

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: ARK Schools 65 Kingsway London WC2B 6TD
3.	Email address: [REDACTED]
4.	Telephone number: 0203 116 0721
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: In addition to this proposal, ARK Schools will be submitting the following free school proposals; <ul style="list-style-type: none"> • 6FE Secondary - Enfield - ARK North Enfield • 2FE Primary - Ealing - ARK Ealing Primary • ARK Blended learning: All-through school which will enhance the use of IT - London.
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 type="checkbox"/> Yes <input checked="" 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 describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: N/A	
Details of company limited by guarantee		
13.	Company name: ARK Schools	
14.	Company address: 65 Kingsway London WC2B 6TD	
15.	Company registration number and date when company was incorporated: 05112090	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	<p>If Yes, please provide details:</p> <p>ARK Schools runs the following schools (also shown are details of the relevant local authority and year of opening):</p> <p>Sponsored academies</p> <ul style="list-style-type: none"> • Burlington Danes Academy – Hammersmith & Fulham, 2006 • King Solomon Academy – Westminster, 2007 • Walworth Academy – Southwark, 2007 • Ark Academy – Brent, 2008 • ARK Globe Academy – Southwark, 2008 • Evelyn Grace Academy – Lambeth, 2008 • Charter Academy – Portsmouth, 2009 • St Alban’s Academy – Birmingham, 2009 • ARK Oval Primary Academy – Croydon, 2011 • ARK Kings Academy – Birmingham, 2012 • ARK Tindal Primary Academy, Birmingham 2012 • ARK Rose Primary Academy, Birmingham 2012 • ARK Putney Academy – Wandsworth, 2012 • Isaac Newton Academy – Redbridge, 2012 • ARK Bentworth Primary Academy, Hammersmith & Fulham, 2012 <p>Free schools</p> <ul style="list-style-type: none"> • ARK Atwood Primary Academy – Westminster, 2011 • ARK Conway Primary Academy – Hammersmith & Fulham, 2011 • Bolingbroke Academy – Wandsworth, 2012 <p>Schools planned to open 2013 and 2014</p> <ul style="list-style-type: none"> • ARK Priory Primary Academy – Ealing, 2013 • ARK All Saints Academy – Southwark, 2013 • ARK Enfield Academy – Enfield, 2013 (Free School) • Isaac Newton Primary – Redbridge (Free School), 2014 	

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.	Please confirm the total number of company members: 7
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name: [REDACTED]
	5. Name: [REDACTED]
	6. Name: [REDACTED]
	7. Name: [REDACTED]

Company directors

The company directors are appointed by the members and will eventually form the governing body 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 governing body must be formally appointed as directors of the company and registered with Companies House.

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: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

5. Name: [REDACTED]

6. Name: [REDACTED]

7. Name: [REDACTED]

21. Please provide the name of the proposed chair of the governing body, if known: [REDACTED] (see section F).

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.

Yes
 No

23. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

	<p>ARK Schools is linked with the international charity Absolute Return for Kids, although it is a separate legal entity: Absolute Return for Kids (ARK) <i>An international charity whose purpose is to transform children's lives.</i></p> <p>Company Registered in England no. 04589451 Registered charity no. 1095322 Registered address 65 Kingsway London WC2B 6TD www.arkonline.org</p> <p>ARK Schools is co-located with and shares resources with Future Leaders: <i>Future Leaders is a charitable organisation committed to developing outstanding senior leaders to work in challenging schools.</i></p> <p>Company Registered in England no. 5829256 Registered Charity no.1116801 Registered address 65 Kingsway London WC2B 6TD www.future-leaders.org.uk</p> <p>Some board members of ARK Schools are also on the board of ARK (Absolute Return for Kids).</p> <p>Neither Absolute Return for Kids, nor Future Leaders will play any role in setting up the free school, other than co-location (sharing of resources, office space, office management etc.)</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 (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>ARK Schools is a secular organisation with no religious affiliations or influences at an organisational level.</p> <p>Burlington Danes Academy is an ARK academy with a Church of England ethos. It is run in partnership with the Diocese of London. The primary academy would also have a Church of England ethos.</p>

