

Free Schools in 2014

Application form

Mainstream and 16-19 Free Schools

Completing your application

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Protection

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

Application checklist

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

Section A: Applicant details

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

	<p>describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>We have worked closely with a committed group of local parents called Walthamstow Secondary School Initiative. This group has undertaken the following activities in order to develop the application:</p> <ol style="list-style-type: none"> 1) Collected Evidence of Demand for the new school 2) Contributed towards the Education Vision and Education Plan 3) Sought letters from local groups and individuals in support of the proposal 4) Attended meetings alongside the Oasis team with London Borough of Waltham Forest CYPS and Stella Creasy MP. 5) Presented at Community Consultation Meetings 6) Contributed to marketing materials 7) Represented the proposal at a House of Commons event for LBWF schools. 8) Provided media comment from a 'local parent' perspective. <p>If this application is successful, WSSI have agreed to assist at a local level with the marketing campaign for the new school and at Open Evenings for prospective parents and carers. They will use their local networks and influence to encourage applications to the new school.</p> <p>When the Free School opens we would hope that members of WSSI would sit on the new academy council.</p>
Details of company limited by guarantee	
13.	Company name: Oasis Community Learning
14.	<p>Company address:</p> <p>The Oasis Centre 75 Westminster Bridge Road London SE1 7HS</p>
15.	<p>Company registration number and date when company was incorporated:</p> <p>5398529 18.3.2005</p>
16.	<p>Does the company run any existing schools, including any Free Schools?</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

17.	<p>If Yes, please provide details:</p> <p>Oasis Community Learning is a Multi-Academy Educational Trust (Company number 5398529). Oasis opened its first academy in 2007 in Enfield and now runs 26 academies across England.</p> <p>10 SECONDARY ACADEMIES: Oasis Academy Enfield Oasis Academy John Williams Oasis Academy Brightstowe Oasis Academy Mayfield Oasis Academy Lordshill Oasis Academy Wintringham Oasis Academy Immingham Oasis Academy Oldham Oasis Academy Media City Oasis Academy Coulsdon</p>	<p>2 ALL-THROUGH ACADEMIES: Oasis Academy Hadley Oasis Academy Shirley Park</p> <p>9 PRIMARY ACADEMIES: Oasis Academy Limeside Oasis Academy Johanna Oasis Academy Byron Oasis Academy Nunsthorpe Oasis Academy New Oak Oasis Academy Connaught Oasis Academy Bank Leaze Oasis Academy Henderson Avenue Oasis Academy Parkwood</p> <p>1 FREE SCHOOL (in pre-opening): Oasis Academy South Bank</p>
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Company members

The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

18.	<p>Please confirm the total number of company members: ONE</p> <p>The proposer for this Free School is Oasis Community Learning (OCL) a multi-academy sponsor that runs 26 academies in England. OCL is a subsidiary organisation of Oasis Charitable Trust (OCT). OCT is the parent organisation of a group of Oasis organisations, including OCL. In 2004 when OCT began to sponsor academies, OCL was formed in accordance with the D.F.E.'s guidance. OCL, like the other Oasis subsidiary organisations, is responsible for itself, ensuring financial viability, a high level of performance and legal compliance. To this end, OCL has its own board of trustees. For this reason our response to Q20 details the trustees of OCL. However as part of a group of organisations, OCL is accountable to OCT. Therefore, in response to Q18 OCL has only one member – OCT.</p>
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19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: Oasis Charitable Trust	
Company directors		
<p>The company directors are appointed by the members and will eventually form the Academy Council that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the Academy Council must be formally appointed as directors of the company and registered with Companies House.</p>		
20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name: ██████████	
	5. Name: ██████████	
	6. Name: ██████████	
	7. Name: ██████████	
	8. Name: ██████████	
21.	Please provide the name of the proposed chair of the Academy Council, if known: ██████████	
Related organisations		
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; Oasis Charitable Trust • their Companies House and/or Charity Commission number, if appropriate; Company No. 2818823/ Charity No. 1026487 • the role that it is envisaged they will play in relation to the Free School. <p>Oasis Community Learning is a subsidiary of Oasis Charitable Trust (OCT). OCT will play a role in the support of the Free School by the activities it runs, the training, support and provision of volunteers, and providing extra capacity and funding to the Free School.</p>		
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p> <p>Oasis Community Learning has a Christian ethos, based on the life and example of Jesus Christ. It is non-denominational and is fully inclusive of other religions and ideas. OCL operates in line with the Faithworks Charter (Please see Appendix 2). Oasis does not operate faith based schools.</p>		
Existing providers			
25.	<table border="1"> <tr> <td data-bbox="309 1151 1066 1263">Is your organisation an existing independent school wishing to convert to a Free School?</td> <td data-bbox="1066 1151 1370 1263"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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31.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>n/a</p>																																
32.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>Oasis Oasis was established in 1985 and has now grown into a group of charities working to deliver housing, training, youth work, health care, family support and primary, secondary and higher education. In the UK we employ more than 3500 staff as well as working with thousands more volunteers. We also work in 10 other countries around Europe, Asia, Africa and North America.</p> <p>Oasis Community Learning (Educational Trust)</p> <ul style="list-style-type: none"> Oasis Community Learning (OCL) is one of the charities in the group of charities that makes up Oasis Charitable Trust. OCL was established in 2004 (Company number 5398529) with the express purpose of transforming learning, lives and communities through the development of the Oasis Academies. Currently there are 26 schools in the Oasis family of schools across primary, secondary and post-16 phases. By September 2013 we will be a family of 32 Academies. 																																
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Oasis Academy Byron	Croydon	Primary	September 2012
Oasis Academy Bankleaze	Bristol	Primary	September 2012
Oasis Academy Nunsthorpe	NE Lincs	Primary	September 2012
Oasis Academy New Oak	Bristol	Primary	September 2012
Oasis Academy Johanna	London	Primary	September 2011
Oasis Academy Limeside	Oldham	Primary	September 2011
Oasis Academy Oldham	Greater Manchester	Secondary	September 2010
Oasis Academy Shirley Park	Croydon	All-through including post-16	September 2009
Oasis Academy Hadley	Enfield	All-through including post-16	September 2009
Oasis Academy Coulsdon	Croydon	Secondary including post-16	September 2008
Oasis Academy MediaCityUK	Salford	Secondary including post-16	September 2008
Oasis Academy Mayfield	Southampton	Secondary	September 2008
Oasis Academy Lord's Hill	Southampton	Secondary	September 2008
Oasis Academy Brightstowe	Bristol	Secondary	September 2008
Oasis Academy John Williams	Bristol	Secondary including post-16	September 2008
Oasis Academy Immingham	North East Lincs	Secondary including post-16	September 2007
Oasis Academy Wintringham	North East Lincolnshire	Secondary including Post-16	September 2007
Oasis Academy Enfield	Enfield	Secondary	September 2007
<p>The Oasis Education Charter is the foundation document of all OCL's work and also underpins the development plans for future Oasis Academies. It is an expression of our guiding principles, the source of</p>			

our inspiration and the framework for all that we seek to do with the children, young people and families that we serve (See Appendix 1).

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

OCL seeks to provide excellent educational standards. In August 2011 Dr Elizabeth Sidwell, the Schools' Commissioner for England wrote to , [REDACTED], noting "*The results across your group are really impressive. Once again, many congratulations!*"

In the last year Oasis Academies have demonstrated an unparalleled level of improvement. The number of students achieving five or more good GCSEs increased by ten percentage points - three times the average national improvement of 2011. In 2012 we saw an average increase of 9% of students achieving at least 5 GCSEs A*-C including English and maths on the previous year, while the average increase for all state-funded schools last year was 3.1%. Oasis Academies have now improved by 26% in the past three years. Particular successes include Oasis Academy Brightstowe in Bristol, which became the most improved school in the country as the number of students achieving 5 A*-C in English and maths more than doubled from 31% to 63%; Oasis Academy Coulsdon in Croydon which saw an increase of 18% in the same measure, achieving 66% 5 A*-C in English and maths. This is an increase of 31% since the academy opened four year ago. Oasis Academy Shirley Park in Croydon where 66% of students achieved at least 5 GCSEs A*-C in English and maths has seen an increase of 40% since the academy opened in 2009

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

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

OCL, as part of the Oasis Group, has the opportunity to benefit from the range of diverse services available from other Oasis organisations which

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

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

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

Oasis Community Hubs

Oasis Community Hubs are centres of activity that provide integrated, high quality and diverse services to benefit the whole person and the whole community. Community Hubs bring together Oasis's values, resources and expertise with the different activities, partnerships and infrastructure we have developed over the past 27 years.

Our aim across all our Hubs is to:

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

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

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

Additional Services Oasis offers to all of its schools:

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

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

At the proposed new secondary Free School in Walthamstow, we would seek to undertake a Community Audit at an early stage to identify the services that the wider Oasis group could bring in order to best support the school community's needs. The statistics and demographic information summarised in the Vision will inform this process. We would aim to develop excellent partnership links with the local authority, youth support services, local charities and community organisations to benefit our new student cohort.

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



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

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

Signed:

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

Print name:

Date:

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

Section B: Outline of the school

1.	Proposed school name:	Oasis Community School Walthamstow
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input checked="" type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2018
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	Christian
11.	If you have a preferred site, please give details, including the post code:	<p>1. Brownfield site located between:- ██████████ and ██████████</p> <p>We believe the site is owned by ██████████.</p> <p>2. ██████████ - ██████████ (Walthamstow) ██████████, ██████████, ██████████.</p>
12	Please tell us how you found this site:	These sites have been proposed in consultation with WSSI who have local knowledge of the Walthamstow E17 area.
13	Is the site:	<input type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input checked="" type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	n/a
15.	Local authority in which the proposed school would be situated:	London Borough of Waltham Forest
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	n/a

17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>N/A</p>
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Section C: Education vision

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

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

Oasis Community Learning proposes to open a six form entry secondary school in Walthamstow in September 2014. The school will have an ethos which strongly emphasises high academic achievement and strong character development gained through longer hours and strong behaviour protocols. It is intended that the school will become a successful 11-16 school with 900 students within five years, meeting the demographic need for new school places, increasing choice and quality of education for local parents and making the community.

Oasis would welcome the opportunity to develop a new secondary school in the borough, and would establish a new community Hub to offer additional support and services to local families and young people with the academy at its heart.

Walthamstow is a proud community with great aspirations for its children. These aspirations result in the desire to found a high performing secondary school within their community.

In December 2011, the parent-led group "Walthamstow Secondary School Initiative" (WSSI) was formed following a London Citizens Listening Campaign in which over 300 people in the borough were given a chance to talk about the issues which concerned them. A key concern among parents in Walthamstow revealed by this campaign was the projected shortfall of school places, and the quality of education and choice of provision available in the borough. WSSI, [REDACTED] has since grown to over 90 members, comprising both local parents, retired educational professionals, grandparents and members of the wider community in Walthamstow.

WSSI's aim is to create a school for local families whose ethos and curriculum reflects the diversity and vibrancy of the surrounding area. WSSI approached Oasis Community Learning in the summer to work together to develop this proposal, with the joint aim of providing young people in Walthamstow with an outstanding secondary education. We will create a safe, enriching learning environment for local children – a Free School where all young people are offered the opportunity to secure outstanding academic qualifications and fulfil their potential. Oasis Community School Walthamstow will encourage aspiration by developing and agreeing with every student and their family, a personalised learning plan tailored to their individual needs.

Our vision is one of community transformation. It is about people, aspirations, opportunity, education, employment and enterprise. It is about creating a safe and inspiring local neighbourhood; a place where people feel safe, happy and proud to

live, learn and work alongside one another; where every person is valued.

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

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

Over the last years we have gained a wealth of experience in how to do this, as well as building the national and regional infrastructure to support and sustain such development.

We are committed to working in partnership with others – community leaders, residents, local businesses, schools, other voluntary agencies and places of worship – to optimise the opportunity to build a deepened sense of community and so transform each locality in which we work into an amazing place to live.

The success of Oasis Community School Walthamstow will be measured by each child:

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

The school will start as an 11-16 co-educational provision, though, once established, it will consult around developing a 16-18 offer targeted at meeting the particular needs and aspirations of our student cohort. This will be a school where all young people will be given the opportunity to be the best they can be.

The Local Economic Assessment for the London Borough of Waltham Forest, from 2010, notes education to be:

“critical to the sustainability of the area in the long term because of the link between skills and future employment, and its corollary – lack of skills and unemployment, and the knock-on effect for local social issues. The borough has seen relatively high population growth over recent years, and the capacity of local schools is becoming stretched as a consequence. Class sizes in secondary schools in Waltham Forest are noticeably larger than any of the comparator areas...”

Walthamstow is in the London Borough of Waltham Forest. The Report “English Indices of Deprivation 2010: A London Perspective” notes this borough to be one of the five most deprived in the capital. Waltham Forest is also noted to be one of the five boroughs in England with the highest levels of deprivation in terms of barriers to housing. Over 40,000 people - more than a sixth of residents - live in households where all the children are dependent on a single parent. 39% of children live in poverty. The population is also extremely diverse; 73% of school children are from a black or minority ethnic group. It is a relatively young borough with over a quarter of the population under the age of 20.

The health of residents is an issue in the borough, with several areas of particular concern. Life expectancy in Waltham Forest is below the national average, while the borough is ranked the 3rd worst in England and Wales for the percentage of low birth weight babies and 5th worst for the percentage for very low birth weight babies, both of which are proxy indicators for poor health and associated deprivation. There are high (but decreasing) average levels of teenage pregnancy, and mental illness is more common among the borough's adult population than in the rest of the country.

Needs are particularly high in the south of the borough, and some wards have nearly twice the average national rates of mental illness. The health of the children of Waltham Forest is also of concern with Year 6 children noted to have a higher than average level of obesity. 23% of children in this year are at risk of obesity, compared with 10% in reception year.

The Walthamstow area has been identified by the borough as a Regeneration Priority Area, as it experiences far more social and economic issues to other parts of Waltham Forest, including poorer health, higher levels of crime and anti-social behaviour, more unemployment and lower skills levels. This regeneration will include upgrades to transport networks, housing improvements, and new business development.

Local families in Walthamstow are anxious about their children's well-being. Personal safety of young people is a key concern of primary and secondary school headteachers, parents and the young people themselves.

Currently, there is a substantial issue with parents choosing to send their children out of the borough to secondary school, as well as with those children who are allocated places at secondary schools significant distances from the local community. Parents are concerned about their children travelling on public transport, whether they will have time to complete homework tasks, and about them either making new friends or falling in with the "wrong crowd".

Oasis Community School Walthamstow would transform the educational choices of these families and allow parents and carers, allowing them to engage fully with the school curriculum, its community, its facilities and their child's education.

Walthamstow is bordered to the north by Chingford, south by Leyton and Leytonstone, east by the southern reaches of Epping Forest at Woodford and west by Tottenham and the River Lea valley. It is surrounded and crossed by major roads and train lines including the North Circular Road. The area is served well for public transport including rail links at Walthamstow Central, Walthamstow Queen's Road and Blackhorse Road, and the Victoria Underground Line at Walthamstow Central.

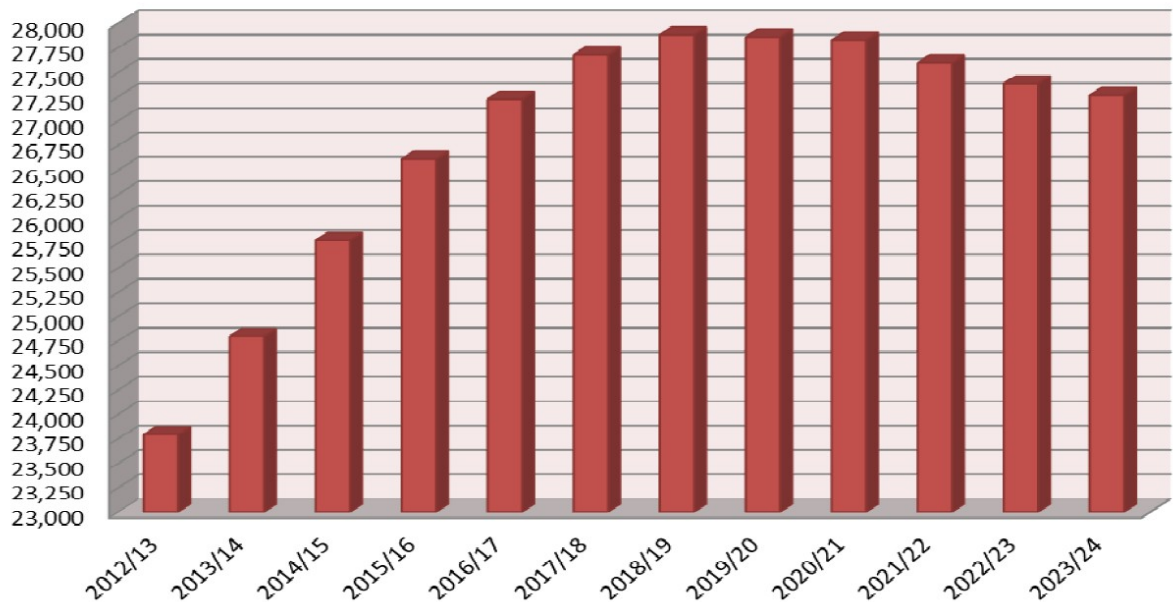
Oasis welcomes the opportunity to create an outstanding secondary school in Walthamstow which would be a key contributing factor to the social regeneration of the area, using its experience of developing community hubs in some of England's most deprived areas to make families and young people feel safe, give them hope of a better future and improve life chances. Oasis's non-selective, inclusive, co-educational approach to education would hopefully appeal to local parents and encourage them to educate their child within the maintained sector in the borough,

rather than sending them to independent schools, or grammar schools in neighbouring boroughs.

C1:2 School rolls in the London Borough of Waltham Forest

A paper¹ presented to the ‘Children and Young People Overview and Scrutiny’ sub-committee on the 14th March 2012 indicates an emerging problem for the borough as indicators show that the primary school child population will rise over the next ten years by approximately 3,500 pupils.

**TOTAL PRIMARY AGE PUPIL PROJECTIONS,
WALTHAM FOREST 2012/3 to 2023/24**



¹<https://democracy.walthamforest.gov.uk/documents/s24331/Scrutiny%20Standard%20Report%20Revised.pdf>

Translating this data in to actual numbers gives a better picture of the challenge facing Waltham Forest Schools in the next ten years.

Year	4+	5+	6+	7+	8+	9+	10+	TOTAL
2012/13	3,882	3,765	3,515	3,325	3,236	3,128	2,941	23,794
2013/14	3,871	3,957	3,774	3,499	3,332	3,237	3,131	24,801
2014/15	4,038	3,946	3,966	3,756	3,505	3,333	3,240	25,783
2015/16	3,987	4,115	3,954	3,948	3,763	3,506	3,335	26,610
2016/17	3,873	4,064	4,124	3,936	3,955	3,765	3,509	27,226
2017/18	3,884	3,947	4,073	4,105	3,944	3,956	3,768	27,677
2018/19	3,898	3,959	3,956	4,054	4,113	3,945	3,959	27,884
2019/20	3,860	3,973	3,968	3,938	4,062	4,114	3,948	27,862
2020/21	3,841	3,934	3,982	3,949	3,945	4,063	4,117	27,831
2021/22	3,806	3,915	3,943	3,963	3,957	3,946	4,066	27,596
2022/23	3,778	3,879	3,923	3,925	3,971	3,958	3,949	27,383
2023/24	3,756	3,851	3,888	3,905	3,932	3,972	3,961	27,264

This growth has necessitated an increase in the number of classes in 2012 in the present primary schools particularly in the Walthamstow area. 50 out of 52 primary schools have expanded in recent years.

