governing Board's meetings

Roles and responsibilities:

- Uphold the vision of the school with regards to effective use of resources, so that students are provided in a sustainable way with the necessary staff and equipment
- Review the financial performance and operational effectiveness of the school on a termly basis, through a data-driven approach, in close discussion with the Principal and/or Business Manager
- Ensure that the school's buildings, land and other physical assets are managed prudently and effectively, and that any expansion is well planned and catered for
- Provide support and challenge to the Principal and Business Manager in ensuring effective management of the schools resources
- Approve any expenditure between
██████████
- Report to the Governing Board on a termly basis with the conclusions of its review, making recommendations for strategic actions

2.5 Community Engagement Committee:

Constitution:

- At least 3 committee members and no more than 6, all of whom to have their normal residence in the UK, in order to ensure both a range of views, but also that meetings can be scheduled and managed without too much difficulty
- At least half of the committee members to be Governors
- The chair to be both a Member and a Governor
- Committee members have a single vote, other than the Chair, whose vote counts twice in the case of deadlock
- To contain at least one staff member including the school's Business Manager
- At the discretion of Governors, external advisers who are not Governors to be appointed, providing they have one of the following:
 - Expertise, knowledge of and engagement with the community in which the school is located
 - Experience or aptitude in designing and managing community engagement activities of the type envisioned by the Governing Board

Rhythm of engagement:

- Two meetings per term, with a quorum of at least 3 committee members
- Activities, decisions and recommendations of the committee to be reported by the Chair or his proxy if delegated, in the Governing Board's meetings

Roles and responsibilities:

- Uphold the vision of the school with regards to being connected to the community of parents, business and charities, as well as inspirational role models
- Review the schools performance in engaging the community effectively in close discussion with the Principal and/or Vice Principal
- Provide support and challenge to the Principal and Vice Principal in ensuring effective community engagement
- Actively seek ways to improve community engagement by leveraging personal and institutional networks, and through personal volunteering
- Report to the Governing Board on a termly basis with the conclusions of its review, making recommendations for strategic actions

2.6 Development committee:

Constitution:

- At least 3 committee members and no more than 6, all of whom to have their normal residence in the UK, in order to ensure both a range of views, but also that meetings can be scheduled and managed without too much difficulty
- At least half of the committee members to be Governors
- The chair to be both a Member and a Governor
- Committee members have a single vote, other than the Chair, whose vote counts twice in the case of deadlock
- At the discretion of Governors, external advisers who are not Governors to be appointed, providing they have expertise in fundraising or marketing

Rhythm of engagement:

- One termly meeting, with a quorum of at least 3 committee members
- Activities and recommendations of the committee to be reported termly by the chair or his proxy, in the Governing Board's termly meeting

Roles and responsibilities:

- While upholding at all times the vision of the school, engage with businesses, philanthropists, government and the community to raise resources for use by the school, either financial or in kind
- Report to the Governing Board on a termly basis with an update on its activities, achievements and plans for the coming term

2.7 Senior Leadership Team (SLT)

Constitution:

- Consists of at initially 3 staff members, and eventually 6, those being the Principal, Head of Junior School, Head of Junior High School, Head of Senior School, Head of Technology Enhanced Learning and Business Manager
- All SLT to be school's staff
- The chair to be the Principal
- All committee members have a single vote, other than the Chair, whose vote counts twice in the case of deadlock

Rhythm of engagement:

- To meet at least every two weeks during normal term time, with a quorum of at least 3 SLT members
- Activities of the SLT to be reported termly by its appropriate members to the various governing committees, in their termly meetings

Roles and responsibilities:

- Ensure that the vision of the school is effectively implemented throughout the school, focusing on ensuring that staff and pupils enjoy a culture of high academic standards and positive relationships, through an educational model that is inspirational, personalised and connected
- Undertake the day-to-day running of the school, including:
 - Designing the school's organizational chart for approval by governors
 - Hiring, performance management and where necessary dismissal of all non-SLT staff
 - Approving the school's curriculum as designed by subject leads, and providing support and challenge in the design and implementation process
- Ensuring the effective and efficient management of the school's resources, including approving expenses from [REDACTED] down to the level of delegated spending authority, as set by the SLT
 - Overseeing the day-to-day implementation of the culture of the school, intervening where necessary and taking serious disciplinary action against students where absolutely necessary
 - Overseeing the various activities which connect the school to parents, businesses and the community, in coordination with teachers and the school
 - Sit on various governing committees and present the school's progress to those committees periodically as indicated in the chart

2.8 Effective Challenge

It will be important that the Governing Board and committee structure provides effective support and challenge to the SLT, to help ensure that the latter's day-to-day running of the school is as effective as possible.