Existing providers		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A	
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: ARK Schools is an education charity and successful academy sponsor with a track record of providing high quality education at both primary and secondary level in areas of disadvantage and/or historic educational underachievement. ARK Schools' vision is to create a group of outstanding schools that radically improve our pupils' life chances. We aim that every pupil at an ARK academy will do well enough by the age of 18 to go on to university or pursue the career of their choice.	

ARK Schools

Company Registered in England no. 05112090

Registered address 65 Kingsway

London

WC2B 6TD

www.arkschools.org

**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: [REDACTED]

Print name: [REDACTED]

Date: 03/01/2013

**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:	Burlington Danes Primary Academy
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input 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:	2020
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	Church of England
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
11.	If you have a preferred site, please give details, including the post code:	The preferred site for the primary school is [REDACTED]. See section H for more details.
12.	Please tell us how you found this site:	See above.
13.	Is the site:	<input type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know? N/A See above
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 Hammersmith & Fulham
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>	

Section C: Education vision

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

Section C1 – about Burlington Danes Primary Academy

Age range

The proposal is for the existing 11-18 Burlington Danes Secondary Academy, which opened in September 2006, to expand to include a two form entry primary school. The primary phase will serve 480 pupils (nursery to Year 6) when full. This would make Burlington Danes Academy the first all through academy in Hammersmith & Fulham.

The age range of the new provision will be 3 – 11 years, including a nursery provision for 30 FTE children.

The funding agreement for Burlington Danes Academy is attached as **annex 1**.

Location

For the proposed primary phase, our preferred option would be to create an all-through campus by utilising an unused area of the existing school site, or building on sites adjacent to the academy. The London Borough of Hammersmith & Fulham has capital funding available to contribute to this development. For more information see **section H**.

Summary of proposal

Burlington Danes Academy is a secondary academy in White City in Hammersmith & Fulham, run by the education charity ARK Schools and in partnership with the Diocese of London. The Burlington Danes Academy vision is that every student matters and every lesson counts. Burlington Danes is committed to delivering an outstanding education within an outstanding environment. The Burlington Danes Academy prospectus is attached as **annex 2**.

Having been in special measures in 2005, the academy is now one of the most popular and successful schools in Hammersmith & Fulham. It is heavily oversubscribed and was rated 'Good' by Ofsted in 2009. Burlington Danes Academy is well respected by parents from a wide cross section of the community.

██████████ and the LGB of Burlington Danes Academy are keen to open a primary school to provide excellent all-through education for local children and ensure the transition to secondary school is as smooth as possible.

██████████ has had a number of discussions with parents and the local community which confirm broad support for a primary school.

Hammersmith & Fulham Council also strongly supports the proposal and is

prepared to contribute [REDACTED] to the scheme.

The area has a significant basic need which will be further increased by a major new mixed development in White City. The development framework provides for 4,500 new homes east of Wood Lane. The development will increase the number of primary age children by at least two additional forms of entry.

Burlington Danes Academy is located in an area of high economic deprivation and a high proportion of students speak English as additional language. The ARK educational model has been proven to serve these communities particularly well, both at secondary and primary level – as demonstrated by the successes of ARK's two primary schools in the area, ARK Conway Primary and ARK Bentworth Primary Academy.