Table 2 Primary Temporary Expansions for September 2012

<u>School Planning Area</u>	<u>School</u>	<u>Agreed temporary additional reception classes 2012</u>
Chingford North	Yardley Primary School	1FE
Chingford West	Chase Lane Primary School	1FE
Chingford West	Chingford Hall Primary School	1FE
Walthamstow North East	Oakhill Primary School	1FE
Walthamstow North East	Thorpe Hall Primary School	1FE
Walthamstow North West	Roger Ascham Primary School	1FE
Walthamstow West	Coppermill Primary School	1FE
Walthamstow West	Stoneydown Park Primary School	1FE
TOTAL		8 FE

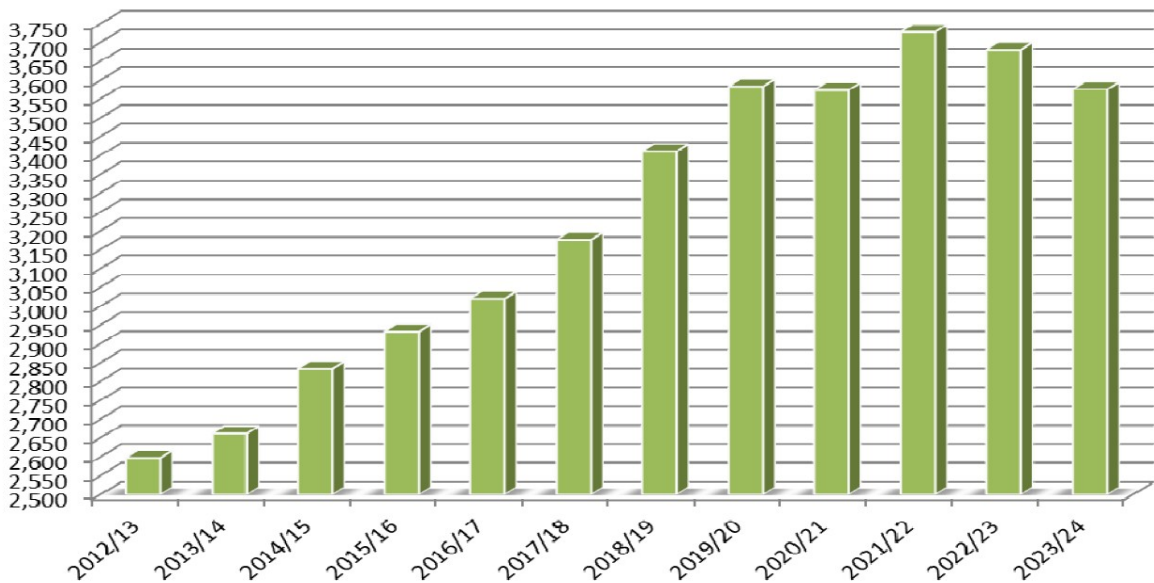
As this growth continues, permanent increases are proposed by the same report.

<u>School Planning Area</u>	<u>School</u>	<u>Proposed permanent expansions for September 2012</u>
Walthamstow North West	The Winns Primary School	1FE
Leyton South	Newport Primary School	1FE
Walthamstow West	Mission Grove Primary School	2FE
Walthamstow East	St Mary's C of E Primary School	2FE
Walthamstow East	The Woodside Primary School	2FE
Leyton East	Davies Lane Primary School	2FE
Walthamstow North West	Hillyfield Primary School	3FE
TOTAL		13FE

This increase in child population will eventually have an effect on the number of places needed in the borough's secondary schools.

'The existing year 7 capacity of our secondary schools is 2,710, which will be exceeded in 2014/15.'

Year 7 age Secondary Pupil Projections, Waltham Forest 2012/3 to 2023/4

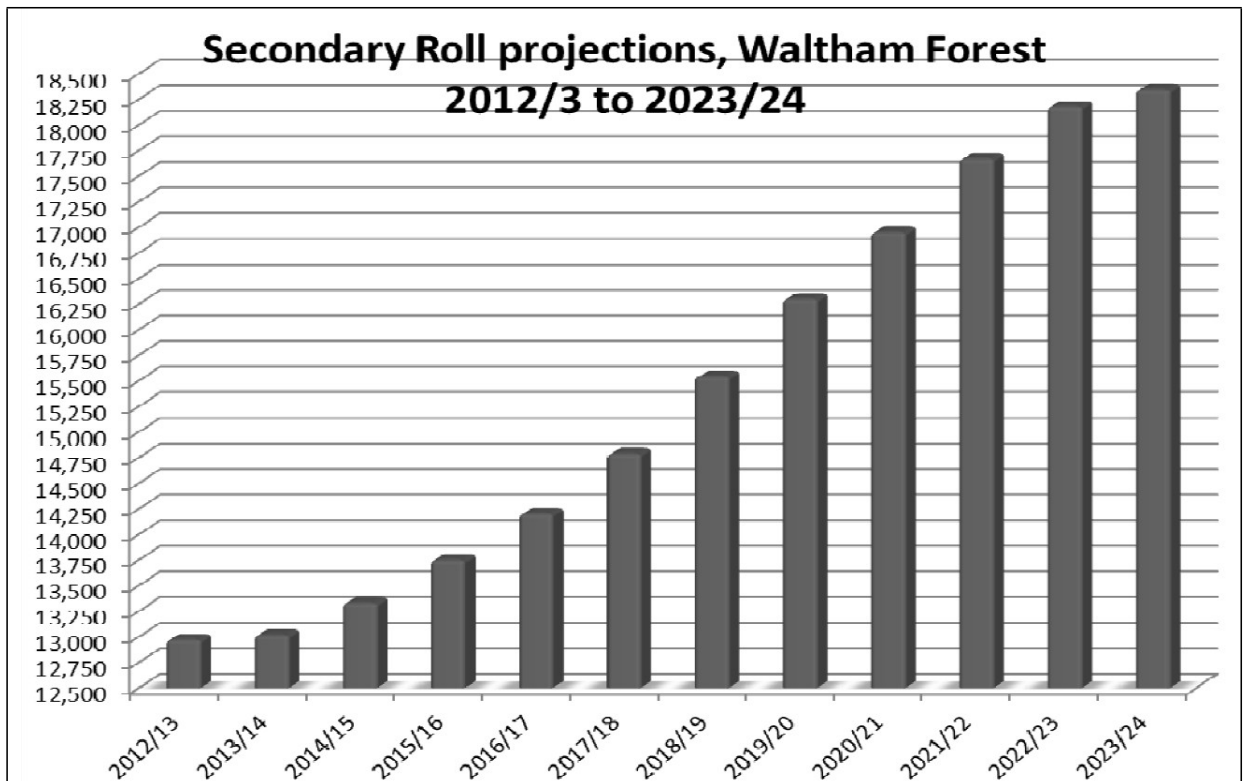


Again, translating this in to actual numbers shows the following ten year projection from 2012:

YEAR	11+	12+	13+	14+	15+	Roll
2012/13	2,598	2,608	2,566	2,618	2,581	12,970
2013/14	2,662	2,631	2,625	2,609	2,491	13,017
2014/15	2,834	2,696	2,648	2,669	2,482	13,329
2015/16	2,933	2,870	2,714	2,692	2,539	13,749
2016/17	3,020	2,970	2,889	2,759	2,561	14,200
2017/18	3,177	3,058	2,990	2,938	2,625	14,787
2018/19	3,411	3,217	3,078	3,040	2,795	15,541
2019/20	3,584	3,454	3,238	3,130	2,892	16,298
2020/21	3,574	3,630	3,477	3,292	2,977	16,951
2021/22	3,728	3,620	3,654	3,535	3,132	17,668
2022/23	3,681	3,775	3,643	3,715	3,363	18,178
2023/24	3,576	3,728	3,800	3,704	3,534	18,342

The report indicates a need for at least an additional 5,000 secondary places in the borough as rolls continue to rise. The report states:

“Secondary projections show a year on year increase until the end of the 2023/24 for secondary projections overall and at entry point (year 7) level until 2021. This means that secondary capacity will need to increase to meet demand”.



The data illustrated above, and taken from the borough’s own statistics, indicate a need for at least another secondary school particularly in the Walthamstow area. Further, none of the above figures include the outer-borough drift in to either other boroughs or the independent sector. WSSI, our partner in this bid, describes the effects of the out of borough shift as significant, as it fragments the young people of Walthamstow and weakens the effects of positive peer pressure achieved during their primary years. An issue for the area is the significant number of secondary aged pupils who lack a sense of pride in this community and become disaffected and disenchanted.

This data does takes into account the changes in demographic which the recent cap on Housing Benefit has brought, where families unable to afford to live in inner London Boroughs have moved to outer London boroughs where accommodation is more easily affordable.

This bid has been formulated on the shortage of places and resulting lack of choice for parents living in Walthamstow.

C2: THE KEY FEATURES OF THE PROPOSED FREE SCHOOL

C2.1 The principal features of the proposed Free School

A series of public and support group meetings have enabled the proposers to identify the principle educational desires of local parents. In response to these desires the proposed Oasis Community School in Walthamstow will:

- have a strong and focussed determination to allow greater access to high quality education in the borough
- believe that every child has potential irrespective of learning challenges or starting points and it is the duty of the school to ensure that this potential is fully achieved
- have a strong and unrelenting focus on academic achievement, irrespective of the learning challenges or starting points of the child
- believe that the emerging EBacc. is the correct academic route for ALL children
- see technology and the arts as a distinct route of success in support of the EBacc.
- continually deliver high quality lessons to ensure its mission is achieved
- give children the aspirations and strength of character to go on to higher education and entry to the professions and higher level employment
- have distinct and defined support services for those pupils who are recognised as being gifted, talented or having statemented learning challenges
- see public speaking as a way of developing confidence in pupils
- open for longer hours to ensure each child fulfils their potential
- have a firm focus on addressing both literacy and numeracy disadvantage
- operate a compulsory summer school for any student failing to make sufficient progress in the previous academic year
- continually confront low expectations, underachievement and underperformance to ensure enhanced inclusivity for its students
- see parents and carers as natural partners in their child's education
- reach out to disadvantaged and vulnerable families in order to reverse this disadvantage
- ensure that all teachers have good knowledge of SEND process and practices

- work in partnership with business and commerce to enhance both aspiration and inclusivity

C2.2 The Age Range of the Proposed Free School

The proposed Free School will be an 11 – 16 co-educational, non-selective school.

C2.3 The location of the Proposed Free School

Oasis Community Learning, assisted by WSSI, has identified two potential sites in the heart of Walthamstow.

Brownfield site located between:-

██████████, ██████████, ██████████; and ██████████
██████████, ██████████. We believe the site is owned by ██████████.

2. Telephone Exchange - ██████████ (Walthamstow)

██████████, ██████████, ██████████.

Both sites would provide sufficient area to develop the proposed Free School.

C2.4 The ethos of the Proposed Free School

In response to parental demand Oasis is aiming to develop an outstanding school in Walthamstow, drawing upon both Walthamstow itself and neighbouring areas, which are designated as disadvantaged and challenging urban areas. Our family of academies aims to significantly increase social mobility by creating a school culture where all students will develop the highest of aspirations and ambitions especially those from disadvantaged families. By coupling high quality education with these aspirations and ambitions, our students will enhance their chances of progressing to sixth form or gaining a career with prospects.

Oasis Community Learning has distinct and well defined ethos. This ethos is a statement of who we are and, in essence, the lens through which we assess all that we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ.

The ethos is encapsulated by the following five statements:

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

These 5 values underpin all of our actions.

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

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

We are community – we are relationships

We are learning – we are achievement

We are unique – we are inclusive

We are enjoyment – we are perseverance

We are hope – we are future

We are Oasis.

C2.5 The Vision for the Proposed Free School

The **students** of Oasis Community School Walthamstow will:

- develop the highest of aspirations, ambitions and self-belief as they seek to fulfil their potential (**transformation**)
- become part of an inclusive academy where they will be valued as a person irrespective of their ethnicity or gender (**inclusivity and equality**)
- become 'professional' in their attitudes to school in terms of purpose, preparation, planning, practice and performance
- develop a strong sense of both personal and collective integrity in terms of truthfulness and responsibility.
- develop a firm sense of personal responsibility and respect for themselves, others and their environment (**relationships and respect**)
- develop an understanding that academic success can only come from endeavour and resilience. Failure is not the end, but a learning point for greater endeavours. (**perseverance**)

The **teaching and professional staff** of Oasis Community School Walthamstow will:

- be professional in all that they undertake
- be totally committed to enhancing social mobility through the development of aspiration and ambition in their students' (**transformation**)
- have the firm belief that every student has potential and can succeed, be ambitious for them and ensure that they know what is needed to be successful (**relationships and equality**)
- display both integrity and respect when providing all students with continuous

feedback and clear strategies to achieve this success (**respect**)

- provide for the special needs of all students including those with particular abilities or disabilities (**inclusivity**)
- be innovative by nature
- offer cutting edge practice by continual self-reflection and high quality professional development
- foster a safe, supportive environment in which learning may flourish
- demonstrate through their own actions the need for resilience and endeavour if academic success is to be achieved (**perseverance**)

The **parents and carers** of our students will:

- be seen as partners in the academic and character development of their children (**inclusivity** and **equality**)
- become fully aware of our value system and how it will permeate the daily life of the school
- be consulted about their child's personalised educational programme (**respect**)
- be offered help and support when necessary through the family link worker or the on-line homework support team when their child is in Years 7 and 8
- be kept fully informed of their child's progress within that plan
- encouraged to play a full part in the life of the school (**relationships**)

Oasis Community School Walthamstow will work with its **local community** by:

- developing strong links with local primary and secondary schools (**inclusivity**)
- making full use of local facilities and expertise in delivering its curriculum (**relationships**)
- participating and supporting community events that are aligned with the vision and ethos of the school (**relationships**)
- encouraging our students to identify community needs for their annual enterprise or service projects (**transformation**)
- developing strong links with local employers and colleges of further education (**relationships**)
- Working to create system change in both education and social mobility

(transformation)

- Offering the school's facilities as a community resource (**inclusivity and relationships**)

C2.6 Developing resilience and character in our students

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

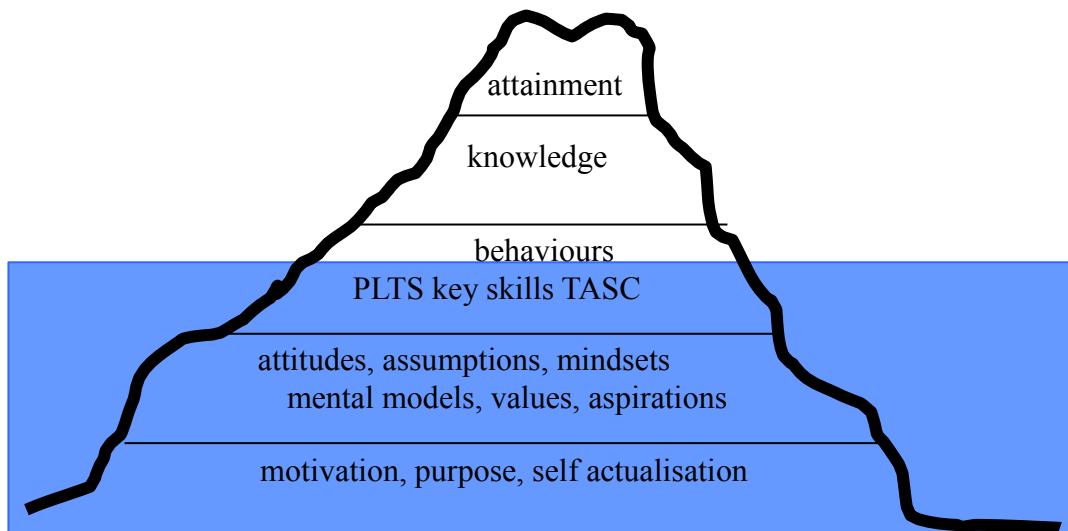
- following the Oasis Community Learning values
- encouraging pride in the school through high attendance and a high sense of student professionalism
- encouraging both teamwork and leadership by giving students ownership of assemblies
- becoming involved in a wide range of extra-curricular experiences
- becoming involved in the Duke of Edinburgh Award programme
- becoming involved in the Oasis Global Partnerships Programme
- encouraging full participation in residential events
- having honours and success boards at significant places within the school building
- displaying high quality inspirational and aspirational quotes throughout the school

C2.7 The Curriculum

Further details of the curriculum may be found in Section D

At Oasis Community School Walthamstow we will harness the expertise, experience and educational richness which exists within our family of academies to benefit our new school community. An example of this will be drawing on the “Iceberg Model for Education” developed and copyrighted by the Senior Leadership Team at Oasis Academy Limeside.

The Iceberg Model for Education is depicted here:



This model was inspired by Scharmer’s (2009) Theory U work with the German health system. It is centred around the belief that education is more than developing new skills and knowledge; it must also involve a discovery into minds, attitudes and emotions.

It espouses that the majority of public attention focuses on the visible aspects of the education ‘iceberg’. It centres on attainment (test performance) and debates about the knowledge children should be expected to have at various stages of their education.

Less attention is paid to the kind of behaviours children should develop – Personal Learning and Thinking Skills (PLTS) and teaching the children to Think Actively in a Social Context.

However, at Oasis, we are becoming increasingly aware that for us, the key factors in creating life long, active, passionate learners and doers, who care about the world, lie under the surface of popular scrutiny and are harder to see and to develop. These centre around the attitudes, beliefs and values that children have about themselves, others and their world. It is these sometimes – hard to unearth – attributes that will act as a catalyst for children to become lifelong adventurers. This is why at Oasis Community School Walthamstow we will teach a curriculum which is

driven by human values and skills for active citizenship, because what comes from this is incredible – high academic achievement and great people.

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

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

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

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

C2.8 The Proposed Free School's approach to teaching and learning

Rationale

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

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

- are well planned and cognoscente of the starting points of the students
- ensure inclusivity
- form part of a coherent learning plan designed with pupil progress in mind
- link clearly with previous learning
- are delivered in a stimulating and inspiring manner by teachers with expert subject knowledge
- are delivered with effective pace and demonstrate sufficient challenge to

ensure pupil progress

- demonstrate full and continuous student engagement
- demonstrate the existence of a continual dialogue between the teacher and the individual learner to ensure effective feedback and inform future learning
- link well with other areas of learning and the world of work
- flow smoothly in to a well-planned home learning task
- are effectively summarised

Maintaining this standard

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

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

C2.9 What success will look like

1. By 2015 Oasis Community School Walthamstow will be seen as first school of choice for eleven year old pupils in Walthamstow
2. By 2016 we will have recruited 360 Lower School pupils
3. By 2017 all pupils in Y8 and above will have a reading age at least equal to their chronological age
4. By 2019, 85% of our first G.C.S.E. cohort will achieve at least 5 'A* - C' passes while 100% of the cohort will achieve 5 passes at 'A* - G' in all of the recommended EBacc. subjects.
5. Attendance over the first three years of opening will exceed 95%
6. At least 85% of all lessons will be judged 'good to outstanding' each year

Section D: Education plan – part 1

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

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

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception		0	0	0	0	0	0	0
Year 1		0	0	0	0	0	0	0
Year 2		0	0	0	0	0	0	0
Year 3		0	0	0	0	0	0	0
Year 4		0	0	0	0	0	0	0
Year 5		0	0	0	0	0	0	0
Year 6		0	0	0	0	0	0	0
Year 7		180	180	180	180	180	180	180
Year 8		0	180	180	180	180	180	180
Year 9		0	0	180	180	180	180	180
Year 10		0	0	0	180	180	180	180
Year 11		0	0	0	0	180	180	180
Year 12		0	0	0	0	0	0	0
Year 13		0	0	0	0	0	0	0
Totals		180	360	540	720	900	900	900

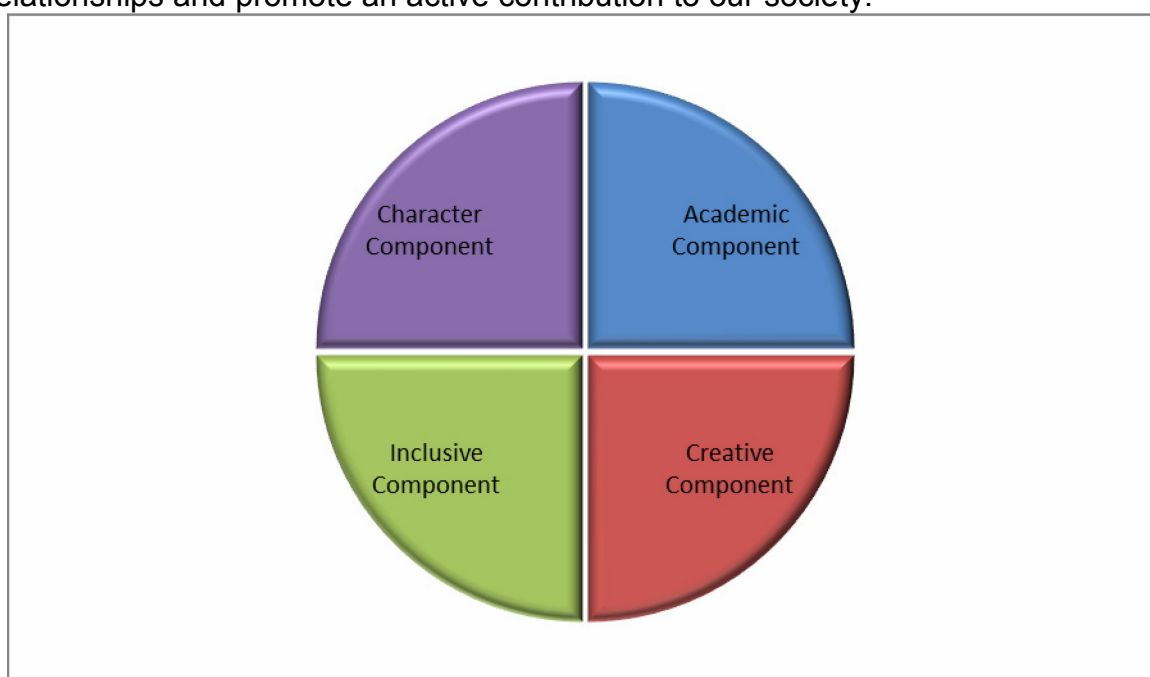
Section D: Education plan – part 2

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

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

D1.1: The Rationale

Oasis has designed a curriculum which will respond to parental expectations and will be delivered through four related and inter-connecting components which together will produce an integrated, aspirational and comprehensive experience for all of students. This curriculum will promote the spiritual, moral, cultural, mental and physical development of all students and prepare them for the opportunities, responsibilities and experiences of later life. It will aim to foster good community relationships and promote an active contribution to our society.