In order to inform this, the following principles will be established (this does not include the Development Committee, whose activities are separate from the SLT):

- At least one week prior to the meetings of each committee, a report on the aspect of the school covered by the committee to be provided to the committee in writing by the SLT
- For the Education Excellence Committee, at least one week prior to its meeting, a report on the educational excellence of the school also to be provided by the chair of the committee, based on an in person monitoring visit by the chair of the committee to the school.
- The report to contain all necessary data, i.e.:
 - In the case of the Educational Excellence Committee, all available data on the student's performance, progress and expected future results, both in sum and in different "slices", to show the situation of each year group, subject, teacher-cohort, each performance quintile, and each special group (e.g. EAL, FSM, SEND); also any external reports that have been carried out in the previous term, including but not limited to OFSTED reports

- In the case of the Finance and Audit Committee, all available data on the running of the school including the current balance sheet and income and expenditure analysis of the last term and the last 12 months; also any external audit or reporting that has been carried out in the previous term
- The report to contain a written narrative explaining the data and the decisions or recommendations of the SLT to combat any negative trends as well as to sustain and improve what is working well
- Each committee meeting to take place, where possible, in a one week period at the end of half-term or during the holiday period after the term ends
- Committee meetings to be managed effectively by the chair, who will be responsible for focusing discussion on the available data, specifically on areas of particular strength and weakness, and leading a discussion of what actions should be taken to combat any negative trends as well as to sustain and improve what is working well, taking the SLT's report as its starting point
- Each committee chair to be responsible for raising a written report to the Governing Board, based where desired on the SLT's report and Education Excellence Committee chair's monitoring report, at least one week prior to the Governing Board's meeting; the Committee's report to include all relevant data as submitted by the SLT, with additions where these have been requested by the committee, as well as a written narrative explaining the committee's view on appropriate actions to be taken
- The agenda of the Governing Board to be structured around review of the actions decided in the last meeting, followed by review of each of the committee's reports in turn, with the Principal and the committee chair expected to work together to explain their recommendations, and the other Governors exploring how the proposed actions could be strengthened
- The Governing Board to have essentially a decision-making function. Each Committee to have essentially a recommending function.
- All committee and Governing Board meetings to be well minuted by a secretary, to be nominated by the Chair, with each action decided to be clearly stated alongside the single person responsible for the action, and a deadline
- All initial Governors and committee members to be "onboarded" by a quorum Members of the Academy Trust, through a session lasting at least one hour, facilitated by an expert on school governance, to ensure that they understand both the vision and culture of the school, as well as the practices that are to be adopted to ensure effective support and challenge of the SLT
- New Governors and committee members joining after the initial formation of boards to be "onboarded" by a quorum of their board or committee, through a session lasting at least one hour, to ensure that they understand both the vision and culture of the school, as well as the practices that are to be adopted to ensure effective support and challenge of the SLT
- All Governors to visit the school during normal operating hours at least once each year, in order to ensure that they understand the situation and culture of the school, with such visits to be arranged in groups as much as possible, and in such a way that they do not interfere with the day-to-day management of the school

3 Conflicts of Interest

We do not currently anticipate any potential conflicts of interest for the people who will sit on our governing body.

We expect members to be able to identify conflicts of interest when they arise and to ensure, if they receive a material benefit as a result of the conflict of interest, that the benefit is authorised. We will provide authority where there are clear advantages to the school. If there is no material benefit to a member, no authority will be required, but the members will need to ensure that the conflict of interest is properly managed.

Where we find, or are alerted to, an unauthorised benefit, the action we take will depend on the extent of the benefit and conflict of interest and the impact that it has on the school. Where the arrangements are in the interests of the school we will give advice on the management of conflicts of interest and the authorisation of future benefits to trustees.

All members will need to be alert to possible conflicts of interest which they might have and to how they can minimise their effects, for instance by being transparent potential conflicts of interest of which they are aware, as soon as they arise. We will develop a policy on how we will deal with any conflicts that do arise. This will include guidance on the procedures to follow when a member is subject to a conflict of interest, for instance the removal of the trustee concerned from the decision making process, establishing a register of interests.