ARK Schools: a proven track record

- Of ARK's nine academies which have been inspected by Ofsted, three have been rated Outstanding and five Good.
- Our transition schools' average GCSE pass rate (5 A* - C grades including English and maths) has improved from 22% in 2006 when our first school opened to 57% in 2011.
- The average annual increase in pupils achieving five GCSEs at A*–C including English and maths since each ARK academy opened is 7% (2012 data).
- At key stage 1, Ark, Globe, Oval and KSA are all ahead of national levels. Across the ARK primary network 94% of pupils achieved level 2 in reading, writing and maths compared with 87% nationally.
- ARK has two transition schools reporting results at key stage 2: ARK Globe and ARK Oval. At ARK Globe, 86% of pupils achieved level 4 or above in both English and mathematics in 2012, compared to a national average of 79%. At ARK Oval, the percentage was 70%. This is a major achievement considering that the school was in special measures when it joined the ARK network in 2011.
- ARK Schools' value added score, which measures pupil progress between key stage 2 and GCSE is the best of the major academy groups at +24 (2011 data).

Vision and ethos

Burlington Danes Academy is committed to delivering an outstanding education within an outstanding environment where each child is able to achieve the highest possible academic outcomes. The Christian ethos helps to ensure that all students from the diverse community receive the support and motivation to be the best they can. Burlington Danes Academy's goal is that its students leave as motivated individuals with a purposeful direction in life, a love of learning, a sense of vocation: prepared for successful careers and fulfilling lives.

At primary level, Burlington Danes Primary Academy will aim to ensure that every pupil will leave primary school equipped with the academic and social skills to prepare them for the challenges of secondary education.

The new primary academy will be non-selective and will develop high aspirations, high motivation and high achievement in and for all its pupils, regardless of their background or prior attainment.

Burlington Danes Academy is an ARK school and shares a commitment to ARK's six pillars:

1. High Expectations

ARK believes that every child can reach their potential with the right teaching and support. We set exceptionally high expectations for pupil attainment which we reinforce constantly as pupils progress through school. These expectations are reflected in the academy and individual targets (see below) as well as in the principal and staff performance management structures.

2. Excellent teaching

ARK's recruitment team ensure that our schools attract and retain outstanding staff (see **section F5**). At the same time, we prioritise learning and development and ensure that all leaders, teachers and support staff have access to high quality CPD opportunities throughout their career. These are provided through bespoke training programmes such as 'Aspiring to Headship' and the 'Lead Teacher Programme'; through the ARK training menu – an online CPD tool; and through numerous school and network wide events throughout the year, including the annual ARK Summit, which brings together all staff in the network.

3. Exemplary behaviour

Our schools are characterised by a friendly and orderly environment, where teachers can teach and pupils can learn. A smart, recognisable uniform ensures that all pupils are seen as, and act as, ambassadors within their local community.

4. Depth before breadth

A strong command of the core subjects of English and maths is vital for the whole curriculum. This is all the more true if pupils arrive at school with lower than average attainment. We therefore prioritise depth before breadth so that pupils secure firm foundations in these core subjects as quickly as possible. At primary level, this means we spend up to 10 hours a week on discrete literacy classes (including phonics, handwriting and reading) and between 6 and 8 hours a week on mathematics. See **section D1** for more detail.

5. More time for learning

To enable us to spend time on the core subjects, as well as ensure that pupils experience a range of creative and enrichment activities, ARK academies operate a longer school day. Typically at primary, the day will run from 8.30am to 4pm, with optional breakfast clubs and after school sessions running from 7:30am to 6pm respectively.

6. Knowing every child

Positive relationships between pupils and staff reinforce a culture of excellent behaviour and commitment to learning. ARK schools are organised as small schools so that every pupil knows and is known by every member of staff within their small school.

Aspirations and targets

Burlington Danes Academy is committed to delivering an outstanding education in an exceptional environment where every child has the opportunity to achieve the highest level of academic success.

At primary level the academy will aim to lay the foundations of success to ensure that every pupil is fully prepared to meet the challenges of secondary school by age 11, both socially and academically. To achieve this we have extremely high targets at primary level:

- At least 90% of our pupils will achieve 7 points or above by the end of Reception (early years foundation stage).
- At least 90% will achieve a level 2a or higher at key stage 1.
- At least 90% of pupils will leave primary school with a level 4a in English and mathematics.