1. The Academic Component

This is a core academic curriculum based on the emerging English Baccalaureate. All students will study English language, English literature, mathematics, science, geography, history, and a modern foreign language

2. The Creative Component

The creative component will consist of art, music, physical education, personal development, technology, enterprise and public speaking. Whilst being compulsory in Years 7 and 8, this component will become an 'elective' in later years.

3. The Inclusive Component

The inclusive component will ensure that all students irrespective of starting points, home language or learning challenge will be given appropriate support to ensure that they fulfil their potential. This component will ensure that support is personalised by need and scaffolded in application.

The additional time within the curriculum plan will be used to ensure remediation / supportive / accelerated educational programmes are available to all students where necessary.

4. The Character Component

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

D1:2 Meeting the needs of the expected intake

D1:2.1 The Extended Day

Oasis Community School Walthamstow will offer students an Extended Day. The purpose of the extended day is to:

- assist students in need of additional support to be given extra supported time for their studies
- allow catch-up to take place after a period of absence
- allow enrichment opportunities for those pupils who are working to target
- allow enrichment and acceleration activities to take place for any pupil designated gifted or talented.

Period 6 will have a timetable offering personalised to individual need.

D1:2.2 Pre-Entry Assessment Mornings

As soon as the intake is known, successful pupils will be invited to an assessment morning where the academy will more glean information about each student's level of ability and possible learning challenges. A second morning will be arranged late in the final term of the primary school to meet parents and students individually and produce the student's first 'Personal Learning Plan'. This plan will set targets that each student is expected to achieve before progressing through the year groups.

D1.2.3 Catch up Sessions

Period 6 of each academy day is allocated to either enrichment or supportive education. Gaps in learning or depressed reading ages will be identified and tackled early in the pupil's first year of the academy.

D1.2.4 Summer Remediation Camps

Students will not progress between years or Key Stages unless minimum academic standards within the student's 'range of potential' have been attained. Students failing to meet these standards will be expected to attend this camp before progressing. Failure to attend or meet minimum standards may result in the year of study being repeated.

D1.2.5 Targeted Support

Pupils identified as being in danger of missing their personal targets will be assigned a mentor and a home-liaison key worker to help them improve.

It is anticipated that these supportive / enrichment / acceleration activities will assist each student to fulfil their potential and ensure a smooth entry to each key stage.

D1.2.6 Experiencing the world of work

In Key Stage 3 each student will have 2 opportunities to gain experience of the world of work through organised group visits.

In Key Stage 4 all students will be involved in a two week aspirational work placement programme

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

D2.1 Curriculum Plan – Key Stage 3

On entry pupils will be assigned to one of four 'waves of progression'*.

- Wave 1 will be for pupils whose functional literacy and numeracy fall below their chronological age. Some pupils who are on School Action or School Action Plus may spend some time in this wave in order that they may access a greater proportion of one-to-one support.
- Wave 2b will be for pupils who are considered to be functionally literate and numerate but deemed to have underachieved in their Key Stage 2 SATs
- Wave 2a will be for pupils who are functionally literate and numerate and have reached national norms in terms of their Key Stage 2 performance
- Wave 3 is for those students deemed 'gifted' in terms of their Key Stage 2 outcomes. This is our 'REACH' cohort who will 'reach for the stars'. (REACH – Research, Explore, Analyse, Create and Hypothesise)

*It is possible that a small number of students may be placed in different waves for different subjects depending on their aptitude and ability

Special needs, such as in thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language or how they relate to and behave with other people, will be identified at these early interviews and the relevant external agencies will be contacted to ensure continuity of support.

An outline of the two main components based on a 30 hour weekly cycle:

Wave	Academic Component (18 hours) (60%)	Personal Development (2 hours) (6.7%)	Creative Component (6 hours) (20%)	Supportive Studies (4 hours) (13.3%)
1	An integrated approach to the core curriculum delivered by Primary trained teachers and Learning support specialists. Additional time is allocated in the Additional Supportive Studies programme for reinforcement of basic skills		A } Mu } 3.5 Dr } (11.7%)	Four periods per week will be devoted to catch up, enrichment or extension (see note 6 below)
2b	En ₅ Ma ₅ Sc ₂ H ₂ G ₂ MFL ₂ (16.3%)(16.3%) (6.6%)(6.6%)(6.6%)(6.6%)	RE } PSHE } 2 (6.6%)	PE _{2.5} (8.3%)	Friday afternoon will be allocated to progress review
2a	En ₄ Ma ₄ Sc ₃ H ₂ G ₂ MFL ₃ (13.3%)(13.3%) (10%)(6.6%)(6.6%)(10%)			
3	En ₄ Ma ₄ Sc ₃ H ₂ G ₂ MFL ₃ (13.3%)(13.3%) (10%)(6.6%)(6.6%)(10%)			

Sample timetable for a Y7 group:

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Remediation / acceleration breakfast clubs						
1 (1Hr)	Group 1	French /English	French / English	French / PSHE	French / Public Speaking	English
2 (1Hr)	Group 1	Maths	Maths	Science	History	Maths
First Break						
3 (1Hr)	Group 1	Science	History	PE/RE	Maths	Science
4 (1Hr)	Group 1	English	PE/RE	English	Geography	Tutorial / PSHE
Lunch						
5 (1.5 Hr)	Group 1	Art	Drama	Music	P.E.	Staff Training
						Pupil Detention
Lunch						
6 (1Hr)	Group 1	Latin	Catch Up	Latin	P.E.	
		Enrichment	P.E.	Enrichment	Enrichment	

Additional notes:

- Although this curriculum looks orthodox in nature it is designed to:
 - consolidate the basic skills needed prior to accessing Key Stage 4
 - provide two year taster courses in many subjects before offering them as extended study options in Key Stage 4
- Students are not restricted to a single wave. If they show progress or talent in a subject he / she may study that subject in a 'higher' wave
- Wave 3 pupils will study their core subjects at a greater depth than the other 3 waves
- The creative component will be taught in mixed ability groupings
- At times the creative curriculum may be suspended as the school seeks to bring various artists, authors, poets, leading academics and community leaders into the school to enrich the curriculum offering
- A 'Cultural Entitlement' programme will be introduced which will ensure that each year all students will visit, at least once, in the Key Stage:
 - A university
 - A theatre production
 - An art gallery
 - A museum
 - A planetarium
 - A zoo

(See previous notes on the funding of these visits)

- Student will undertake 2 service and 2 enterprise projects each year
- There will be four hours per week of '**Additional Supportive or Extended Studies**'. Students may chose 6 activities from the following suggested programme over the course of the year:

Additional studies*	Homework club**	Late detention***
Astronomy	Become a Chef	Become a poet
Code breaking	Choir	Dance
Debating society	Design and build	Environment Club
Gym Club	Junior Orchestra	Latin

*This is compulsory for all students who have still to attain National Standards

**Homework club is compulsory for students who fail to meet the school's homework standards

***Students who are late for school will not be able to participate in the additional studies programme on the day they are late.

D2.2 Curriculum Plan – Key Stage 4

The Key Stage 4 curriculum is restricted to:

Wave	Academic Compulsory Core (70%)	Option Pools		
		A ₃ (10%)	B ₃ (10%)	C ₃ (10%)
1	En₄ (13.3%) Ma₄ (13.3%) Sc₄ (13.3%) H/G₃ (10%) MFL₃* (10%) RE₁ (3.3%) PE₂ (6.6%)	The subjects in these pools will be mainly drawn from the 'creative component'. Specialist subjects such as Latin, History, Geography, second language, third science etc. will also be available as additional academic study.		
2	En₃ (10%) Ma₃ (10%) Sc₆ (20%) - some students may study just 2 sciences or combined science; others will study 3 sciences depending on previous performance by using the option pool to select the third science H/G₃ (10%) MFL₃* (10%) RE₁* (3.3%) PE₂ (6.6%)	For some students additional literacy and numeracy may be taught in option B / C Students who wish to follow vocational programmes, presently anticipated at 20%, may choose them here as double or triple options. All vocational programmes must align with employment prospects in the local community, national routes to apprenticeships or scholarships offered by leading national employers. Vocational subjects will be offered in partnership with local vocational providers.		
3	En₃ (10%) Ma₃ (10%) Sc₆ (20%) - all students will study 3 sciences by using the options pool to select the third science H/G₃ (10%) MFL₃* (10%) RE₁* (3.3%) PE₂ (6.6%)			

There are 26 periods allocated to the option system. Students will still access the 4 '3.30pm - 4.30pm' enrichment sessions although the school may use some of these lessons for additional tuition when necessary

Additional notes

- The academic component is compulsory for all students (EBacc.)
- RE and PE in the Academic component are not pursued to external accreditation level. Students wishing to be accredited in these subjects must choose them as extended studies in the options pool.
- Students will not be encouraged to take more than 9 G.C.S.E. exams.
- All vocational subjects must be related to employment prospects and contain an extended period of work placement. It is anticipated that no more than 30% of students will follow vocational subjects. These will be taught in conjunction with a local F.E. college
- Student will undertake 2 service and 2 enterprise projects each year
- There will be an 'Additional Supportive Studies' programme in Year 10. In Year 11 this programme will be replaced by a programme of supportive

studies designed to maximise individual student outcomes in each chosen subject

- There will be a strong emphasis on career or professional development throughout the Key Stage

D2.3 Summary of the curriculum offering

The focus of each Key Stage will be 'aspiration and achievement'

- There will be a strong focus on 'achievement for all' to enhance inclusivity
- Achievement awards will be sponsored by Oasis, local universities, business, commerce and the Academy Trust
- Each student, and their parent, will receive a personalised learning plan (PLP) that will map their predicted progress through the key stage together with accompanying achievement and personal development targets. These plans will be regularly appraised and updated to reflect individual student progress and aspiration
- Each student will be allocated a personal mentor to discuss weekly progress and achievement
- All students whose literacy or numeracy skills are in need of remediation will receive additional tuition, personal support and access to a summer remediation camp
- Subjects in the academic component will be delivered by highly qualified teachers who have excellent subject knowledge
- All schemes of work will be cognoscente of the starting points of our students and build upon their learning experiences
- Schemes of work of subjects in the academic component will show both coherence and inter-dependence in their design and delivery
- Subjects in the academic component will continually reinforce the school's literacy and numeracy enhancement strategies
- There will be formal written assessments at the end of each learning module for subjects in the academic component
- Parents will be informed of the results of these assessments
- There will be a period of remediation following each assessment to ensure that no child falls behind
- Subjects in the creative component will be delivered by both teachers and leading professionals in that particular area of creativity
- Creative subjects will be assessed through demonstration of acquired skill at the end of the creative learning module
- Parents will be invited to an 'assessment' evening when students will display their creative skills
- The enterprise component will ensure that each student becomes involved in an enterprise project and learn the basic skills of project planning
- The service component will ensure that all students contribute a 'service' to help their extended family or their local community
- There will be a strong emphasis on the development of self-confidence, personal character, public speaking and appropriate social skills

- Students will be taught in a mixture of sets, bands, mixed ability, vertical groupings or personal support depending of the subject and rate of progress
- Students in need of most educational support will have a 'family link worker' attached to the group who will visit homes and work with families in supporting the learning of their child
- Students will be expected to achieve the targets set out in their personal learning plan. Students not reaching these targets will be expected to attend summer school or weekend classes

Key Stage 3

A fundamental aim of the Key Stage 3 curriculum is to ensure that, by the end of year 9, students will not only have had a broad, balanced, relevant and challenging learning experiences but that they will have achieved a level of competency that will exceed the national average level for literacy and numeracy as well as the necessary knowledge, skills and understanding to equip them to successfully enter Key Stage Four.

- Prior to entry, all students will have their reading and numeracy ages assessed
- Prior to entry all students will have any learning challenges identified
- Renaissance Learning will be used to both enhance literacy skills and encourage the joy of reading
- All schemes of work will be cognoscente of the learning challenges and starting points of our students and build upon their learning experiences in the primary phase
- All students will enjoy visits to a museum, art gallery, theatre and university
- There will be an annual residential experience for all Key Stage 3 students*
- All subjects in the academic and creative components are compulsory for Key Stage 3 students
- Students will be expected to achieve the targets set out in their personal learning plan if they are to graduate from Key Stage 3 at the end of year 9.
- Headteachers of local primary schools will be invited into school for a day each year to ensure that the school is delivering a high quality educations that builds upon the foundations that they built

(The 'Annual Residential Experience' will be funded through a combination of school funds, parental contributions and sponsorship. It will be totally inclusive with additional funding being found for children from disadvantaged families.)*

Key Stage 4

The key stage will have a heavy emphasis on academic and vocational achievement as students move towards external accreditation. English, mathematics, science, history or geography and a modern foreign language will be compulsory for all students. Students may chose up to four more options to supplement these core subjects.

The majority of subjects will be externally accredited by G.C.S.E. providers. Where the school offers vocational courses, these courses will be directly related to employment prospects and trends in the local area.

- All schemes of work will be cognoscente of the starting points of our students and build upon their learning experiences in Key Stage 3
- Subjects in the options pool will be delivered by highly qualified and experienced teachers or leading professionals or college lecturers if it is a vocational subject
- Students following a vocational subject will be offered an extended work placement that is supportive of the programme that they are following
- Students will be expected to achieve the targets set out in their personal learning plan. Students not reaching these targets will be expected to attend summer school or weekend classes

D2.4 The school day, semester, term and year

D2.4.1 The School Day

Each school day will commence at 8.30am and finish at 4.30pm with the exception of Friday when school will finish at 2.00pm allowing staff to review the week and plan for the following week.

Within this time frame, a 30 hour teaching cycle will be embedded. The structure of the day would be:

7.45 - 8.30am	Early arrival and breakfast clubs. All students will be expected to be registered by 8.30am.
8.30 - 8.45am	Assembly.
8.45 - 9.45am	Period 1
9.45 - 10.45am	Period 2
10.45 - 11.05am	First break
11.05 - 12.05pm	Period 3
12.05 - 1.05pm	Period 4
1.05 - 1.50pm	Second break
1.50 - 3.20pm	Period 5
3.20 - 3.30pm	Third break
3.30 - 4.30pm	Period 6

- N.B.
1. Lunch will finish at 1.40pm on Fridays
 2. This will be followed by a twenty minute tutorial period to check planners for the weekend and go through the diary for the next week
 3. Following this period, time will be set aside during the afternoon to meet with selected students to review their progress
 4. There will be days when the conventional timetable will be suspended and replaced by 'super learning days'.

D2.4.2 Key points in the school day

7.45 - 8.30am

Each morning senior staff will be at the school's entrance to greet students on an individual basis. Early arrival will be an expectation for some students who are in need of individual support and encouraged for all other students. Light, healthy breakfasts will be available and supervised facilities will be open for independent study. An early morning 'keep fit' class will be available for both staff and students.

Students will be expected to use the biometric registration systems on arrival and those students who arrive after 8.30am will be officially late and have to make up the time after school.

Biometric registration will be used at the start of each lesson.

8.30 - 8.45am

All assemblies will be student led to encourage and develop communication and presentation skills. This will allow students to develop as confident, communicative and articulate individuals. Students gifted with musical or other talents will be encouraged to showcase their abilities during this time. There will be a daily act of worship.

8.45 - 1.05pm

The longer mornings will be dedicated, whenever possible, to the school's academic component. This will allow students to spend 20 hours each week (70%) in academic study.

1.05pm - 1.50pm

This will be the main break of the day. Students will be free to use the school's healthy eating restaurant or consume their own packed lunch in the restaurant. However, we would ask that packed lunches are supportive of the school's drive to ensuing healthy lives. Students will not be allowed home for lunch. Staff will be expected to eat with students.

1.50 - 3.20pm

Where possible, the afternoons, with the exception of Friday, will be dedicated to those subjects in the creative component (20%). Students will be able to engage in such activities as creative digital media, art, music, physical education, and personal development. Members of the academic teaching staff will team teach with the creativity experts during the afternoon, or plan and prepare their own work at the back of those classrooms. On Friday afternoons, students will meet with their home base teacher or personal mentor to review their progress and continue planning their enterprise or service activities.

3.20 - 3.30pm

Light healthy refreshments will be offered in the school hall to students, staff and external tutors who will be arriving to take charge of the activities programme.

3.30 - 4.30pm

The final period of the day will be devoted to additional support or further enrichment, activities or sports (10%). Additional support will be compulsory for those students in need of targeted intervention and voluntary for those students who wish to enhance their progress. Although we expect all students to take part in at least two activities per year, we recognise that there may be evenings when students are not inclined to elect for any of the activities on offer. If this is the case then students may use this allocated time to commence their homework under supervised conditions.

The school library and study centre will remain open until 7.30pm for community use. Students will be allowed to use this facility to complete homework thus leaving their evenings free. All homework will be expected to be emailed to the school by 8.15am the next day.

(The school will assist those families who are not presently 'on - line' in accessing IT facilities with finance provided by the parents' group)

5.30pm – 6.30pm

The school's homework tutors will be available to give advice regarding the completion of homework assignments to years 7 and 8

(To enable effective financial projections to be forecast, a salary of £25 per hour has been allocated to on-line tutors. The tutors will not be on the school payroll but will be outsourced and appear as Non Pay in the Financial Projection)*

Saturday Morning

The school will reserve the right to request the attendance of any student who is disruptive or falling behind in his / her studies at specially convened Saturday morning sessions.

D2.5 The 'Learning Semester'

There are 6 learning semesters in the 39 week school year. Each semester lasts 4 weeks and consists of 5 ½ weeks teaching and learning; ½ week assessment and one week to remediate any 'gaps' in learning exposed by the semester assessments. The days freed by this model will be incorporated in to a 'Day 10' approach where 20 days will be allocated as 'super learning days' spaced throughout the year.

D2.6 The school terms

School terms will remain in line with the local primary schools to avoid additional expense of absence caused by family holidays

D2.7 In-service training days

All in-service training days will take place at the start or end of terms to avoid breaks in learning and progress

D2.8 School Year

The school year will have 195 taught days and 5 in-service days. Some staff may have additional contracts for the summer school.

D2.9 How we will group the pupils

D2.9.1 Pastoral grouping

- On entry, all students will be allocated to one of 6 house groups
- Over a period 5 years these 'houses' will be vertically linked preserving their year identity within a house system
- By 2019, the school will have a fully formed vertical family system with 20 students vertically grouped in each family

D2.9.2 Academic grouping

The design of the curriculum accepts that a 'one size fits all' curriculum is outmoded in preparing students for life in the wider world. To this end, access to the broad curriculum will be through a series of '**waves of progression**'. Each wave will represent a loose gathering of learners whose progress and learning needs fits the core curriculum offered to that wave of progression.

Class size in the Academic Component will be a maximum of 30 students with Nurture Groups not exceeding 10 students

D2.10 Waves of Progression in Key Stage 3

Key Stage 3 is organised into four 'Waves of Progression'.

- Wave 1** is designed for students whose learning and social needs would benefit from being in a small group with specialist primary trained teachers supported by classroom assistants so as to ensure that each student's basic skills are reinforced and consolidated
- Wave 2b** is designed for students who have just failed to meet the statutory requirements for their age group
- Wave 2a** is designed for students who have met, but not exceeded, the statutory requirements for their age group
- Wave 3** is designed for students who have exceeded the statutory requirements for their age group and could be deemed to be 'gifted and talented'.
 - Entry to a KS3 Wave is determined by both external and internal

assessments upon transfer to the school

- Progress is continually monitored on an individual basis to enable students to move between waves as they progress
- The school will set targets for all wave 2b students to meet the statutory requirements for their age and to move into Wave 2a by the end of Year 7 after which Wave 2b will cease to exist.
- It is hoped that some of the children in Wave 1 may be able to be placed in Wave 2 at the end of Year 8.

D2.11 Determination of each student's individual Key Stage 3 'wave of progression'

Liaison with Primary Schools and entry testing procedures ensures that the school will receive baseline scores and information for students. These scores, together with a series of assessments undertaken by the school itself, will be used in determining a student's 'wave of progression'.