F3 Proposed governors

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5 hours per week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	7
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	7
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	7
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	40
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	7

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time
██████████	██████████	██████████	██████████	TBD
██████████	██████████	██████████	██████████	TBD

3.1 Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
Legal lead who can be a member of the Academy Trust, Governor of the School and member of the Finance and Audit Committee	The group plans to recruit a lawyer to the full-time team, who can go on to play the roles indicated. At the application stage this has not been necessary but we believe it will be more important going forward. As such, we have begun to reach out to our extensive network of friends and contacts within the legal profession. We plan to bring the new person on by August 2014. In the meantime we have legal advice from ██████████.
Fundraising expert who can be part of the development committee	Despite significant experience in fundraising and contacts in philanthropy and business, the group plans to recruit find another person who can join the development committee. At the application stage this has not been necessary but we believe it will be more important going forward. As such, we have begun to reach out to our extensive network of friends and contacts within this area of expertise. We plan to bring the new person on by August 2014.

F4: Recruiting a Principal

We have yet to identify a Principal Designate for the school. We are determined to find the right candidate and will run a competitive, intensive process to find the right person, who will not only successfully implement, but also own and develop our vision. This section sets out the job description and requirements for the principal, as well as a timeline to recruit them.

4.1 Principal Job Description

Reports to: The Governing Board of the One Degree Academy

Salary: ██████████

Overall mandate

Ensure that the vision of the school is effectively implemented throughout the school, focusing on ensuring that staff and pupils enjoy a culture of high academic standards and positive relationships, through an educational model that is inspirational, personalised and connected.

Success criteria

- Leading the school and its staff in order to achieve extremely high standards of teaching and learning, behaviour and attainment
- Implementing the vision, ethos and strategy for the school
- Leading effective external relationships, including with the community and other stakeholders
- Developing, and where appropriate expanding the school's activities

Activities

Create an inspirational school

- Recruit, train, motivate and mentor all staff
- Instil an ethos of high expectations for behaviour and achievement of all pupils, driven by a growth mindset

Create a personalized school

- Lead the development of the school's blended curriculum
- Create the culture and practice of individual support and care towards each pupil

Create a connected school

- Maintain strong working relationships with the community, agencies, and stakeholders, including parents and the Governing Body
- Ensure that the school connects pupils to businesses, charities and opportunities to participate in the community
- Develop partnerships with other local schools and the local authority to ensure that the vision for regeneration in the area is realised.

Manage resources efficiently and effectively

- Oversee staffing allocation, including support staff, across the school
- Coordinate cross-cutting responsibilities among the senior leaders and staff
- Ensure robust operational systems are in place that support the school's efficient functioning
- Working with the Business Manager, oversee the school's finance, facilities, catering and other resources

Support the Academy Trust

- Support the governance responsibilities of the Academy Trust towards the school by playing an active and collaborative role in the Governing Board and its committees, including by termly reporting of activities
- Work with the Governing Board and Members of the Academy Trust to develop and expand the vision and activities of the Academy Trust, whether to establish further schools, or support existing ones.
- Undertake any other responsibilities as directed by the Chair of the Governing Board of the One Degree Academy.

4.2 Principal Job Requirements

Qualifications

- Qualified to degree level and above
- Qualified to teach and work in the UK

Experience

- Experience of school leadership (at least at deputy head level or equivalent)
- Strong track record of excellent leadership, and having made a significant contribution to developing a school that provides an outstanding education for its students (ideally in a challenging urban environment) through its leadership, ethos, teaching and results
- Experience of blended and online learning, ideally with significant study of or practice within the blended learning sector.

Behaviours

Leadership

- Entrepreneurial style, with the preparedness to be bold where necessary, while minimising risks
- Effective management style that encourages participation, innovation and confidence
- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance
- Ability to develop the leadership skills of others
- Strong interpersonal, written and oral communication skills

- Takes personal responsibility for their own actions
- Resilience and motivation to lead the school through day-to-day challenges while maintaining a clear strategic vision and direction
- Genuine passion and a belief in the potential of every student
- Motivation to continually improve standards and achieve excellence
- Commitment to the safeguarding and welfare of all pupils.