ARK has substantial experience and expertise in running excellent, inner city comprehensive schools serving communities similar to that of White City and our curriculum and assessment model is specifically designed to achieve the targets laid out above (see **Vision and Ethos** above and **sections D1 and D5** for more detail).

An inclusive academy

Admissions

Burlington Danes Primary Academy will welcome all local children regardless of ability or background. The main over subscription criteria will be siblings and distance. There will be no faith aspect to admissions. See **section D6** for more detail.

While it has a Church of England ethos, the secondary academy is popular with parents and pupils from a wide range of backgrounds – those of all faiths and none. This will also be the case at primary level.

Inclusion

ARK is fully committed to inclusion; the ARK education model particularly supports those pupils with special educational needs or English as an additional language (**section D3**). ARK will work with the Local Authority and other agencies to ensure that effective and high quality SEN provision.

Religious education

Burlington Danes is an academy with Church of England ethos and the primary phase will also have this ethos.

The RE curriculum will follow the recommended curriculum laid out by the Diocese of London. However parents will have a right to withdraw their children from religious education if they wish. See **section D8** for more detail on religious education.

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		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Year 7	180	180	180	180	180	180	180	180
Year 8	180	180	180	180	180	180	180	180
Year 9	180	180	180	180	180	180	180	180
Year 10	180	180	180	180	180	180	180	180
Year 11	180	180	180	180	180	180	180	180
Year 12	90	100	100	100	100	180	180	180
Year 13	70	90	100	100	100	170	170	170
Totals	1060	1150	1220	1280	1340	1400	1460	1520

Assuming that this application is successful, the first reception cohort would open in September 2014. The school roll will build up gradually, year by year, until the academy is full.

The numbers in grey are the cohort details of Burlington Danes Academy (secondary phase).

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.

Section D1 – D2 Curriculum Academy Day and Calendar

As for all new ARK primary schools, the curriculum for Burlington Danes Primary Academy has been designed to achieve the vision that at least 90% of pupils leave primary school with a level 4a in English and maths.

In line with the ARK principle of depth before breadth, there will be an emphasis on English and maths during the primary phase, with additional support for those pupils below level and additional stretch for those pupils exceeding targets. The allocation of curriculum time is determined by each pupil's needs, with priority given to academic acceleration in core subjects. The primary academy will cover the national curriculum in English, maths and science.

Although the ARK network focuses on achieving mastery in the core subjects before tackling the wider curriculum, the academy will ensure that a broad and balanced curriculum is delivered for all pupils over the course of their school career.

Once in post, the leadership team of the primary phase will develop the detailed curriculum offer, with support from ARK's education team and [REDACTED].

Primary Curriculum

Burlington Danes Primary Academy will follow the ARK primary curriculum, which reflects the belief that well-structured knowledge is the foundation for broad intellectual development, and that skills development should build on the knowledge acquired by pupils. From reception onwards, pupils will be taught through a number of discreet, daily lessons: phonics, literacy, handwriting, grammar, guided reading and writing. Maths learning will take place through a daily maths lesson as well as a daily maths meeting, which focuses on developing mathematical fluency.

Early Years

ARK has developed an Early Years Curriculum which reflects a structured approach to literacy (synthetic phonics) and maths. This approach was commended on a recent HMI visit to an ARK school where the inspector noted that 'the vast majority of children make exceptional progress, achieving skills that are securely within or beyond the levels expected for their age.'

Maths

ARK has also developed a specially tailored maths curriculum for both primary and key stage 3 – the Mathematics Mastery programme. This has been developed through a combination of education research, existing UK

best practice, and learning from the curriculum and pedagogy of Singapore. There is a strong emphasis on number sense, place value correct terminology and problem solving.

Our mastery approach dedicates more time to each new mathematical concept or process. This means a smaller number of topics in each term and each year, but much less time wasted revisiting what was previously taught. The ARK Schools Mathematics Mastery approach was commended by HMI on a visit to an ARK primary academy. The approach has subsequently secured external funding from the Education Endowment foundation and been rolled out to over 30 primary and secondary schools across the country.