The school is presently examining the following assessments for the gaining of more diagnostic information regarding students on entry:

- Cognitive Ability Tests -Verbal, Quantitative, Non-Verbal
- NFER Reading Test expressed both as a Standardised score and a Reading Age
- Vernon Spelling Test
- LASS Testing
- The EAL Language Survey information
- EAL Language Assessments-EAL QCA Levels
- Student Transition Form – G&T, SEN, BESD, Pastoral issues, Child Protection
- Code of Practice SEN information

N.B. It is possible for students to be in different waves for different subjects according to their aptitude and ability.

A student who is overall at Wave 2 level but is a gifted Mathematician may be placed in Wave 3 for Mathematics

D2.12 Waves of Progression in Key Stage 4

The Key Stage 4 core curriculum is organised into three 'Waves of Progression'

1. **Wave 1** is designed for students whose learning needs will best benefit from a continuing concentration on their basic skills and will gain greater confidence by achieving alternative accreditations alongside their academic and applied qualifications
2. **Wave 2** is designed for students whose learning will benefit from an accumulative approach to the gaining of academic and applied qualifications
3. **Wave 3** is designed for students whose learning needs will both benefit

from an accumulated approach to academic qualifications as well as an early experience of more advanced learning programmes

Progress is continually monitored on an individual basis to enable students to move between core curriculum waves as they progress

Outside of the core curriculum, a modular curriculum will be offered. Each module will have three levels of delivery to ensure synchronisation with the three waves of the core curriculum

D2.13 Determination of each student's individual Key Stage 4 'wave of progression'

Entry to a core curriculum wave in Key Stage 4 is determined by individual student progression in Key Stage 3.

As students progress in their learning they may access different waves of specific learning programmes outside of the core. For instance it will be possible for a student whose basic core curriculum needs are best suited by Wave 1 to follow a Wave 3 programme in Applied Music if they demonstrate sufficient talent.

Similarly, a student following a Wave 3 core curriculum may opt to study a short course in Cantonese at Wave 2 level.

Each of the subjects offered outside of the core curriculum will be both modularised and customised to individual learner need.

D2.14 How grouping reflects the vision

In the Pastoral Groupings the House system allows the development of both leadership, character and citizenship as the senior pupils will lead the junior pupils. In the academic groupings the use of the wave system allows targeted support so that each child will have a greater chance of fulfilling their potential.

D3 Show how your staffing structure will deliver the planned curriculum

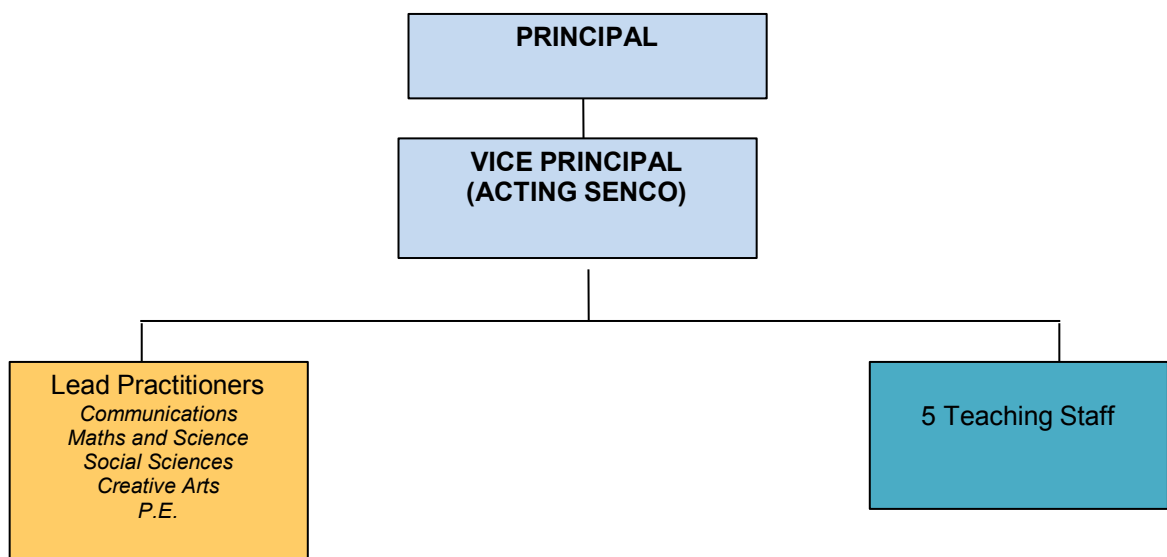
D3.1 Staff growth over a 5 year period

The table below illustrates the manner in which the teaching staff profile will grow as the number of pupils attending the academy increases.

	2014/5	2015/6	2016/7	2017/8	2018/19
Pupil Numbers	180	360	540	720	900
Leadership Teaching Staff	4	6	8	10	10
Teaching Staff	8	17	26	38	50
Pupil-Teacher Ratio	15.00	15.65	15.88	15.00	15.00

The model assumes moving to a P.T.R. of 1:15 in the main school within 3 years. This will allow the cost of the additional staff within the start-up period. Full details of affordability are contained within the financial plan.

D3.2: The initial leadership and staffing



There will be five major curriculum areas. These will be:

- Mathematics and Science
- Communications (English and MFL)
- Social Sciences
- Creative Arts
- Personal and physical development

With only a small number of students one of these posts will be held by the Vice Principal on an acting basis and one by a member of the teaching staff. Over a period of 4 years the school will move to the final leadership structure.

In the first year of the school the 180 students will be based in houses but taught, in the academic component, in 7 groups of 22/23 together with 2 groups of 10 in the nurture section of the component. All staff will be expected to teach within both the academic and creative components. Based on a 30 period week the teaching allocation would be as follows:

- Principal 10 periods
- Vice Principal 14 periods
- Curriculum Leaders 22 periods
- Teachers 26 periods

The school will appoint a Principal, Vice Principal, 3 Curriculum Leaders and 7 teachers. This allocation will produce 272 teacher periods. This, together with a Nurture Assistant, will allow the curriculum to be delivered.

The Family Link Worker will also assist with the nurture class(es) and act as both Attendance Officer and Child Protection Officer during the first year of the school. During the course of the first year classes in the creative arm will be delivered by para-professionals who are experts in their field, have clearance for working with young people and are employed on part time fixed term contracts. The classes will be supervised by qualified teachers who will either team teach or spend their preparation time at the back of the classroom.

D3.3 The roles within the initial leadership team

During the first year of the new school there will be a flat leadership team. The Principal, Vice Principal and two curriculum leaders will form this team. The team will be responsible for:

- The alignment of the day-to-day life of the school with the vision contained within the proposal
- The smooth day-to-day functioning of the school
- The planning, delivery and monitoring of the curriculum and quality of teaching

As an interim measure, the Vice Principal will assume the role of SENCO until a full time person is appointed.

During this first year the Principal, working with the Vice Principal will be responsible for implementing all monitoring, development and accountability systems.

The two curriculum leaders and two members of the teaching staff will be responsible for designing and implementing schemes of work.

The Principal and Vice Principal will be responsible and accountable for the smooth running of the Creativity Component.
The Principal and Vice Principal will be responsible and accountable for the smooth running of the Enterprise Component.

D3.4 Initial Staffing Structure

The staffing structure for the first year of the school will be as follows:

Teaching

Principal (*See below for role*)

Vice Principal (Acting SENCO) (*See below for role*)

3 Curriculum Leaders (*See below for role*)

7 Teachers

(Funding equivalent to one FT teacher has been set aside for possible curriculum infill)

Nurture Assistant (*To work with SENCO in meeting needs of statemented, disadvantaged and vulnerable children*)

Family Worker (*To act initially as attendance officer and work with disadvantaged or vulnerable children*)

Non-teaching

Business and Finance Manager (*see below for role*)

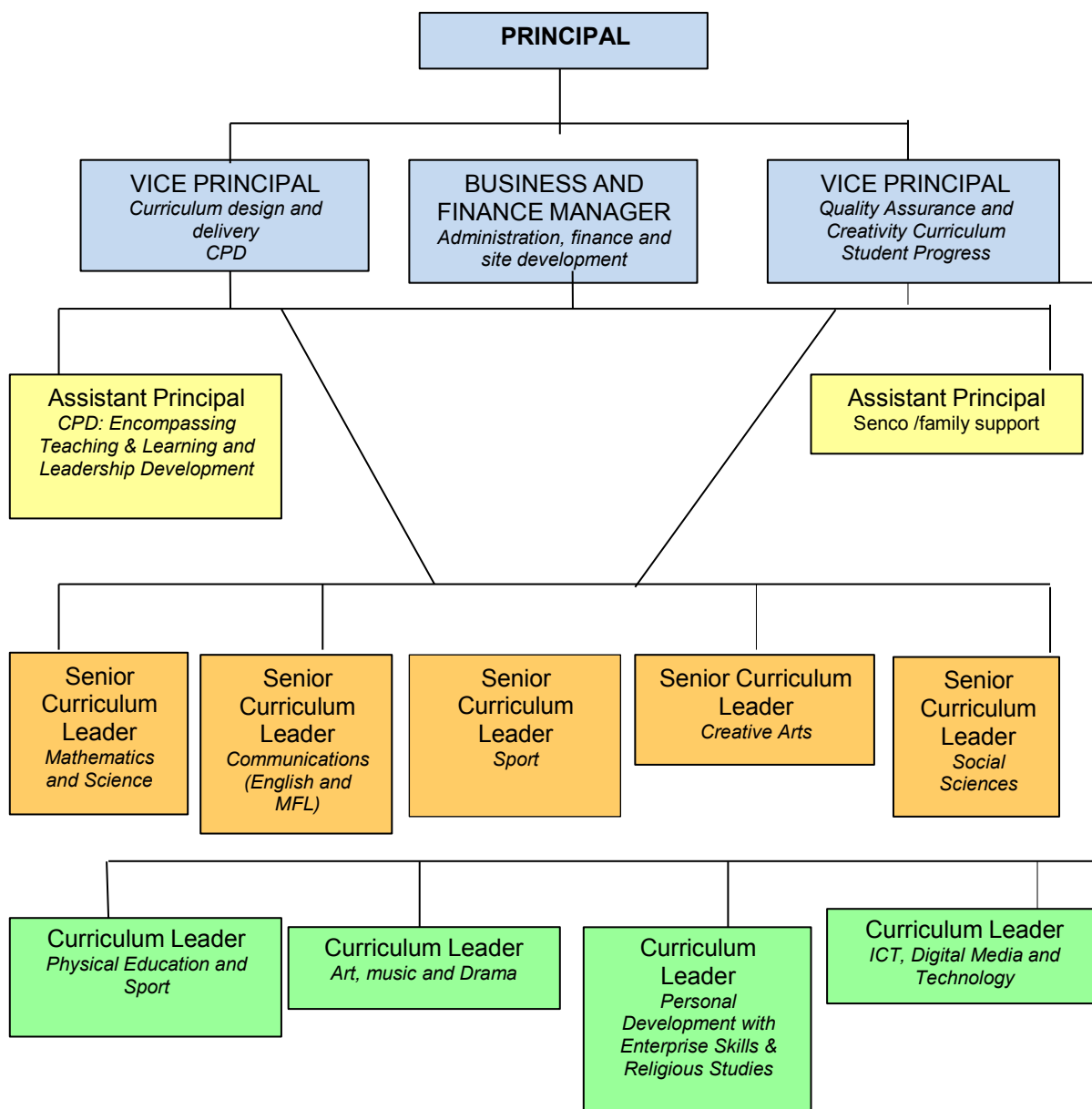
Principal's P.A.

Science Technician

Site Manager

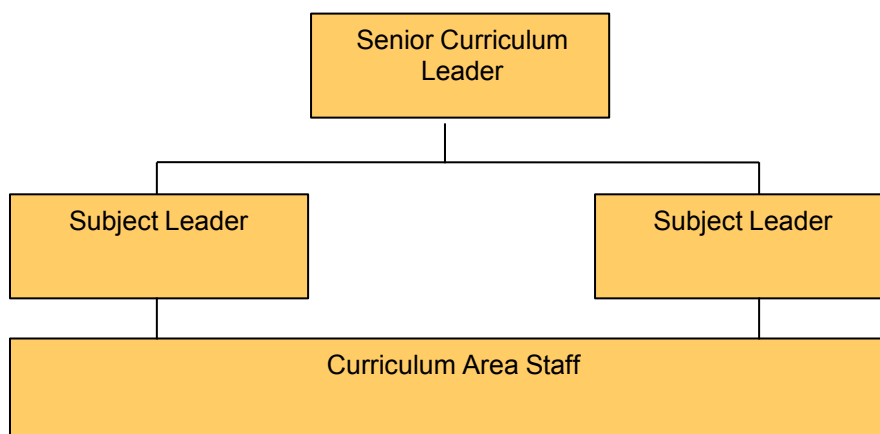
D3.5 The Final Leadership Structure

The schematic diagram indicates the shape of the leadership structure after a period of five years. It is based on the assumption that the school will be fully subscribed and delivering the curriculum outlined in the proposal.



D3.6 Final Staffing Structure

The Curriculum Area Structure



The final staffing structure is based on the following assumptions:

- i. The school reaches a full capacity of 900 in 5 years
- ii. There is sufficient funding over the five years to fund this structure

The Final Structure

Principal
2 Vice Principals
2 Assistant Principals
5 Senior Curriculum Leaders

(See Below)

(Design, delivery and monitoring effectiveness of curriculum delivery - Maths and Science: Communications; Digital Creative Media and Social Sciences)

4 Curriculum Leaders
46 Teachers
10 Support Staff (8.5 FTE)
9 Nurture Assistants (3.9 FTE)

Student Support Structure

1 Family Worker
Student Services Secretary (*To be responsible for student attendance*)
10 Lunch Supervisors

Financial Management

Business and Finance Manager
Finance Assistant

Administration Staff

Principal's P.A.
Office Manager

Office Assistant
Receptionist
Data Manager

Technical Staff

1 Librarian
2 Science Technicians
2 I.T / AV Technicians (1.85 FTE)

Site Staff

1 Site Manager
2 Site Staff (1.6 FTE)

D3.7 The roles of the final leadership team

Principal:

- Developing a full, open and transparent partnership with the Advisory Council
- Ensuring the school is constantly aligned with the vision and ethos of the plan
- Ensuring high quality teaching and learning
- Ensuring effective and accountable management systems
- Ensuring high quality accountability systems
- Representing the school within the wider community
- Ensuring the school meets or exceeds its annual targets
- Appointments to staffing structure
- Assuming responsibility and accountability of all school matters

Vice Principal A - Curriculum Design and Delivery

- Design of curriculum in line with vision and ethos within the proposal
- Ensuring the cost effective deployment of teachers and teaching resources
- The delivery of the Academic Component
- Monitoring of curriculum effectiveness
- CPD Programme

Vice Principal B – Quality Assurance and Creativity

- Design and implementation of quality assurance systems
- Monitoring the effectiveness of these systems
- Design of professional development programme to support performance management
- The delivery of the Creativity Component
- All matters relating to the tracking of student progress and the introduction of necessary intervention strategies

Business and Finance Manager

- All financial and employment matters

Assistant Principal – Teaching and Learning

- All matters relating to the development of high quality teaching and learning
- The Enterprise Curriculum

Assistant Principal – SENCO

All matters related to statemented, vulnerable and disadvantaged students
 Family Liaison
 Primary Liaison

D3.8 Year by year growth

The Principal Designate will be expected to draw up plans for year by year growth. These plans must be guided by:

1. The anticipated number of students joining the school at the start of the next year
2. The funding available
3. The need to maintain a maximum PTR of 16:1
4. The need to maintain an adult-child ratio with a maximum of 10:1
5. The need to logically move towards the final staffing structure

D3.9 School Operation at 80% Capacity

Although our evidence of demand for Oasis Community School Walthamstow and local school place planning projections reflect that the school will be at 100% capacity on opening, The table below reflects the school's operation at 80% capacity

	2014/5	2015/6	2016/7	2017/8	2018/19
Pupil Numbers	144	288	432	576	720
Leadership Teaching Staff	4	6	7	10	10
Teaching Staff	6	12	21	28	38
Total Teaching Staff	10	18	28	38	48
Pupil-Teacher Ratio	14.40	16.00	15.43	15.16	15.00

The 144 students in Year 1 would be grouped into six classes, comprising 5 classes of 27 students (135 students), and one nurture group of 9 students (total 144).

The curriculum resource available at 80% capacity is as follows:

Year 1 (total periods = 6 groups per year group x 30 periods per week x 1 year group of Year 7 = 180 periods per week)

5 groups x 27 students = 135

1 groups x 9 students = 9

6 groups with a total of 144 students

1 x Principal @ 10 periods a week = 10 periods

1 x Vice Principal @ 14 periods a week = 14 periods

3 x Curriculum Leaders @ 20 periods a week = 60 periods

5 x Teachers @ 22 periods a week = 110 periods

Total periods = 194

Year 2 (total periods = 6 groups per year x 30 periods x 2 year groups of year 7 and 8 = 360 periods per week)

5 groups x 27 students x 2 year groups = 270 students

1 groups x 9 students x 2 year groups = 18 students

6 groups with a total of 288 students

1 x Principal @ 10 periods a week = 10 periods

1 x Vice Principal @ 14 periods a week = 14 periods

1 x Assistant Principal @ 16 periods a week = 16 periods

5 x Curriculum Leaders @ 20 periods a week = 100 periods

10 x Teachers @ 22 periods a week = 220 periods

Total periods = 360

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

D4.1 SPECIAL EDUCATIONAL NEEDS

Oasis Community School Walthamstow believes that all children have a right to access a relevant and worthwhile education designed to enable them to participate fully in society and to contribute to, and benefit from, that society. It is in this belief that the school will:

- Ensure that students who have special educational needs will be supported wherever necessary to achieve full access to the whole school curriculum. This will be facilitated through access to skilled staff, specialist equipment and resources
- Ensure that all staff are skilled in SEND processes and practices
- Aim to make appropriate provision for students who experience a range of additional and special educational needs
- Provide physical access to the school's buildings and will ensure full access of children with special educational needs to the curriculum
- Provide an annual budget allocation for special educational needs and planning of provision will be based on regular provision, best value analysis of that provision and on-going policy development
- Ensure that the school prospectus includes details of the Academy Trust's policy for students with SEN and in particular shall include the information specified in Schedule 1 to the Education (Special Educational Needs) (Information) Regulations 1999 as amended or re-enacted from time to time. It shall also include details of the arrangements for the admission of disabled

students; the steps taken to prevent disabled students from being treated less favourably than other students; and the facilities provided to assist access to the School by disabled students (disabled students meaning students who are disabled for the purposes of the Disability Discrimination Act 1995).

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

D4.1.1 The Academy's SEN Specialisms and Disability Philosophy

The schools 'Special Educational Needs' policy will take careful account of the Education Act 1996, the code of practice 2001, the Special Educational Needs and Disability Act 2001 and the aims of the school as outlined in school documentation.

We recognise that all children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that:

- All children are entitled to a relevant and worthwhile education designed to enable them to participate fully in society and to contribute to and benefit from it.
- The school will provide a graduated approach for SEND students by identifying different levels of need. Whenever it is to their advantage, SEND students will be accommodated in mainstream classes and given appropriate support
- Students who have special educational needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.
- Students should have special programmes designed to maximise opportunities for independent living preparation for life after school, including preparation for work or continuing education
- It is essential to keep parents and carers of SEND students fully engaged as partners in their child's education
- Additional specialist support or an appropriate differentiated or different curriculum will be available to SEND student in the Creative Component to ensure that they are fully supported in fulfilling their potential
- Additional specialist support will be given to SEND student in the Enterprise Component to ensure that the public service and fund raising activities are tailored to their strengths

D4.1.2 Links with other schools

When a student with designated special needs is to transfer to the school, an appropriate member of staff will be allocated to monitor and co-ordinate the transfer process. This member of staff will become involved in the setting up of an extensive two-way information sharing process to ensure adequate information is available regarding the individual student and their particular needs. This will ensure that appropriate documentation and individual learning plans are in place prior to transfer.

D4.1.3 Engaging with external agencies

The school will work closely with other agencies to focus on the identification and provision for those students who have additional educational needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality holistic support which focuses on the needs of the student.

D4.1.4 The Management of SEN

A member of the school leadership team will have the responsibility for the day-to-day operation of the school's inclusion policies.

The SEN Coordinator will:

- Maintain the school's Special Needs Register and all the required documentation by regular liaison with teachers, parents and external agencies and the arrangement of annual reviews
- Produce, issue, monitor and review individual action plans for each child with defined special needs
- Organise appropriate support and, if necessary, extended time for assessments and external examinations
- Oversee the running of the provision for students with special educational needs including general class, small group and individual student support.
- Organise and manage the work of the school's Learning Support Assistants and SEN support teachers
- Liaise with all relevant staff to ensure that the educational needs of all children with special educational needs are fully met
- Develop a proactive approach when it comes removing barriers to learning for children with SEN.
- Monitor and evaluate the different forms of intervention with respect to the specialisms below so that impact can be tracked. Develop entry and exit strategies for students receiving intervention
- Act as the lead practitioner for the 'Team around the child' and support the development of a 'Team around the School'.
- Produce termly reports to the Academy Council and an annual report for the 'Academy Council's Report to Parents'

D4.1.5 Access for the disabled

The School will provide access for disabled students through ramped access to particular buildings. The needs of the students will be taken in to account when considering timetabling arrangements in order to ensure full access to the curriculum is available.