Vision and Strategy

- Aligned with the Governing Board's vision for the school
- Passionate about blended learning and the use of technology in education
- Clear vision and understanding of how to implement and sustain high quality education in a school in a challenging area.
- Clear vision and understanding of the strategies to establish consistently high standards of behaviour in school in a challenging area and commitment to relentlessly instilling these strategies
- Excellent organisational skills and ability to delegate
- Use of data to inform and diagnose weaknesses that need addressing

Leading External Relationships

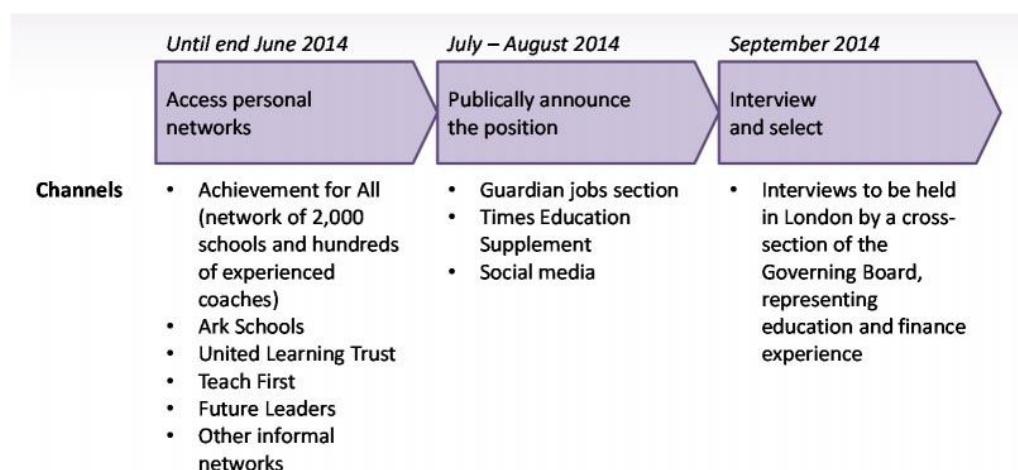
- Ability to work collaboratively with parents, external agencies and the community to further the vision of the school.

Other

The post is subject to an enhanced Disclosure and Barring Service check.

4.3 Recruitment plan

The One Degree Academy group has been engaged for some time in an informal search for the right candidate for Principal. This search, based on our existing broad networks of teachers, school leaders and education charities, has allowed us to collectively refine our sense of the type of person we are looking for. The process has also enriched and expanded our group. Going forward, we will take a 3 phased approach to hiring a Principal, to ensure that this is completed by the end of September 2014, as shown in this chart:



Section G: Budget planning and affordability

G1: Accurate and realistic financial plans

██████████

██████████










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)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

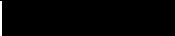
Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████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

Annexure 1 - CV's

1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	██████████
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including 	n/a

	<p>English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	n/a
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	


1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should 	

	<p>include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	

		██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and 	██████████
		██████████



	<p>responsibilities held</p> <ul style="list-style-type: none"> ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
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5.b	<p>For education only: if you</p>	

	<p>are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
<p>6.</p>	<p>Brief comments on why your previous experience is relevant to the new school</p>	

7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[REDACTED]</p>
8.	<p>Reference names(s) and contact details</p>	<p>[REDACTED]</p>

1.	<p>Name</p>	<p>[REDACTED]</p>
2.	<p>Area of expertise (i.e. education or finance)</p>	<p>[REDACTED]</p>
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in 	<p>[REDACTED]</p> <p>[REDACTED]</p>

	<p>position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p>
		<p>[REDACTED]</p>
<p>4.</p>	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
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	added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	


7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>██████████</p>
8.	<p>Reference names(s) and contact details</p>	<p>██████████</p>

1.	<p>Name</p>	<p>██████████</p>
2.	<p>Area of expertise (i.e. education or finance)</p>	<p>██████████</p>
3.	<p>Details of your last three roles including:</p>	<p>██████████</p>

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6.	Brief comments on why your previous experience is relevant to the new school	██████████
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8.	Reference names(s) and contact details	██████████


1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
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7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	[REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>



		<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p>4.</p>	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
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7.	<p>Optional: brief comments on how the role you played</p>	

	helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████

1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
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		██████████
		██████████

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8.	<p>Reference names(s) and contact details</p>	





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1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"><li data-bbox="375 1787 655 1865">▪ name of school/ organisation<li data-bbox="375 1890 707 1968">▪ position and responsibilities held<li data-bbox="375 1993 652 2029">▪ length of time in	 

	<p>position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	<p>[REDACTED]</p>
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5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>	n/a

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8.	Reference names(s) and contact details	

Annexure 2-Declaration

Declaration



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.