Science

ARK has a tailored science curriculum for Years 1 – 6, loosely based on the Singapore science curriculum. Its salient features are a strong emphasis on scientific knowledge and vocabulary development, rapid progress and a lively variety of activities and observations. Each unit of work is planned in detail including links to websites, instructions for all activities and appropriate outcomes.

The full primary curriculum model, including the number of hours taught per subject at each key stage is shown in **annex 3**.

Enrichment

Our vision is to create an outstanding school which enhances our pupils' life chances. We will provide an enriched and extended curriculum accessible to pupils of all abilities which will support the high aspirations we have for them and encourage excellence by providing them with a variety of opportunities.

Some enrichment will be delivered as part of the teaching week, but will also extend beyond the teaching week to weekends and school holidays. At primary level it may include workshops, residential trips, summer schools and booster classes as well as day visits and in-school experiences.

ARK currently provides three main strands in its enrichment programme at primary level. The aim of these strands is to give our pupils the skills and experiences that a rigorous academic education alone cannot provide.

1. Music: we believe that every child can be a musician, and that music has the facility to develop confidence, creativity, community and excellence. Our aim is for all pupils to have access to, and participate in, a breadth of experiences. Through their engagement with high-quality curriculum and enrichment activities, we aim for pupils to become successful, passionate and versatile musicians, who will maintain an active relationship with music throughout their lives.

The academy's music curriculum and enrichment programme combined will involve vocal opportunities, instrumental opportunities and an enhanced

curriculum for every pupil, at both primary and secondary level.

2. University and careers success: our primaries ensure that all our pupils have the skills and experience (not simply the grades) to make informed university applications. ARK runs a workshop – ‘What is university’ – to introduce the notion of university life. Most of our primary schools arrange visits for pupils to spend a day at a university. Our primaries address careers by encouraging children to think about the professions that appeal to them like to be and to be aspirational in those choices.

3. Personal development and showcasing excellence: our primaries ensure that pupils develop confidence, experience and skills to be successful. This includes opportunities which contribute significantly to pupils’ development such as performing at the Barbican.

Academy specific enrichment

In addition to these specific strands, there will be a full range of extracurricular activities delivered by the academy staff, through a combination of PE and music lessons, as options within the extended school day, or as clubs during lunchtime or before / after school. A list of possible activities this will include is attached as **annex 4**.

Academy timetable and calendar

The academy day

As for all ARK primary schools, the primary school day will run from 8.30am until 4pm, except Fridays when school will end at 3pm. Optional breakfast clubs and after school activities will also be available.

More details on the timings of the school day are laid out in **annex 5** and the curriculum map for the hours per subject at the different primary key stages is included in **annex 3**. These two documents will be used to generate the first year timetable for the academy in the spring before opening.

The academy year

The Burlington Danes Primary Academy year will be the same as the secondary year, providing 185 teaching days and 10 staff training days, and will follow PAN London term dates.

In the first year, an additional five training days will be included to allow detailed staff induction before the academy opens to pupils. This allows staff to have two full weeks of training and induction prior to the school opening to pupils.

An indicative academy calendar for year one is shown in **annex 6**.

Section D3 – Staffing

Burlington Danes Primary Academy Staff Structure

The proposed staffing model has been structured to deliver the proposed curriculum (see **annex 3**) and is based on experience to date in similar sized schools serving a similar pupil profile. As laid out in **section G**, the staffing model is affordable.

The following staffing structures are attached in the annexes:

Annex 7a – first year of opening

Annex 7b – final year

The staffing numbers and salaries as the academy builds up its roll are shown in the financial model in **section G**.

Academy organisation and senior leadership responsibilities

The staff structure for the primary phase of Burlington Danes Primary Academy will grow in parallel with the pupil cohort.

██████████, will have responsibility for the overall vision and strategic direction of the academy from the outset.