D4.1.6 Special Education Needs Budget

With regard to the annual allocated budget in line with the aims and beliefs of this policy document, the following outlines the basis on which the School will plan financially for the delivery of SEN support.

- The annual allocation of the budget for special educational needs for the year will be agreed with the Business and Finance Manager of the School in close consultation with the Oasis Finance team.
- This allocation will conform with the principles of 'best value'
- The annual allocation will make allowance for any on-going L.A. or government directives

D4.1.7 Complaints procedures

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

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

D4.2: GIFTED AND TALENTED STUDENTS

D4.2.1 Rationale

Oasis Community School Walthamstow will constantly promote and value excellence and achievement in all students. To ensure that students meet our aspirations and ambitions we will be committed to providing a stimulating and challenging curriculum which caters for their individual needs.

We recognise that, amongst our students, there will be those who will be identified as being gifted and talented with their own individual special educational needs. As a school we are committed to identifying these students. We further recognise that their talents may come in many different forms amongst which are:

- academic and intellectual ability
- creative talent
- dramatic/visual talent
- sporting/physical talent
- mechanical ingenuity
- organisational ability
- leadership and interpersonal skills
- IT skills

Whilst it is the school's responsibility to provide all students with a challenging and stimulating curriculum, we accept that within this curriculum additional provision must be made for the individual needs of those who are identified as being gifted and talented students.

In ensuring this provision we will

- Appoint a led person for gifted and talented students
- Produce strategies through which we will identify¹ those students who are gifted and talented students
- recognise that there may be disengaged, and sometimes troubled, students who may also be gifted and talented
- raise awareness amongst students, parents and staff of these students and their educational and personal needs
- support teaching and non-teaching staff, through appropriate training and development, to meet the needs of able and talented students
- organise the curriculum and pedagogical approaches to ensure that the potential of these students is fulfilled by providing enrichment opportunities which will expand their horizons
- encourage consistency of approach in educating gifted and talented students
- provide pastoral support and guidance for gifted and talented students with a recognition of both individuality and equality of opportunity
- seek the closest possible partnership with parents in the process of education and personal development of these children

¹ *In recognising 'gifted' students we will seek those who demonstrate attainment that is well above average academic ability in one or more subjects in the academic component*

D4.2.2 Grouping of gifted and talented students

Gifted and talented students will be educated in a variety of groupings as determined by their needs. These groupings will include mixed ability, setting or independent support according to ability and needs in specific subjects. We will also consider a stage not age approach to enable accelerated learning and earlier academic achievement.

D4.2.3 Curriculum Provision

We recognise that gifted and talented students need to:

- Have a secure environment in which they feel happy to display their abilities and to take risks.
- Have teachers who expect excellence not just competence.
- Experience challenge.
- Enjoy learning.
- Have access to learning opportunities that recognise a range of learning styles.
- Know that they can ask questions and will be given a considered response.
- Be recognised as an individual with strengths and weaknesses.

We consider 'in class' provision for gifted and talented students to be of paramount importance. It is our aim to provide a positive and challenging learning environment and recognise certain key curriculum principles in helping these students fulfil their potential. Individual curriculum areas will be required to plan provision for gifted and talented students within schemes of work.

In addition to this 'in class' provision, the school will develop a programme of out of class extension and enrichment activities to support, challenge and broaden the horizons of gifted and talented students. These may include:

- master classes
- additional lectures or events
- individual working with senior students
- independent projects
- networking with other schools

Each department will be responsible for the day to day planning, implementation and monitoring of provision for gifted and talented students.

D4.2.4 Monitoring

Individual departments will be responsible for ensuring that departmental policies in this area are both implemented and monitored. The lead person will be responsible for monitoring the implementation of these departmental policies and of developing a coherent whole school approach to these students.

D4.2.5 Personal support

It is the school's belief that the pastoral care of gifted and talented students is just as important as care for their intellectual development. Where it is considered necessary we will designate personal mentoring for individual students.

D4.2.6 Parents/Carers

In order to develop a close partnership with parents, the school will

- Give parents the opportunity to make nominations as part of the identification process.
- Inform all parents about the Gifted and Talented Programme by newsletter.
- Inform parents of students identified within the cohort by individual letter.
- Share information with parents regarding their children's involvement in the Gifted and Talented programme.
- Departments will communicate the results of students' involvement in the Gifted and Talented Programme to parents.

D4.2.7 Evaluation

Individual departments will be responsible for evaluating the effectiveness of the provision for gifted and talented students within their subject area.

The lead person for Gifted and Talented will be responsible for evaluating the effectiveness of our approaches. Success will be measured against the following criteria:

- % A/A* in GCSE Examinations
- Average GCSE point score of the top 10% of achievers in terms of GCSE points score.
- Average GCSE point score of students in the Gifted and Talented Cohort
- Quality of the creative work that is produced
- Levels of motivation and challenge in these students

(Additional funding for students designated as being 'gifted and talented' is shown as 'academic support plus' in the financial projections assumptions section)

D4.3 ENGLISH AS A SECOND LANGUAGE

D4.3.1 Rationale

“Pupils learning English as an Additional Language (EAL) share many common characteristics with pupils whose mother tongue is English, and many of their learning needs are similar to those of other children and young people learning in our schools. However, EAL pupils also have distinct and different needs from other pupils, by virtue of the fact that they are learning in and through another language, and that they come from backgrounds and communities with different understandings and expectations of education, language and learning.”
(NALDIC 1999)

D4.3.2 Strategies

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

- Information about the English school system
- Information about the academy and its expectations of pupils
- Plan of the school
- An outline of the school day with exemplary pictures or diagrams
- Travel arrangements
- The homework system and how parents might support children at home
- Extra-curricular activities
- Calendar of term dates
- Additional support provided by the academy
- How to get information about their children’s work and progress, and who to contact if they have any concerns
- Pictures or photographs of uniform or dress requirements, suppliers and information about grants
- Lunch arrangements, including information of benefits such as free school meals.
- A buddy to work and play with
- A pre-entry course in ‘survival’ English
- A personal adult mentor
- Advice to staff on tailoring their lessons to need
- In-class support where necessary

D4.4 USE OF I.T. TO HELP OVERCOME THE BARRIERS TO LEARNING

Oasis Community School Walthamstow is committed to the personal use of hand held technology wherever possible. We will ensure that such technology will contain apps that will help students for whom English is a second language to minimise this challenge.

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

Oasis Community School Walthamstow is firmly committed to developing full accountability in all that it undertakes. To this end a **Strategic Performance Manger** will be appointed to the leadership team with specific responsibility for the setting and monitoring of performance targets in the following areas:

D5.1 Targets

Oasis believes that it is the responsibility of each academy to ensure that each and every student fulfils their potential. This will be achieved through the introduction of a data rich environment within each academy which will ensure:

- High quality teaching and learning
- High levels of student motivation, engagement and success
- Student outcomes that match, if not exceed, potential
- High levels of both teacher and student accountability

This belief will only be fulfilled by the constant monitoring, evaluating and improving of:

- Staff and student engagement
- Staff and student performance

This will be achieved through the adoption of the following targets:

	Performance Area	Target	Measured	
1	Attendance and punctuality in each year group	Target 96% minimum in each year / house grouping	Daily / weekly/ monthly	Sample timetable for a Y7 group:
2	Level of persistent absence*	The school will attempt to have zero P.A.s but will insist on targets of being below 1% in key Stage 3 and 2% in Key Stage 4	Daily / weekly/ monthly	
3	Y11 progress targets <ul style="list-style-type: none"> • %5 or more A* • % 5 'A* - C' in the academic component • % 5 'A* - G' in the academic component 	<ul style="list-style-type: none"> •20% - 5 or more A* •85% - 5 'A* - C' in the academic component •100% - 5 'A* - G' in the academic component 	At end of each semester	

	Performance Area	Target	Measured	i/c
4	Progress of students entitled to free school meals at G.C.S.E	Must align with, if not exceed, whole school target	Termly	School welfare team
5	Progress of 'looked after' students at G.C.S.E.	Must align with, if not exceed, whole school target	Daily / weekly/ monthly	V.P. / attendance office
6	Progress of EAL students at G.C.S.E.	Must align with, if not exceed, whole school target	At end of each semester	Leadership team
7	Progress of SEND students at G.C.S.E.	Must align with, if not exceed, whole school target	At end of each semester	Leadership team
8	% students attaining National Standards at end of Key Stage 3	100%	At end of each semester	Leadership team
10	% students working at 'silver level' in academic component at end of KS3	40%	At end of each semester	Leadership team
11	% students working at 'bronze level' in academic component at end of KS3	20%	At end of each semester	Leadership team
12	Internal exclusions*	Less than 10 students per year group per year	Daily / weekly/ monthly	V.P. / attendance office
13	Fixed term exclusions	Below n/a	Daily / weekly/ monthly	V.P. / attendance office
14	Permanent exclusions	Below n/a	Daily / weekly/ monthly	V.P. / attendance office
15	Teaching staff attendance	96% (excluding maternity cover)	Daily / weekly/ monthly	Leadership team
16	Other staff attendance	96% (excluding maternity cover)	Daily / weekly/ monthly	Leadership team

	Performance Area	Target	Measured	i/c
17	Quality of teaching	>40% lessons outstanding >40% lessons good <20% lessons satisfactory and with improvement strategies and support plan in place	Daily / weekly/ monthly This will be achieved through a combination of 'drop ins' and regular performance management checks	Leadership team
18	Class size	<24	At end of each semester	Leadership team
19	PTR	<1:15	At end of each semester	Leadership team
20	Student - adult ratio	<10-1	At end of each semester	Leadership team
21	Monthly spending profile	1/12 th of annual expenditure with allowance for major outgoings paid at specific times of year	Monthly	Principal / Finance Team
22	Budget outrun forecast	Budget always in balance with surpluses directed at future whole school improvements	Monthly	Principal / Finance Team
23	Parental satisfaction	90% of parents satisfied with academy's performance	Twice yearly survey	Leadership team
24	Student satisfaction	90% of students happy in the academy	Twice yearly survey	Leadership team
25	Extra-curricular involvement	All pupils involved in at least one additional supportive / enrichment / accelerated activity each semester	Each semester	Pastoral team
26	School visits	All pupils involved in at least one off site visit each term	Termly	Pastoral team
27	Leadership progress	Students progress on 'leadership flight path'	Termly	Pastoral team
28	Enterprise projects	All students involved in two enterprise projects per year	Termly	Pastoral team

In the first three years of the school the monitoring process will concentrate on student attendance, academic progress (including all socio-economic sub groupings, quality of teaching, staff attendance and overall spending)

Semester reports to parents will include both 'hard' and 'soft' targets in terms of both progress and involvement. Reports will include individual student performance, group average, target and a guide to progress compared to both potential and national norms.

As the academy operates a two year Key Stage 3 we will expect progress of our students to be broadly in line with two levels of progress within the two years.

Progress towards the achievements of these targets will be held on the academy's cloud based technology and backed up through land based technologies.

They will be made available to the DfE the Oasis National Executive and Academy Councillors on demand and through an annual report to parents.

The academy leadership team will be expected to produce appropriate intervention strategies if a target is in danger of being missed. Failure to act in this manner will produce external intervention from G.S.A.C.

D5.2 Producing Accountability

D5.2.1 Accountability Strategies

- a) The school Principal and the leadership team will work in partnership with the Academy Council in setting targets
- b) These targets will be sent to Oasis for verification and agreement
- c) The leadership team will then, as line managers, inform all curriculum and section leaders of the performance targets for the year
- d) The Strategic Performance Manager will draw up appropriate RAG target charts for each curriculum and section leader
- e) Each month curriculum and section leaders will complete and return the RAG chart to the performance management team
- f) The performance management team will analyse the RAG charts and advise the leadership of potential risks and slippage
- g) These RAG charts will be presented to the Academy Council each month who will challenge the team on their progress
- h) These RAG charts will be presented to the OASIS National Director of Academies each month who will challenge the academy on its progress
- i) The leadership team, working with the appropriate curriculum or section leader, devise strategies to remediate any slippage
- j) Strategic Review meetings are held with the Principal in the autumn and summer terms, where Directors will be present to question and challenge the Principal and where each Principal is able to question and challenge Directors on the services provided. The Academy Council Chair is in attendance and members of the Academy Leadership Team attend as appropriate.
- k) At the end of each academic year the Principal, leadership team and Academy Council will reflect on the school's progress and set targets for the following year. These will then be submitted to OASIS for verification and agreement
- l) It is essential that the Academy Council sees its role as one of 'challenge and support' throughout this whole process

D5.2.2 Individual teacher accountability

All teachers at the academy will be expected to demonstrate that they can continually deliver their lessons in line with the following guidance:

1. Plan lessons effectively and matched to the ability range of the pupils in line with Oasis guidance
2. Know the starting points and learning needs of pupils in their classes
3. Set challenging lesson objectives that are matched to the learning needs and ability range of the pupil as well as the National Curriculum
4. Are able to fit the lesson in to the overall work of the semester at the start of the lesson
5. Can apply a wide range of teaching strategies that sustain pupils' concentration, application and motivation and ensure that none are left behind
6. Can apply strategies that continually ensure that progress is being made by all students throughout the lesson
7. Secure high quality learning by setting challenging tasks that are matched to their pupils' learning needs
8. Are able to maintain both pace and pupil progress throughout the lesson
9. Ensure an effective balance of individual, collaborative and whole class learning
10. Continually check on both individual and collective progress
11. Are able to give quality feedback to help their pupils improve their learning
12. Ensures high standards in both literacy and numeracy
13. Are able to deliver effective student-led plenary sessions that reinforce the lesson's learning and set the stage for the next lesson
14. Set home learning that is relevant, enthusing and matched to the pupil's learning needs
15. Mark student work in a manner that it encourages and directs future progress

Observing teacher performance

Newly qualified teachers

Newly qualified teachers will be observed each week during their first semester at the academy. The focus of the observations will be:

1. Planning and whole lesson observation
2. Entry routines and lesson objectives
3. Pupil relationships
4. Whole lesson observation
5. Pace and progression
6. Higher order questions
7. Whole lesson observation

The results of these observations will inform the support plan that the teacher will be working to. Appropriate guidance and support will be in line with observed findings.

A similar pattern will be used in succeeding semesters but as an agreed level of

satisfaction is reached in each of the observed areas it may be dropped from future schedules.

Teachers

All teachers will have a formal lesson observation each semester.

Teachers who are not judged to be delivering lessons at satisfactory or above will have the observation repeated within 5 working days. Failure to improve to the academy's agreed standard will mean a support plan immediately being introduced and targeted intervention strategies applied. This intervention will be accompanied by individual support from within the academy.

If a teacher fails to improve after support has been given then 'Oasis' will become involved in offering Level 2 support which will bring finance external mentoring and coaching. Failure to improve after this second period of support will lead to first stage capability procedures being applied.

The above procedures will also apply to teachers who fail to demonstrate sufficient 'pupil progress' for their classes when compared to national expectations.

D5.2.3 Individual student accountability

- a) There will be dual accountability for individual student progress
- b) Curriculum leaders, working to academy guidelines, will be expected to set individual subject targets for each student studying their subject. These targets must be based on a minimum of 2 levels of progress in each Key Stage
- c) Academic, creative or vocational tutors will be responsible for ensuring students are achieving these targets
- d) Where there is slippage, or danger of slippage, these tutors will be expected to produce immediate remediation strategies
- e) Curriculum leaders will be expected to produce monthly RAG charts regarding overall student progress for each year group
- f) Line managers and curriculum/ section leaders will monitor any student underperformance and the effectiveness of the remediation strategies
- g) Home base tutors will be responsible for each student in their tutor group. Time has been set aside on a Friday afternoon for students to be seen on a regular basis regarding their progress. Each student will be seen at least once per month
- h) Where individual students are seen to beginning to underachieve parents will be immediately involved and a personal mentor immediately attached to the student

D5.2.4 Reporting to parents

The academy learning programme is based on 5 seven week learning modules. Each module has an assessment at the end of the unit. Parents will receive 5 reports per year following each of the five assessments.

Semester reports to parents will include both 'hard' and 'soft' targets in terms of both progress and involvement. Reports will include individual student performance, group average, target and a guide to progress compared to both potential and

national norms.

There will be a minimum of two parents' evenings per year

Parents views will be sought through twice yearly parental surveys.

In the case of underperformance or poor behaviour parents will be automatically contacted.

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

Oasis Community School Walthamstow will seek to predominately serve the community of Walthamstow. The Academy will seek to provide education for children of differing abilities who are 'wholly or mainly' drawn from the area in which the Academy is situated. It is the Academy's intention to draw at least 85% of our intake from this designated area.

The Academy will have an Admissions Number for Year 7 students of 180 in September 2014.

The proposed admissions policy is Appendix 3 to this document.

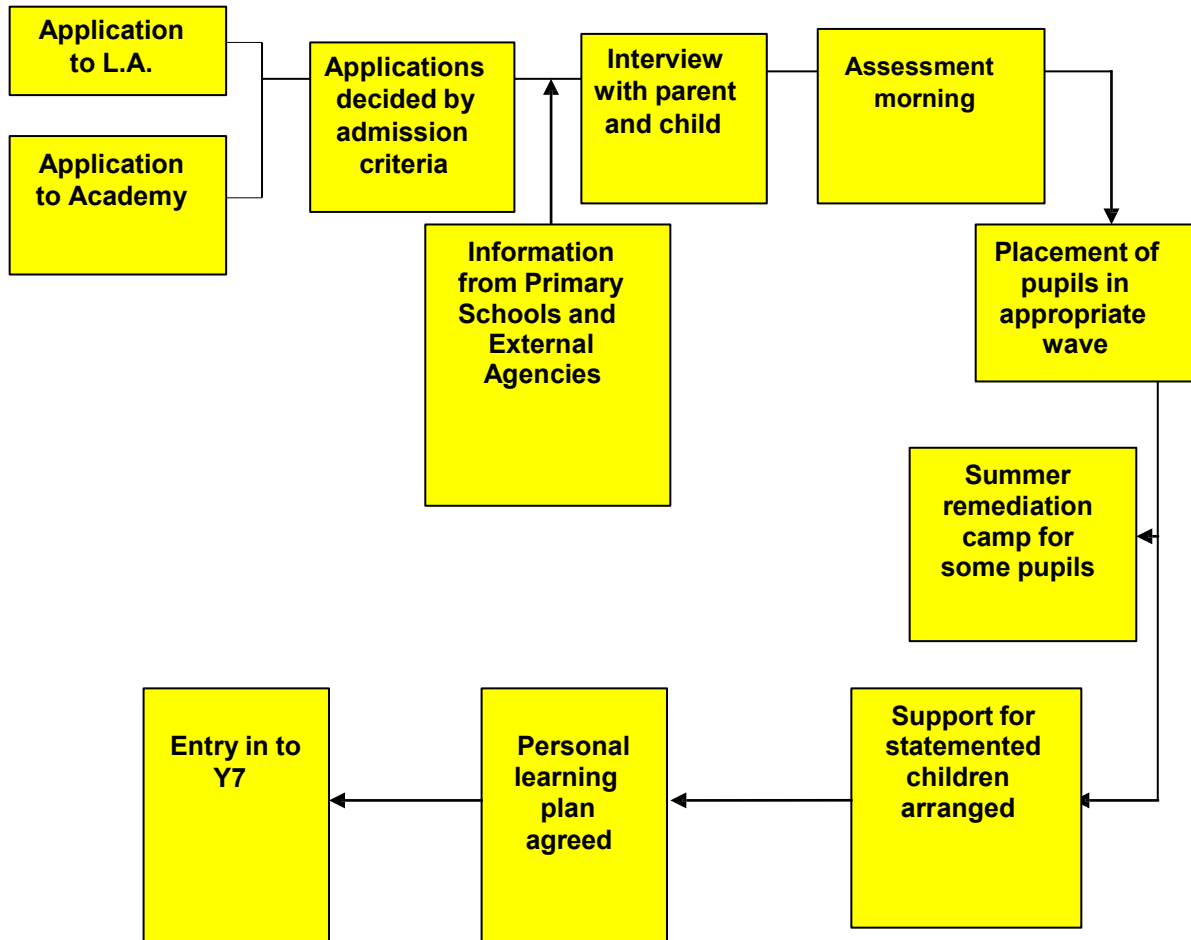
D6.1 Admissions Code (11-16)

In the event of more than 180 applicants for places in Year 7 we propose that the following oversubscription criteria will apply:

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

D6.2 Admission Procedures

Further details of the admission process are in the appendices



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

D7.1 Attendance

Students will not fulfil their potential unless they have high levels of attendance.

The academy's attendance team, the family liaison worker and a designated senior member of staff will be responsible for ensuring high levels of attendance for all students

All absences will be reported to parents through the establishment of a 'text' reporting system within thirty minutes of the formal start of each school day.

Home visits will immediately take place when absence is unexplained at the start of the day

Home visits will become automatic on the third day of any absence.

General Guidelines

- Parents will be informed by letter, at the start of each term, of the school's expectations for attendance
- All attendance will be recorded at the start of the day and on entry to lessons to ensure the achievement of overall school targets
- Parental contact systems such as texts, phone calls and visits will check the validity, of absences
- Reward strategies will be introduced to encourage high attendance
- Re-integration panels will be formed to encourage the return of long term absentees
- Strategic alliances will be formed with appropriate and relevant external agencies to ensure both the safety and educational progress of all children
- A personal mentor will be attached to specific children to accompany them from home to school each day when poor attendance patterns need to be broken
- High levels of attendance will be encouraged through the use of a positive rewards system.
- Attendance certificates, prizes and reward trips will feature highly in this reward system
- Attendance will be recorded on all reports home

D7.2 Behaviour

Oasis sees high standards of behaviour as being each academy's mission to fulfil the potential of their students is to be achieved. Only through the establishment of an ethos of positive behaviour will pupils feel safe and empowered. However, good behaviour needs to be continually modelled and rewarded when adherence takes place.

The basis of the academy's behaviour modification strategies is in the establishment of established routines and high expectations from day one. There will be a distinct number of students in the intake who come from dysfunctional families where routines and expectations are somewhat variable. It is essential that conformation to defined routines is seen as the academy's first priority.

Tokens will be awarded for both academic effort and good behaviour. These tokens will be entered in to a weekly draw each Friday and a 'student acceptable' prize awarded to each year group.

Student planners will be used to show the gaining of 'reward points' as well as demerits. These will also be reported to parents in the 5 reports that are sent home each year.

Students whose behaviour fails to reach the required standard will be subject to a seven stage 'behaviour modification plan'. The stages are defined as:

Level 1: On report to form tutor

Level 2: On report to Head of House

Level 3: On report to Vice Principal

Level 4: Appearance before behaviour panel

Level 5: Parents to sit in on all lessons

Level 6: Educated in isolation

Level 7: Educated in Pupil Referral Unit by academy staff until behaviour agreement is signed

The introduction of a seven stage policy allows the student to see the danger of poor behaviour producing escalating sanctions. It also allows the student to redeem him / herself before facing alternative education.

Each stage will have a different coloured report card to denote the seriousness of failing to curb poor behaviour. Students will only be on a stage report for a maximum of two weeks. At the end of that period a decision will be made as to the academy's next actions.

None of the above sanctions will prevent a student accessing external examinations in line with the academy's vision to ensure each student fulfils his / her potential.

D7.2.1 Bullying

As an academy we take bullying and harassment seriously. Students, staff and parents and anyone associated with the school would be assured that we would not tolerate bullying or harassment and that for those who may experience it then they will be supported when such behaviour is reported.

The academy is committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. Bullying and harassment of any kind is unacceptable whether it is in the school or in off-site activities. If bullying or harassment does occur, all students should feel confident enough to be able to tell an appropriate adult and be confident that incidents would be dealt with promptly and effectively. Pupils will be encouraged to talk to staff if they suspect bullying.

All members of the governing body, staff, students and parents will receive training as to what constitutes bullying or harassment and the academy's procedures are for responding to it.

We have an agreed Anti-Bullying policy and Behaviour for Learning policy which are used throughout our family of academies.

D7.2.2 Exclusion

Oasis Community School Walthamstow has a firm belief that all children have potential and should be supported in achieving that potential. Excluding children for either a fixed term or, at worst, permanently acts against this vision. All steps will be taken to keep fixed term exclusions to a minimum, and permanent exclusions at zero rate.

The Principal alone may decide if a pupil is to be permanently excluded. If the Principal is temporarily absent from school and an incident occurs in which the appropriate Vice Principal feels that permanent exclusion may be the appropriate response, the Vice Principal may exclude the pupil concerned for a fixed-term long enough to allow the Principal to consider the case on his/her return.

Permanent exclusion is seen as a very serious matter and will only be used as a last resort. It is likely to be applied only after all other sanctions, including fixed term exclusion, have failed to produce the desired response in the pupil. It may, however, be an appropriate response to a single incident of extreme misconduct, for example, extreme violence towards a fellow pupil or an assault upon a member of staff. Oasis considers permanent exclusion as the very last stage of its discipline policy and will only resort to such actions in extreme cases.

General Principles

1. Exclusion will be used sparingly in response to serious breaches of school policy and discipline. It will normally be used only after other sanctions and counselling have failed to achieve the desired change in behaviour and attitude.
2. Permanent exclusion will only be used as a last resort, when all other reasonable steps have been taken and when allowing the child to remain in school would be seriously detrimental to the education and/or welfare of other pupils or teachers.
3. Permanent exclusion may, on rare occasions, be the only possible response to a single incident of very extreme misconduct.
4. The school will follow current D.f.E. and L.A. guidance and advice.
5. When it is necessary to exclude a pupil, parents will be contacted by telephone, if possible, at the earliest possible opportunity. The exclusion will always be confirmed by a letter which will set out the reasons for the exclusion and also inform the parents of their rights to make representations to the Academy Council.
6. Each incident of exclusion will be recorded in a standard format. This will give:
 - a. the name of the pupil
 - b. the tutor group

- c. the gender of the pupil
- d. the type of exclusion
- e. in the case of fixed term exclusions, the number of days for which the pupil will be excluded
- f. the reasons for the exclusion.

7. Each incident of exclusion will be notified to the Chair of the Academy Council which will be sent a copy of the official exclusion letter.

D7.2.3 Reasons why a student could be excluded:

This is not an exhaustive list and there may be other situations where the Principal makes the judgment that exclusion is an appropriate sanction:

- a. Verbal abuse to Staff and others
- b. Verbal abuse to pupils
- c. Bullying including cyber-bullying
- d. Repeated racist or homophobic behaviour
- e. Physical abuse to/attack on Staff
- f. Physical abuse to/attack on pupils
- g. Indecent behaviour
- h. Damage to property
- i. Misuse of illegal drugs
- j. Misuse of other substances
- k. Theft
- l. Serious actual or threatened violence against another pupil or a member of staff.
- m. Sexual abuse or assault.
- n. Supplying an illegal drug.
- o. Carrying an offensive weapon.
- p. Arson.
- q. Persistent Disruptive Behaviour
- r. Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupil's behaviour.

D7.2.4 Behaviour Outside School

Pupils' behaviour outside School on school "business" for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the Oasis Positive Behaviour Policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in School. For behaviour outside School but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. If pupils' behaviour in the immediate vicinity of the School or on a journey to and from school is poor and meets the School criteria for exclusion then the Principal may decide to exclude.

D7.2.5 Student Parliament

The academy's Student Parliament will be continuously involved in informing staff of the success of the academy's behaviour policies in terms of student well-being, feeling safe and safeguarding as a whole.

D7.3 Safeguarding

The academy will:

- Appoint a designated person for pupil safety
- Ensure that all staff are trained in up-to-date safeguarding procedures
- Hold a single central record regarding the vetting of staff
- Ensure anti-bullying policies are strictly adhered to
- Ensure behaviour policies are adhered to
- Record all incidents of bullying, racism, homophobic behaviour, etc. are fully investigated, recorded and sanctions applied when necessary
- Continually carry out risk assessments
- Ensure that the campus is safe and secure for all pupils
- Develop and implement 'safety on line' policies, procedures and practices
-

D7.4 Suspected Abuse

It is the duty of all academy employees to immediately report to the principal any suspicions they have of child neglect or abuse. The Principal will be expected to follow DfE procedures.

We have an agreed Safeguarding policy which has legal approval and is in place throughout our family of academies.

D7.5 Medication

The academy will maintain a central register of all students who need regular medication. This will be updated on a termly basis by communication with parents.

The academy will not allow the dispensation of any medicines that are not prescribed by the child's G.P. and verified by a letter from the G.P.

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

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

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

We will provide an inclusive service to our community by:

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

Oasis Community Learning is committed to the 'Oasis Education Charter' (see Appendix 1) which was developed and adopted during 2009. It sets out the Oasis Ethos in full. As part of this it explains that our ethos is built around five statements:

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

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

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

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

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

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

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

Section E: Evidence of demand – part 1

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

If your school is new provision:

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

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

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

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	180	0	151	84%	180	180	160	89%
Year 8					0	180		
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand – part 2

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

E2.1 Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.

Parental demand for the Oasis Community School Walthamstow has been resounding. Signatures have been obtained from 151 parents with children in Year 5, 160 signatures obtained from parents with children Year 4 and 204 parents in future years have stated that they would choose to send their child to the school, as their first choice, if our Free School application is successful. Our bid is also supported by local organisations who have lent their support in letters of endorsement.

A copy of the questions asked in the survey is included in Appendix 6. The survey was conducted on paper, and online, through an e-mail survey.

Our respondents placed Good Teachers as first in their order of preferences, followed by Parent/ Carer Involvement. This reflects the support which WSSI as a local community group have gathered in the local area for a new, different secondary school to offer parents both quality and choice. Following these, the next most popular choices were Excellent Academic Facilities, School Uniform, and State of the Art Computing Facilities.

Comments from respondents included:

██████████

149	2014	████████	E17 ███		149	2015	████████	E17 ███
150	2014	████████	E15 ███		150	2015	████████	E10 ███
151	2014	████████	E17 ███		151	2015	████████	E17 ███
					152	2015	████████	E17 ███
					153	2015	████████	E17 ███
					154	2015	████████	E11 ███
					155	2015	████████	E17 ███
					156	2015	████████	E17 ███
					157	2015	████████	E17 ███
					158	2015	████████	E4 ███
					159	2015	████████	E17 ███
					160	2015	████████	E17 ███

We are confident of attaining 100% support for the first two years' intake of Oasis Community School Walthamstow. We intend to continue to consult and engage with local parents in the area over the coming months, through coffee mornings, school gates 'face-to-face' engagement and presentation meetings. WSSI will continue to hold committee meetings on a monthly basis and publicise these locally in order that the group strengthens in numbers and capacity.

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

Oasis Community School Walthamstow would guarantee its success by:

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

E2.3 Preliminary Consultation

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

These included:

- Developing a consultation booklet which clearly outlined the ethos of the proposed school
- Creation of a specific e-mail enquiry address and a mailing list to keep all those interested abreast of the proposal.
- Held three public consultation meetings in September and October 2012 to give local parents the opportunity to both understand and ask questions about the proposal.
- Started to gain evidence of parental demand through the signing of the petition from the 11th July 2012
- Informed the Local Authority of the proposal at a meeting on the 18th July 2012
- Set up a web site on the 11th July 2012 to inform people of the ethos of the proposed school
- Initial press release in July 2012 and further press release at end of consultation in November 2012
- Delivered flyers to local homes informing people of public meetings
- Delivered letters explaining the proposal to local families with a tear-off slip for return to their school
- Social media – dedicated Facebook Page and Twitter Feed
- Placing advertisements in the local media for consultation meetings
- Personal approaches to local businesses and community groups for support
- Presented at the November 2012 London Borough of Waltham Forest Primary Headteacher's Conference
- WSSI attended a reception at the House of Commons for the school community hosted by Stella Creasy, M.P. for Walthamstow on 5th November 2012.
- Oasis and WSSI met with Stella Creasy M.P. for Walthamstow on 19th December 2012
- Oasis hosted a consultation meeting for the London Borough of Waltham Forest National Union of Teachers on 9th November 2012.

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

[REDACTED]

2014 Postcodes

2015 Postcodes

[REDACTED]

E2.5 The future marketing of the new school

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

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

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

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

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

Parents

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

Children

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

Influencing strategies

The influencing strategies that will be used are:

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

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

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

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

Influencing strategies

The influencing strategies that will be used are:

- The identification of these key stakeholders
- Making individual contact with an appropriate link contact with each stakeholder group including:

- primary schools in London Borough of Waltham Forest
- Local sixth forms and Colleges of Further Education
- Relevant local businesses
- Holding a launch event specifically for these which will outline the school's vision and philosophy
- Identifying why the establishment of a school such as the Oasis Community School Walthamstow is essential for the intellectual and social growth of the local communities
- Inviting stakeholders to become involved in developing the school's vision and philosophy in order that the students gain an education appropriate to the needs of their own personal development, the furtherance of their education and the needs of industry and commerce in the area

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

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

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

Influencing strategies

The influencing strategies that will be used are:

- The identification of these key stakeholders
- Making individual contact with an appropriate link contact with each key stakeholder including the Waltham Forest Guardian and Waltham Forest News.
- Holding a launch event specifically for these which will outline the school's vision and philosophy
- Identifying why the establishment of a school such as Oasis Community School Walthamstow is essential for the intellectual and social growth of the local communities

- Encouraging positive support from these stakeholders
- Inviting stakeholders to become involved in developing the school's work experience, service and enterprise projects as key supporters
- Providing regular updates and 'media headlines' as progress is made towards the opening of the new school.

E2.6 Statutory Consultation

Outline of consultation plan:

Target audience

- Parents and carers in Walthamstow
- The Local Authority
- Community groups – local political associations, listed community groups, local private nursery and pre-schools, primary school governing bodies and P.T.A.s etc.
- Potential feeder schools
- Local further and higher education providers
- Local employers

Information to be provided to the target audience

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

Method of consultation

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

Outcomes

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

Section F: Capacity and capability

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

F1: Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school.

F1.1 The Delineation of Roles

The Trust

Oasis is a 'not for profit' organisation that is committed to using any possible surplus revenue within the organisation for the benefit of the children within its schools.

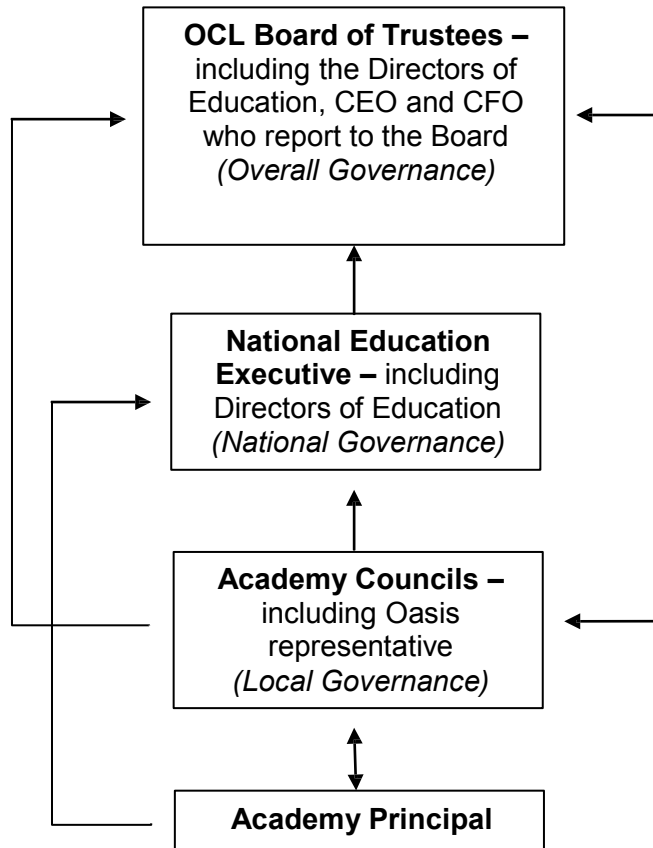
The focus of the Trust will be upon:

1. The ethos of the academies within the Trust
2. The strategic direction of the Trust as it responds to local and national demands and policy
3. The efficiency and effectiveness of leadership and services across the school
4. The standards and achievements across the academy including the setting and monitoring of annual targets
5. The financial health of the academy
6. Having overall responsibility for site maintenance
7. Having overall responsibility for the appointment and dismissal of staff
8. Being the final point of call for appeals and grievances emanating from individual academies
9. Apply for funding grants in order to fulfil the Trust's objectives
10. Sign contracts with external organisations in order to gain best value for the academies in the Trust
11. Issue and monitor service level agreements to each academy in accordance with the services that they require
12. Hold, and monitor, the central bank account
13. Any change of constitution
14. The addition or removal of Directors; their legal duties as Directors and their obligations as a Charity

Whilst the Trust is the employer of all staff, it has delegated powers to the National Executive and Local Academy Councils to exercise governance arrangements for the academies within the Trust.

As a Multi-Academy Trust, the Trust will assume responsibility for appointing the majority of each Academy's Academy Council.

A diagram to articulate this governance structure is below:



The National Education Executive

The National Education Executive oversees educational policy and practice, the standards achieved, the management and deployment of financial, ICT and human resources, governance and strategic development. In addition to local academy councils, the National Executive holds the Principal to account – a model which holds professional scrutiny in more detail than a traditional governing body is able to achieve. The linked Regional Academies Director or Director of Education (part of the National Education Executive) acts as the direct line manager for each Principal. This model is tried and tested in our current Academies and commented on by OFSTED as a robust approach to governance.

The National Education Executive is made up of the following members and their CVs are attached in Appendix 4; in no circumstances are Principals part of the National Education Executive.



The Local Academy Council (Governing Body)

As described above, each Academy Council is made up of members of the National Education Executive and local representatives, including those from local businesses, churches, parents and the local authority.

When appointed, the local Academy Council will focus upon the individual school contexts, monitoring standards and achievement and their local community needs and aspirations. It will achieve this by:

1. Ensuring that the overall Trust ethos permeates the Academy
2. Setting local strategic priorities and plans
3. Monitoring standards and achievement within the school
4. Ensuring Trust policies are implemented
5. Ensuring the financial health of the academy
6. Having delegated responsibility for day-to-day maintenance of the academy
7. Engaging with all stakeholders to improve outcomes
8. Supporting and positively challenging practices within the school, through the leadership team
9. Making sure that the academy responds to all student needs particularly those with special needs and defined learning challenges
10. Being a critical friend to the principal

The local Academy Council will appoint members to serve on the following committees:

1. Finance and General Purposes
2. Personnel
3. Performance monitoring
4. Curriculum
5. Hearings and appeals

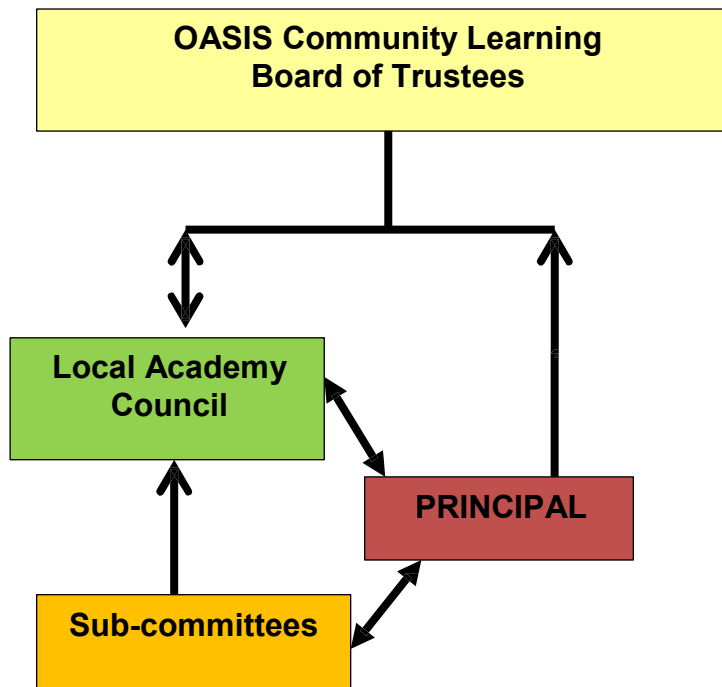
The local Academy Council will appoint a member with responsibility for 'special needs students'.

The Principal of the Academy

The Principal will be responsible for leading the leadership team in:

- Establishing the vision and ethos of the academy in line with the bid
- Ensuring the smooth functioning and efficiency of the school
- Be responsible for the day-to-day life of the school
- Be responsible for all matters relating to health and safety of all members of the school community
- Ensuring high standards of teaching, learning and behaviour
- Ensuring the cost effectiveness of the school
- Ensuring that the school achieves all of its targets
- Dealing with day-to-day community matters

F1.2 A schematic diagram indicating lines of responsibility



F1.3 Accountability

Multi-Academy Trust

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

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

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

- A duty to act within the powers granted as set out in the articles of association
- A duty to promote the success of the company
- A duty to exercise independent judgement
- A duty to exercise reasonable care, skill and diligence
- A duty to avoid conflicts of interest
- A duty not to accept benefits from third parties

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

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

Principal and Local Academy Council

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

The Principal and Local Governing Body are responsible for day-to-day matters within the academy including the smooth running of the academy, the safety and safeguarding of students, the implementation of multi-academy policies and practices, delegated maintenance of the buildings

within agreed financial limits, hiring and dismissal of staff (subject to the agreement of the Multi-Academy Trust), first level of appeal for grievances and appeals and the establishment of equal opportunities.

The Principal

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

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

The National Forum

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

F1.4 Financial delegation

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

F1.5 Hiring Staff

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

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

F1.6 Dismissing Staff

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

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

F1.7 Conflict of interest

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

1. Direct financial gain or benefit to the trustee, such as:
 - a. payment to a trustee for services provided to the charity
 - b. the award of a contract to another organisation in which a trustee has an interest and from which a trustee will receive a financial benefit
 - c. the employment of a trustee in a separate post within the charity, even when the trustee has resigned in order to take up the employment
2. Indirect financial gain, such as employment by the charity of a spouse or partner of a trustee, where their finances are interdependent
3. Non-financial gain, such as when a user of the charity's services is also a trustee
4. Conflict of loyalties, such as where a trustee is appointed by the local authority or by one of the charity's funders, or where a friend of a trustee is employed by the charity

F1.7.1 Protocols to avoid conflict of interest

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

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

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

F2.1 Capacity and capability to set up a school

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

Oasis Community Learning permanently employs a number of very experienced and senior staff from the educational sector. Their time is split between challenging and supporting schools already within the Oasis family, working with the DfE to sponsor failing schools, working with good and outstanding schools to convert them to Oasis academies, and developing Free School and New School proposals. Alongside our Education Team, we work on a project basis with a range of experienced and highly qualified consultants.

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

Within the Oasis family of academies there are 27 Future Leaders who will be ready to step into a leadership position within the next 18 months. We

develop our talent pool in other ways, including a twice yearly lead practitioner forum to share expertise, and training our Principals to be OFSTED inspectors.

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

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

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

The National Finance Team is based at the Oasis Centre, our Global Headquarters in central London, alongside our other Central Support Services. The National Finance team consists of 9 full-time staff, of whom 5 are qualified accountants, including the Director of Finance, the Head of Finance, Finance Manager and the Senior Financial Controller (Academy Services), 2 further members are part-qualified.

Oasis Community School Walthamstow will be overseen by [REDACTED]

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

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

Each academy reports both financial and non-financial information on a monthly basis to the National Finance Team and the National Executive Team. A monthly forecast is required, which Oasis Community School Walthamstow will also be required to produce and they will be supported

to produce this to pre-agreed published timescales. Significant variances are investigated, and forecasted deviations from budget and explained, with compensating action taken to ensure that the budget is met. The Senior Financial Controller (Academy Services) will support the team to ensure that these reports are done, understood and acted upon.

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

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

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

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

Setting up a new school offers both opportunities and challenges.

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

- Recruiting a full staff team starting with the Principal, allowing not only the best individuals but also the best team to be chosen to meet the needs of Walthamstow's children. This will include a balance of staff, some with many years of experience and some newly qualified. As the new school expands, so will the staff team and this will require an ongoing training programme to ensure a consistency in the approach teaching staff adopt.
- The ability for the leadership team to establish from the outset the culture, ethos and routines that will create the best learning environment for the children of Walthamstow.
- Deciding on the best approach to delivering the curriculum. When

setting up a new school there is a planning period prior to the school opening to allow careful consideration of how the curriculum can be delivered to best meet the needs of the children. This will include a balance between safe and proven methods and innovative new approaches. Once the school opens, the children's needs are typically demanding and so this offers a rare opportunity for genuine reflection, research and training. Experience from setting up the Oasis Academy Enfield shows that some ideas for innovation can work well when the school consists of Year 7 children only, but that they don't always work so well when the school is full with older children too.

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

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

Managing the operation of the school

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

Financial Services

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

Governance Services

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

- Composition of AC and terms of office.

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

Human Resources

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

ICT Support and Development

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

Marketing Services

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

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

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

The Academy will ensure that new staff are recruited from a broad range of backgrounds and disciplines, so that the skillsets available to the students are complimentary and comprehensive. The structure of the Academy support staff will be carefully configured so that the non-academic functions of the school are managed efficiently and take advantage of the multi-

academy efficiencies. Oasis would work with the Principal Designate of the Academy to focus on designing and developing the most appropriate staffing structure at an early phase of their appointment. Such a structure would be intended to free up the senior leadership team and teachers to spend the maximum amount of time in the classroom as well as ensuring the highest level of pastoral care.

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

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

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

- We will launch a national advert in the leading Education title "The Times Educational Supplement", using our TES Prime Gold Selection subscription, in order to attract serving Headteachers/Principals and Deputy Heads. Candidates will be pre-screened by TES Prime's Recruitment team who will act on Oasis Community Learning's behalf to nurture and support candidates.
- We will consider whether we can recruit from promote a senior leader from within our family of academies to this post.
- We will hold an information evening for interested candidates where they can meet the [REDACTED], [REDACTED], and the Oasis Community School Walthamstow project team to hear more about the new school, the kind of leader we are seeking, and the selection process.
- We will longlist and then shortlist candidates for interview.
- There will be a rigorous 2 day interview process which will incorporate a variety of tasks designed to assess candidates' leadership skills and teaching ability.

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

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

- Design uniform, signage and other aspects.
- Secure admissions to the new academy.

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

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

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

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

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

Section G: Initial costs and financial viability

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

<p>[Redacted]</p>
[Blue shaded area]

Section H: Premises

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

The location for the premises for Oasis Community School Walthamstow is crucial to both meeting the London Borough of Waltham Forest's emerging shortage of secondary school places and to the school's overall success. The premises need to provide a learning setting in the heart of Walthamstow and in accordance with the vision which can be accessed easily and safely by students – both on foot and by public transport.

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

We propose the following site options for further consideration. Both would offer the capacity for the school we are proposing.

Option 1: Brownfield site located between:-

[REDACTED], [REDACTED], [REDACTED]; and [REDACTED]
[REDACTED], [REDACTED]. We believe the site is owned by [REDACTED].

Option 2:

[REDACTED] - [REDACTED],
[REDACTED], [REDACTED].

Annexes

Appendix 1: Oasis Education Charter

INTRODUCTION

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

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

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

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

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

The Education Charter was developed during 2009 with contributions from:

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

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

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

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

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

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

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

SUMMARY

Our Purposes

We shall establish and sustain:

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

(Target date: **2014**)

We shall ensure that:

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

(Target date: **2014**)

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

(Target date: **2011**)

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

Our Values

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

TRANSFORMING LIVES

Every person matters and we value everyone in the Oasis Academies

TRANSFORMING LEARNING

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

TRANSFORMING COMMUNITIES

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

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

TRANSFORMING LIVES

Every person matters and we value everyone in the Oasis Academies

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

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

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

TRANSFORMING LEARNING

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

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

TRANSFORMING COMMUNITIES

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

- Demonstrating our Christian values through a love for and commitment to others which is self-giving and offered with compassion but also holds people to account; promoting responsibilities as well as rights
- Believing and demonstrating that any situation can be transformed
- Valuing and engaging with the religious, ethnic and social diversity of our communities and using this diversity as a resource for learning and a means to improve community cohesion
- Working effectively with others to reduce poverty and social injustice, in all their forms
- Helping to transform lives and communities through the overall work of the hub and, for Academies, through the contributions of students and staff to local, national and global needs
- Reducing consumption of the Earth's resources and increasing sustainable lifestyles
- Showing resilience and not giving up when faced with difficulties
- Seeing the wider community committed to, engaged with and proud of their Academy

THE OUTCOMES FOR OUR STUDENTS

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

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

- Students and staff express a high appreciation for being included, challenged, supported and safe
- Students, parents/carers, staff, key partners and members of the wider community express a high level of satisfaction, that places Oasis Academies among the most valued schools in England; for example, as measured by the range of opportunities for learning, the level of enjoyment in learning, the range of successes and the quality of facilities
- Students and staff of the Academies are actively engaged in learning opportunities beyond the formal curriculum; there are increasing opportunities for adult learning

- Students, parents/carers and staff report that the Academies provide care, guidance and support that enable them to achieve their personal best
- Academies provide evidence of improvements against challenging goals that exceed national minimum targets for examination success* and other key performance indicators, for example, attendance, exclusions and the quality of spiritual, moral, social and cultural development

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

- Students make successful transitions during their progress through the Academies and from the Academies to employment, further and higher education or other beneficial activities and on to adult life; the achievements of students and staff are celebrated
- Community members express a high appreciation for the opportunities to get involved with the life of the Academy and the hub, the variety of services for the whole community and the contribution Academies make towards community development and cohesion, locally, nationally and globally
- Financial and resource management, including energy consumption, provides evidence of sustainable practices across the network of Academies
- Oasis Community Learning and the Oasis Academies are recognized nationally for educational excellence, strong governance and rigorous accountability

Annex 1

THE OASIS ETHOS

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

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

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

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

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

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

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

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

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

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

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

Therefore, it follows that Oasis will behave by:

- Seeking to serve all people equally, respecting their differences and aspiring to meet the needs of the whole person and the whole community because each person is valuable to God.
- Accepting others for who they are because they are accepted and loved by God.
- Engaging in the whole life of the communities we work in.
- Sacrificially serving both the individuals and the communities with whom we work.

- Living with the hope that transformation is always possible because the resurrection of Christ shows that even the darkest situation can be overcome.

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

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

Note: Oasis Community Learning will also be producing

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

Annex 2

STUDENTS' VIEWS

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

What should 'we value everyone' mean?

- Less able people have more opportunities to shine
- Allowing everyone a chance to express their opinion and really listening
- Motivating for success
- Treat everyone equally; accepting people for who they are
- No discrimination; no prejudice; don't judge
- Teamwork
- Inclusion
- Respect for others
- Supportive

- Helping others
- Be grateful
- Have a love of life
- Respect – for teachers and by teachers
- Not allowing ability to get in the way
- Diversity
- Fairness
- More praise than negativity; emphasise achievements not failures
- Everyone is special
- Same opportunities for everyone
- Nobody gets left behind
- Seek their talents
- Treat others as you'd like to be treated
- Care
- Anti-bullying projects
- Wear a smile, it's always in style

What should 'learning and achieving' mean?

- We want the best; always try your best
- Having the right atmosphere; encouraging environment
- Children get a choice of what they would like to be taught
- Goals to reach
- Rewards for achievement
- Learn to be disciplined
- Better technology for learning and achieving
- If we push ourselves enough we'll do it
- Great rewards, outstanding facilities; rewarding students for hard work
- Learning to help other people who aren't as well off as we are
- Not everyone has to be at the top of the class, as long as they are doing the best they can
- Keep focused on personal learning for students
- Not everyone is good at Maths but they might be brilliant at Art, or something different
- Recognise different abilities
- Help everyone discover their talents
- If teachers try, we try; excellent teachers make for excellent students
- See it as an adventure
- Stick together and inspire each other
- Greater opportunities
- Support those who need it
- Constructive criticism; teachers advise very keenly and vigorously; challenge everybody
- No matter your ability, we'll help
- Get the best qualifications possible
- Skills for life; learning communication skills
- Ensuring equal opportunities for everyone
- High standards

- Same effort at all levels
- Teachers understanding us

What should 'your Academy and the community' mean?

- Letting the community know what is going on in the Academy; let the community know what progress we are making
- Academy and community representatives meeting regularly; listen to the community's views; let the community know that their thoughts matter
- To work together to make it a better place; work together like a family
- Our Academy is the hub of the community; sharing our facilities
- Be considerate; respect for the local community; show care for the community
- Let the community know we are a caring Oasis family
- There is always a smile at the end of the rainbow
- Participating in community activities; organising events with the community
- Give the community a good name
- Fundraising for community needs; raising money for charities
- We should have people to boost our community
- Help partner primary schools to form a relationship with us
- Our Academy is the community, for the community
- The world is the oyster and we are the pearl

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

- Quality of opportunity
- Be a valued member of Oasis
- Student leadership
- Working as a family
- Social justice
- Celebrating achievements; encouragement
- Inspiration
- Be given a chance to be heard; be included; be kept informed
- Learn in a better environment
- Have a chance to choose what we want to do
- Get qualifications
- Be seen as equals; students coming first; inclusive learning
- Feel safe; learn a healthy way of life
- Access to counselling if we need it
- Have prospects for the future and achieve them
- Forgive the past and create a positive future
- Support the whole person not just the academic side
- Leave school with good memories; friendships for life

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

- Ensured safety
- Integrity
- Good teaching; children enjoy learning
- Good results
- Involvement; be kept informed
- Learn manners
- Children to be taught skills for life
- Children to be taught discipline
- Make students employable

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

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

- Well behaved students
- No vandalism
- Let them know we are here to support them and be supported in return
- Improve the local economy
- Effectively contribute to the community
- Good relationships built on firm foundations; unity
- The community is welcome at our Academy
- Support to everyone, not just local but national and international

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

Annex 3

DEVELOPING QUALITATIVE MEASURES OF STUDENT OUTCOMES

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

Community Learning review' of the impact of the Education Charter on each Oasis Academy.

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

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

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

Appendix 2: The Faithworks Charter

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

We will provide an inclusive service to our community by:

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

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

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

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

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

Appendix 3

OASIS COMMUNITY SCHOOL WALTHAMSTOW ADMISSIONS POLICY

Introduction

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

Example timetable for admissions:

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

1) Pupil Numbers

- a) Subject to approval by the Secretary of State, the Academy has the following agreed admission numbers:
2013-14 and subsequent years 180 Year 7 pupils
- b) In any specific year, Oasis Community School Walthamstow may set higher admission numbers than the Academy's agreed admission number for an applicable year group. Before setting an admission number higher than its agreed admission number, Oasis Community School Walthamstow will notify the local authority and publish the proposal on the academy website. Pupils will not be admitted in any year group above the published admission number for that year group unless exceptional circumstances apply and such circumstances shall be reported to the Secretary of State.

2) Admissions Criteria

Oasis Community School Walthamstow will take part in the Local Authority co-ordinated admission process for admissions in September 2014.

- a) If Oasis Community School Walthamstow is undersubscribed (i.e. there are less than 180 applicants for entry into a year group) the oversubscription criteria will not apply and all applicants will be admitted.

- b) A child with a statement of special educational needs which names Oasis Community School Walthamstow in part 4 of the statement will be admitted to the school and will count towards the admission number of 180. If your child has such a statement you do not apply for a place at Oasis Community School Walthamstow under this policy. Instead, you must contact your local authority who will advise you on the procedure to follow.
- c) Oasis Community School Walthamstow will admit 180 pupils in the first year:

3) Oversubscription Criteria

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

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

- a) Looked after children and previously looked after children.

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

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

- b) Children with an **exceptional medical or social need**, to be accompanied by supporting submissions from the applicant's GP and / or consultant, social worker or education welfare officer, setting out the particular reasons why Oasis Community School Walthamstow is the most suitable school for the child and that the medical or social grounds are such that they cannot be met sufficiently at another school.
- c) Children who have **a sibling** at Oasis Community School Walthamstow
- d) Children living closest to Oasis Community School Walthamstow, using the method of measurement defined in clause 14.

4) In-Year Admissions

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

5) Tie-Breaking

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

6) DEFINITIONS

a) Sibling

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

b) In order of proximity to the School

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

c) Exceptional medical or social need

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

d) Home address

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

address that is registered with the child's GP will be used as the home address.

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

7) Multiple Birth Applications

Where multiple applications are received from one family, e.g. twins, triplets or other multiple births, for a single remaining place in the oversubscription criteria, the Admissions Authority will admit both/all children even if it means going over the admission number of 180.

8) Waiting list

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

9) Appeals

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

Appendix 4 – Curriculum Vitae of Oasis National Academies Executive:

CURRICULUM VITAE













Appendix 5: - Media and Marketing Activity

1) Google Map of Consultation Activity



The C of E Federated Schools of St Mary's and St. Saviour's
The Drive, Walthamstow. E17 3BN (St. Mary's) Verulam Avenue,
Walthamstow E17 8ER (St. Saviour's) Telephone: 020 8521 1066
Fax: 020 8521 0756 (St. Mary's)
Telephone: 020 8520 0612 Fax: 020 8520 7822 (St. Saviour's)

E-mail: school@st-marys-coe.waltham.sch.uk
E-mail: school@st-saviours.waltham.sch.uk

[REDACTED]
Oasis Global
75 Westminster Bridge Road
LONDON SE1 7HS

Dear [REDACTED],

5th December 2012

With regard to the proposal which you are submitting to the Department for Education to create a Free Secondary School in Walthamstow, I am writing to add my support as Executive Head Teacher of two primary schools in the area whose children and parents I feel would benefit from this plan. In discussions with parents of the schools, I am clear that there is a very clear demand for a local co-educational, non-selective school in the area.

Currently, children from St Saviour's and St Mary's transfer to up to a dozen different secondary schools in Year 7, due to the lack of suitable schools available to satisfy parental choice. I am pleased that the proposed Oasis Community School would enable children who have been together at primary school to retain their friendships and be supported through their transition to secondary school.

I believe that your proposal to create a Free School is a carefully considered approach to secondary education for the families of Walthamstow, where each child will be known by name, and where their individual characters, skills and personal qualities can be developed to enable them to reach their full potential.

Through my work at St Saviour's and St Mary's CofE Primary Schools, I am acutely aware that many families are living in very difficult socio-economic circumstances, and I am aware of the benefits brought to families and children in similar circumstances through Oasis's projects serving families and young people. I have confidence that your wealth of experience in secondary education will give local children the very best opportunities to succeed.

I wish you every success with this.


Yours sincerely,

[REDACTED]

[REDACTED]

The C of E Federated Schools of St Mary's and St. Saviour's
The Drive, Walthamstow. E17 3BN (St. Mary's) Verulam Avenue,
Walthamstow E17 8ER (St. Saviour's) Telephone: 020 8521 1066
Fax: 020 8521 0756 (St. Mary's)
Telephone: 020 8520 0612 Fax: 020 8520 7822 (St. Saviour's)
E-mail: school@st-marys-coe.waltham.sch.uk
E-mail: school@st-saviours.waltham.sch.uk

5th December 2012


Oasis Global
75 Westminster Bridge Road
LONDON
SE1 7HS

Dear ,

As Head of School at St Saviour's CofE Primary School, and formerly Deputy Head of St Mary's CofE Primary School, I am very much aware of the need for additional provision in secondary education in Walthamstow. Historically and presently, parents have left the area in order to find a secondary school with which they are happy. Additionally, pupils to transfer to a dozen or more different schools in Year 7, which makes the already difficult transition from primary school all the harder. For these reasons, I am writing to support the proposal which you are submitting to the Department for Education to create a Free Secondary School in Walthamstow.

In discussions with parents, I am clear that there is support from many members of the community for the proposed Oasis Community School, which I am pleased to see would enable children who have been together at primary school to retain their friendships and be supported through their transition to secondary school.

The wards which St Mary's and St Saviour's serve contain many families who are living in high levels of socio-economic deprivation. I have confidence that your wealth of experience in secondary education will give local children the very best opportunities to succeed.

I feel your proposal to create a Free School is a carefully considered approach to secondary education for the families of Walthamstow, where each child will be known by name, and where their individual characters, skills and personal qualities can be developed to enable them to reach their full potential.

Yours sincerely,


– St Saviour's



To Whom it may concern

I am writing in support of your proposal which you are submitting to the Department for Education to create a Free secondary school in Walthamstow.


I am aware that there is a need for a local co-educational non-selective school in the area, and am pleased that the proposed school would enable local children who have developed relationships and friendships in primary school to retain these bonds and be supported through their transition to secondary school.

I believe your proposal to create a Free school has been carefully approached and considered, not only for the families of Walthamstow but for the children. Each child would be encouraged individually allowing for the personal development of their own characters, skills and needs. This in turn can enable them to reach their full potential.

Through my work and involvement in this areas I recognise that many families are living in very difficult socio-economic circumstances, and as a major Arts organisation look forward to exploring possible partnership opportunities as your proposal develops.

I wish you all the best with this

Yours sincerely


Vestry school of dance limited
48 sunset ave
London
E4 7LW
07886 800 639
www.vestryschoolofdance.co.uk

9th July 2012

MEDIA RELEASE FROM OASIS

Oasis Community Learning Announces Plans For Free School in Walthamstow

Oasis Community Learning today announces its proposal to establish a brand new secondary school in Walthamstow which will open in September 2014. The bid to develop the new Free School will be undertaken in partnership with a local parent-led group, Walthamstow Secondary School Initiative (WSSI).

Public consultation meetings on the proposal will be held during September and October, and dates for these will be announced shortly.

The new Oasis school, to be launched under the coalition government's flagship Free School policy, will be a co-educational school for children aged 11-16 years, with six Forms of Entry, opening with an initial intake of 180 Year 7 pupils in 2014. The school will cover the National Curriculum and prepare students for national tests and examinations at all levels. The school will be fully inclusive, accepting children irrespective of faith or ability.

Walthamstow Secondary School Initiative (WSSI) is a parent-led community group which was established in December 2011. Founded and chaired by local parent Jen Powell, the group has over 70 members keen to ensure their children are educated in the borough in a co-educational, non-selective secondary school. The group chose to work with Oasis after considering a number of sponsors, having decided that Oasis' ethos and vision was most closely aligned to theirs.

Steve Chalke, Oasis Founder, said:

"I am delighted to be working with a dedicated group of parents to create an outstanding community secondary school in Walthamstow. Oasis will offer both excellent education and many additional opportunities for students and their families as we provide a range of community services through our Hub model of community engagement. We have listened to the concerns of many local families about secondary schooling in the area and wish to work with them to develop this much-needed new school. At present many children from Walthamstow are scattered across several neighbouring boroughs for their education from the age of 11 years due to lack of choice in the local area. Projections for the London Borough of Waltham Forest indicate a severe shortage in the number of secondary school places in the coming years. Therefore our proposal seeks to actively plan ahead to ensure the future needs of the Walthamstow community are met."

The proposed Oasis Free School will provide additional secondary school places in Walthamstow ensuring that families have increased choice and the opportunity to educate their children in a local secondary school where they will be able to maintain the friendships they have made during primary school. Oasis hopes to develop close links with local primary schools in order to support children through the primary to secondary school transition phase, which many find difficult. In addition, Oasis plans to develop a range of children, youth and family programmes around the new school to build community and support local residents.

Oasis looks forward to continuing to consult with local parents, carers and the wider community in the coming months and will be seeking signatures at the consultation events, from those parents and community members who wish to back their application, which will be submitted to the

Department for Education. Local parents and carers may also sign up online through the website: www.oasisfreeschoolwalthamstow.org.

Oasis will be liaising with the London Borough of Waltham Forest and looks forward to a constructive and positive dialogue with them. A number of possible locations for the new secondary school are being considered, and Oasis will work closely with the local authority and the Department for Education over the coming months to identify and secure a suitable site. Oasis and WSSI will be engaging with local partner organisations to determine possible foci for the school's specialist curriculum areas.

Oasis Community Learning has a successful track record in delivering education, having established 14 academies nationwide. The educational trust, which will run 19 schools by September 2012 with many more in development, aims to create and sustain a network of excellent learning communities where every child can realise their full potential. In nearby Enfield, Oasis sponsors the increasingly popular Oasis Academy Enfield and Oasis Academy Hadley.

████████████████████ said:

"We are very excited at the prospect of opening a new secondary school in Walthamstow which will enable children to attend secondary school locally and where each one will have the opportunity to fulfill their potential in a safe and nurturing learning community. The proposed Free School will be the cornerstone of our new our community Hub in Walthamstow, which we will be developing over the coming years to provide a range of integrated community services in this area."

Jen Powell, Chair of Walthamstow Secondary School Initiative, said:

"We are thrilled to be working with Oasis to bring a much-needed new community secondary school to Walthamstow. Over the coming months I look forward to working with local parents and the wider community to develop a school which will serve the needs of our diverse and vibrant community. We hope local residents will back this proposal and sign up in support of the school. I encourage anyone who would like to join our group to get in touch."

Ends

Editor's notes:

1. Oasis Community Learning opened its first three academies in September 2007 in Enfield, Immingham and Grimsby, with six more Academies opening in September 2008: Oasis Academy John Williams and Oasis Academy Brightstowe (both in Bristol), and Oasis Academy MediaCityUK (Salford) and Oasis Academy Coulsdon (Croydon), as well as Oasis Academy Mayfield, and Oasis Academy Lords Hill in Southampton East and West respectively. A further two academies opened in September 2009: Oasis Academy Hadley (Enfield) and Oasis Academy Shirley Park (Croydon). Oasis Academy Oldham opened in September 2010. At September 2011 Oasis Community Learning sponsored a total of fourteen academies with the opening of Oasis Academy Limeside and Johanna Primary School, Oasis Academy Waterloo. From September 2012, Oasis will add a further five new primary academies to the group.
2. Oasis Community Learning is part of the family of Oasis charities. For more information about Oasis Community Learning, go to: www.oasiscommunitylearning.org
3. Oasis Trust was established in 1985 and is now a group of charities working to deliver education, training, youth work, health care and housing in 10 countries around the world.
4. For further information on the Oasis Free School Walthamstow please contact:
Lucia Glynn Tel. 07973 940779 lucia.glynn@oasisuk.org

6th November 2012

NEWS FROM OASIS AND WALTHAMSTOW SECONDARY SCHOOL INITIATIVE

Oasis Community Learning and Walthamstow Secondary School Initiative (WSSI) are delighted to announce that their proposal to open a new secondary school in Walthamstow in 2014 has received the support of more than 500 local families.

Working in partnership with WSSI, Oasis will shortly submit a bid to the Department for Education to open the new school in September 2014. Offering places to children aged 11-16 years, the co-educational school will have six Forms of Entry and will open with an initial intake of 180 Year 7 pupils in 2014. The school will be fully inclusive, accepting children irrespective of faith or ability and will cover the National Curriculum and prepare students for national tests and examinations at all levels.

Walthamstow Secondary School Initiative (WSSI) is a parent-led community group which was established in December 2011. Founded and chaired by local parent Jen Powell, the group has over 100 members who are all keen to ensure their children are educated in the borough in a co-educational, non-selective secondary school. The group chose to work with Oasis after considering a number of educational providers, having decided that Oasis' ethos and vision was most closely aligned to theirs.

Since the consultation started in July, WSSI have been campaigning locally to gain the support of the local community. In addition to holding three local public meetings in October and November in partnership with Oasis, the group is continuing to discuss the venture with parents at local schools as they build momentum behind the plans.

A small group of WSSI members have been working with key members of Oasis' education team to develop an innovative vision and curriculum for the new school which will take into account a variety of learning styles and help each child to reach their potential.

Oasis has been working to identify a suitable site for the school which will be in Walthamstow.

Planning projections for secondary school places in the London Borough of Waltham Forest show a year on year increase in demand until the end of the 2023/24.. For the school year 2014/15, the Borough's published data shows a shortfall of around 250 places; this shortfall increases year on year to 2021. Many WSSI members have fallen victim to the recent shortage of local primary school places, with one member's son missing the whole of the Reception year as he was not placed at a local primary school.

Jen Powell, Chair of WSSI said "We are thrilled to have received the overwhelming support of local parents in Walthamstow for our proposal to create a new secondary school here. We look forward to continuing to work with Oasis as we consult with the wider community in Walthamstow and engage them with our plans. We would like to thank all those who have helped us with the campaign to date and urge anyone who would like to be involved to get in touch".

Steve Chalke, Oasis Founder, said "I am delighted and encouraged by the response of local parents in Walthamstow to our plans for a new secondary school. This school will enable children to be educated close to home with their primary school friends. Oasis looks forward to developing a community hub around the new school which will offer activities and services for students, their families and the wider community in partnership with local organisations".

Ends

WALTHAMSTOW: New school could tackle shortage of places

3:29pm Monday 16th July 2012

By Joe Curtis

A NEW secondary school could be built in just two years to cope with Waltham Forest's severe shortage of pupil places.

Sites around Walthamstow are now being considered for the free school, which parents hope would create 700 of the 1,528 extra secondary school places estimated to be needed in the borough by 2015/16.

The school would be run by Oasis Community Learning, a company which sets up academies around the country, after more than 70 parents formed a group to ensure their children do not have to travel outside the borough for their education.

The group, Walthamstow Secondary School Initiative (WSSI), now hopes the plans will gain support from other parents being consulted over the proposal.

Chair of the group, Jen Powell, said: "We are thrilled to be working with Oasis to bring a much-needed new community secondary school to Walthamstow. We hope local residents will back this proposal and sign up in support of the school."

The WSSI claims it has been consulting parents of primary school children informally since December 2011, who are broadly in favour of the school.

The free school would be outside the control of Waltham Forest Council and able to control its own budget, while setting teachers' pay and conditions.

It would still have to abide by the national curriculum.

But critics say free schools take valuable resources out of the education economy and disadvantage schools in poorer areas.

Oasis is currently looking at three potential locations in Walthamstow for the school, but said it cannot reveal where they are in case prices are driven up by rival bids.

The consultation runs until October 31, after which WSSI and Oasis will submit an outline proposal to the Department for Education.

If the proposal is considered viable, they will then be asked to produce a detailed business plan and carry out a larger consultation.

The government gave Waltham Forest Council £30 million earlier this year to tackle its predicted overall shortage of school places, which is predicted to reach 7,104 by 2015/16.

[Click here to follow the Waltham Forest Guardian on Twitter](#)

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<http://www.guardian-series.co.uk/news/wfnews/9819657.print/>

17/07/2012



New school plan to keep up with pupils

A GROUP of parents hope to create a new school to prevent their children being sent out of Waltham Forest to be educated.

An estimated 1,528 secondary school places are needed in the borough by the academic year starting in 2015 and there are fears the target could be missed.

More than 70 families have formed the Walthamstow Secondary School Initiative (WSSI) and joined forces with Oasis Community Learning, which has set up so-called free schools across the country.

The group is currently looking at a number of sites for a new school in the area, which it is hoped could accommodate 700 pupils, and has called on parents to lend their support.

WSSI chairwoman, Jen Powell, said: "I'm very happy and excited and now we have to wait and see what will happen.

By JOE CURTIS

jcurtis@london.newsquest.co.uk

"I hope people will sign up to support the school because the borough really needs it.

"Talking to parents, they seem really interested in the proposal."

Mrs Powell, a mother of three, hopes the new school is operational by 2014 as her eldest son, eight-year-old George, is set to start secondary school just a year later.

It's worrying how short our borough will be in school places by then. Political feelings aside we could see this was the only option we had," she added.

The school would have financial independence and be able to set teachers' pay and conditions. It would still have to abide by the national curriculum. But critics say free schools take valuable resources out of the education economy and disadvantage schools in



poorer areas. Oasis is currently looking at three potential locations in Walthamstow for the new school, but said it cannot reveal where they are in case prices are driven up by rival bids.

A consultation runs until October 31, after which WSSI and Oasis will submit an outline proposal to the Department for Education.

If the proposal is considered viable, they will then be asked to produce a detailed business plan and carry out a larger consultation.

The government gave Waltham Forest Council £30 million earlier this year to tackle an overall shortage of school places, which is predicted to reach 7,104 by 2015/16.

WALTHAM FOREST Guardian

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Oasis Proposed Oasis Free School in Walthamstow

WALTHAMSTOW SECONDARY SCHOOL INITIATIVE

The Vestry House Museum,
Vestry Road, Walthamstow, London, E17 9NH

The meetings will be on **12th September 2012**
at **4:00-5:30pm** and **6:00-7:30pm**

Oasis and WSSI are proposing to establish a new secondary school for Walthamstow to open in September 2014. The proposed Free School will be sponsored by Oasis Community Learning, and developed in partnership with Walthamstow Secondary School Initiative (WSSI) - a group of local parents and community members - whose aim is to create a school for local families whose ethos and curriculum reflects the diversity and vibrancy of the surrounding area.

The aim of Oasis and WSSI is to create a safe, enriching learning environment for local children, offering an excellent educational opportunity where every student can reach their full potential. The proposed Oasis Free School in Walthamstow will provide a small, local, co-educational school, offering a first-class learning environment and educational opportunities.

Do you live locally and is your child 9 years old or younger? Then please come along to our September 2012 consultation event to find out more and help shape the vision.

Register your support for your child attending this new school and find out more about it at www.oasisfreeschoolwalthamstow.org or please contact lucia.glynn@oasisuk.org or call 020 7921 4464 for further information.

Follow us on Twitter @OasisSchoolE17 and "Like" us on Facebook: Oasis School E17 - a new school for Walthamstow.

WALTHAM FOREST Guardian

Walthamstow • Chingford • Leyton • Leytonstone • Highams Park
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Oasis Proposed Oasis Free School in Walthamstow

WALTHAMSTOW SECONDARY SCHOOL INITIATIVE

Consultation Meeting

St Mary's Church of England Primary School,
The Drive, Walthamstow, E17 3BN

Please use the entrance through the car park on Rectory Road

The meeting will be on
8th October 2012 from 7:30-8:30pm

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22 Friday, October 5, 2012



Proposed Oasis Free School in Walthamstow



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Proposed Oasis Free School in Walthamstow



The Vestry House Museum,
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 London, E17 9NH

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Welcome to our first issue of Oasis School Walthamstow News. In this issue you will have the opportunity to hear about how our proposal is progressing, the great support we have had from the local community, and some of the ways which you can be involved with Oasis and Walthamstow Secondary School Initiative (WSSI). On behalf of everyone here at Oasis and WSSI I would like to wish you all a safe and happy festive season!

Steve Chalke says...

Dear All

Welcome to the first edition of the Oasis WSSI New School for Walthamstow newsletter. At Oasis we're looking forward to celebrating over the Christmas period and we're also taking some time to reflect on a fantastic year. As the U.K.'s fastest-growing academy sponsor, we welcomed seven more academies to our family in September, and our total number of academies will be 31 by Easter. We are also proud to be England's most-improved academy sponsor with an excellent set of GCSE and A-Level results across our academies this summer. In Waterloo we were excitingly we were given permission to open our first Free School, Oasis Academy South Bank next September, which will be Waterloo's first co-educational, non-selective secondary school. In Walthamstow, this has been a very exciting year. Since Jen Powell formed WSSI last December, the group have gone through an exciting journey – choosing Oasis as a partner, holding consultation events, raising awareness at the gates of local schools, and liaising with the local trade unions, the London Borough of Waltham Forest and Stella Creasy MP. Motivated by a desire to create an excellent local secondary school in Walthamstow to meet the projected shortage of school places, the group have done an excellent job in gaining support for the new school, with the number of families signing up growing daily.

I'm delighted that you have shown support for the new school, and the whole Oasis team and I are really looking forward to getting to know you and your child better in the future, as our Free School bid progresses through the DFE process.

Thank you so much for your continued support. We're looking forward to 2013 and the fantastic opportunity that the new Oasis Academy will present for young people in Walthamstow.

Have a wonderful Christmas and I look forward to seeing you in 2013!

Steve Chalke

P.S. In the New Year, Jen and the team will be in touch with more exciting news about the new Academy and opportunities for you to get involved in helping to shape its future.

Jen's intro...

Walthamstow Secondary School Initiative was created out of a London Citizens listening campaign back in autumn 2011. Over 300 people in the borough were given a chance to talk about the issues which concerned them – in my case it was the projected shortfall in secondary school places. After talking to other parents, **I realised this was a concern of many other people and sufficiently real** that lots of families have made the decision to leave the borough completely or to provide for their children through selective and private schools. So in December last year, I led a small group of parents to meet together to discuss what could be done.

We met frequently and quickly grew in size. We're a diverse group of people but we all share the desire to address this real and imminent problem. Projections suggest that in 2014, 124 year 7 pupils will not have a place in the borough, rising to just over 1000 year 7 pupils in 2021.

Our ethos is to create a new school based on a belief that all pupils, regardless of background or ability, should be instilled with a sense of aspiration, self-belief, justice and respect for community and one another. We want the school to create responsible and empowered citizens of the future – to see students, parents and staff of the school working alongside other people in the community to make our neighbourhood and our city a more just place. To date we have gathered signatures from over 500 families in Walthamstow who are supportive of the new school.

I would like to say a heartfelt thank you



all these people have played their part in gathering signatures, either in the schools and clubs their children attend or by standing outside school gates with us.

I would also like to [redacted] for the design of the WSSI logo. On behalf of WSSI I would like to wish you and your families a very happy Christmas and look forward to sharing news of the progress of the Free School bid early in 2013.



Jen Powell





Message from Steve Chalke, Oasis founder

“ I am delighted and encouraged by the response of local parents in Walthamstow to our plans for a new secondary school. This school will enable children to be educated close to home with their primary school friends. Oasis looks forward to developing a community hub around the new school which will offer activities and services for students, their families and the wider community in partnership with local organisations. ”



Signature Progress

Over the last few months we have been chatting with parents in the community, answering their questions, and sharing information about the secondary school proposal. We would like to thank the Headteachers of local primary schools who have welcomed us to meet with parents at their schools, and we are delighted that so far we have received the support of more than 500 local families who are excited about the prospect of a new school. We hope that the Oasis School Walthamstow will respond to the call of parents for an education and curriculum which is fully equipped to serve the needs of children across the whole community!

Consultation Process

Working in partnership with WSSI, Oasis has held a number of consultation meetings for local community members, offering the **chance to find out more about how Oasis School Walthamstow plans to bring new hope and energy to the community.** We would like to thank all those who have come to hear and contributed at these meetings. Minutes from these meetings are available on our website.

www.oasisfreeschoolwalthamstow.org



Want to get involved?

Below are just a few of the many comments we have received from local parents in support of the new school:



We need good schools with no bullying, great discipline and enjoyment for the children

We want our children to learn, gain life experience and of course, great exam results!

We have been looking for an excellent state school to give us more choice for our child's education

My ideal school would produce happy students who are well-rounded and confident



What do you think?

Oasis and WSSI are centred on key values and a clear vision, which you can read more about online

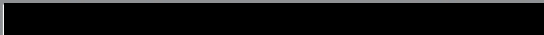
(www.oasisfreeschoolwalthamstow.org).

As part of this vision it is really important to us that you, as parents and carers, feel you are involved with the plans for Oasis School Walthamstow.

If you would like to keep in touch with us on a more regular basis, there are several easy ways to do so:

1. Follow us on **twitter**: **OasisSchoolE17**
2. 'Like' us on **facebook**: **Oasis School E17**
3. Find more information or check out our Calendar and News pages on our website:

www.oasisfreeschoolwalthamstow.org

Email: 
Jen Powell (jenpowellwssi@yahoo.co.uk) (WSSI Chair)



The Church of England
in Essex and East London
Diocese of Chelmsford

Deanery of Waltham Forest

www.walthamforestdeanery.org.uk
www.chelmsford.anglican.org

Correspondence

c/o 8 Church End, Walthamstow, London, E17 9RJ
020 8520 4281 | wfdeanery@gmail.com

Rev. S. Chalke
Oasis Global
75 Westminster Bridge Road
LONDON
SE1 7HS

Dear Steve,

I am writing in support of the proposal which you are submitting to the Department for Education to create a Free Secondary School in Waltham Forest.

I am aware that there is a significant under supply of places going forward and even if all our other local schools were full there would still be between 300 and 900 young people without a local choice of secondary education (that's without any new arrivals who are coming all the time).

This proposal would seem to me to be supportive of the local desire and council policy to retain families within the borough. At present many choose long before secondary age to move northwards or outside of the Borough to what are perceived as better schools. This is especially true for boys, and can be attested to by many of my colleagues in community leadership. An offer from Oasis inclusive of all children and aims for high academic values would be a reassuring encouragement to such families to stay within the borough. This would mean they would continue to maintain friendships, offers their skills and community for the common good and cohesion of all.

I am very glad that the proposed school is not a faith school with any kind of selective criteria. Your open admissions policy would help strengthen community cohesion within the borough in a way which is accessible to people of all faiths and none. We are a very diverse borough across a number of indicators (including faith, ethnicity, etc..) and the Oasis approach would seem to fit well to include such diversity.

In my role as a Governor (and currently Chair of a large expanding Primary School) of 3 different schools, both faith and community, primary and secondary I believe that there is a both a proven need for another secondary school, but also that Oasis have the required track record of educational improvement which is so needed in a borough like ours. Parents need the confidence not for a school of unattainable academic demands or cultural exclusivity, rather one which helps all children to achieve and includes all children in that offer.

Thus this initiative has my full and wholehearted support educationally, socially, and culturally as being good for our children and borough. I wish you every success, will commit to working in partnership across our community and hope that others will be able to do likewise.

Yours sincerely,

[Redacted signature]

[Redacted name]

[Redacted name] **The Parish of Walthamstow**

[Redacted address]

Appendix 6: - Questions Asked in our Consultation Survey

Questionnaire

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

Please tick the boxes as appropriate.

1) I would like to have a new local secondary school in Walthamstow.

Strongly agree Agree

No view Disagree

Strongly disagree

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

Excellent academic facilities

Good exam results

Smart students in uniform

Good teachers

Facilities open to the community

Parent/carer involvement

State-of-the-art computing facilities

Vocational training

Design of the learning environment

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

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

Title:

Full name:

Address:

Postcode:

Telephone number (daytime):

Email:

5) What connection would you have with the proposed Oasis Free School in Walthamstow?

Parent/carer of a child at a local primary school

Staff/Governor at a local school

Member of the public

Other, please specify

6) Do you have a child that you would like to attend the Oasis Free School in Walthamstow once it is open?

No

Yes, If yes, what is your child(ren)'s date of birth

7) My child is a:

Girl

Boy

8) If the Oasis Free School in Walthamstow is opened, would you select it as the first choice for your child's education rather than another school?*

Yes

No

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