The finance and resources director, ██████████, will have oversight of the operational team and be responsible for the management of the academy budget (both primary and secondary).

The head of primary will be responsible for the development of the primary curriculum and teaching and learning and academic outcomes in the primary phase. He or she will also be responsible for developing a stage-appropriate ethos and rewards, working alongside the secondary senior leader responsible for behaviour.

In line with the ARK principle of creating small school structures, there will be an assistant head assigned to each key stage. These senior leaders will have overall responsibility for both the academic and pastoral welfare of each pupil within their key stage.

Full details of the academy leadership structure can be found in the following annexes:

Annex 8a – senior leadership roles and responsibilities, year 1

Annex 8b – senior leadership roles and responsibilities, final year

All senior leaders in the primary phase will be expected to take on some teaching responsibilities when first appointed. This will then reduce as the pupil cohort increases.

Section D4 – Inclusion (providing for pupils with different abilities)

Burlington Danes Academy is committed to providing a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

The ARK curriculum teaches pupils from their starting point, even if this is below the level normally expected in a given key stage and is designed to achieve rapid catch-up for those pupils who are behind. The allocation of curriculum time is determined by each pupil's needs, with priority given to academic acceleration in core subjects. There may be a reduction in other curriculum time if it is necessary to make enough time to accelerate a pupil in English and/or mathematics.

Special educational needs

The academy will comply with the statutory code of practice and other guidance issued by the Secretary of State as it applies to maintained schools, relating to special educational needs.

When the primary school opens, a primary SENCO will be appointed, who will work closely with, [REDACTED], the [REDACTED] in the secondary school.

The primary SENCO will lead a team of specialist teachers and assistants who will ensure that all pupils with special needs are identified early, not just those with formal statements of special educational needs, and will support teachers to write Individual Education Plans, or where necessary, Personal Behaviour Plans. These will be communicated to families and monitored termly. It is our expectation that these IEP targets will be addressed through targeted differentiation in lessons as well as, where appropriate, additional targeted classes.

The academy will be supported by an ARK Schools SEN specialist who works across the network to help identify, assess and plan high quality provision. ARK has also introduced 'Drive for Literacy' – a programme to identify and accelerate the progress of pupils with literacy difficulties – and has a full time primary Speech and Language specialist, [REDACTED], who works within the network.

Pupils with physical disabilities

The SENCO will also be responsible for those pupils with a physical disability, who will be fully included in the academy curriculum. Individual plans will be developed for these pupils to ensure any necessary adjustments are made to enable full participation in aspects such as sports.

Pupils with English as an additional language (EAL)

The percentage of pupils with EAL attending Burlington Danes Academy is currently at 50%. This figure includes a wide range of different languages.

ARK's focus on depth before breadth is particularly well suited to supporting

these pupils as, where needed, the curriculum will be tailored to provide additional time to accelerate progress in the core subjects. A solid grounding in English and mathematics will then allow them to more fully engage with an expanded subject base.

Gifted and talented

We identify gifted and talented children as being those young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities.) We will expect gifted and talented pupils to make three sub-levels of progress per year as a minimum requirement in a subject that they are excelling in. This will be achieved through outstanding teaching and teachers who have excellent subject and specialist knowledge. 'Extension tasks' will be developed to allow pupils to demonstrate different ways of thinking.

Gifted and talented pupils will also be offered additional advice, guidance and opportunities to develop their talents through master classes at summer school.

Working with other agencies

In addition to the internal ARK resources discussed, ARK also supports its schools to buy-in to local provision to support children with special needs. Burlington Danes Academy works closely with the SEN, educational psychology and safeguarding teams at Hammersmith & Fulham Council to ensure that the full circumstances of each child are known and that the full range of specialist support can be given to every pupil in order to help that pupil succeed.

Working with the wider community

ARK has substantial experience and expertise in running excellent, inner city comprehensive schools serving communities similar to that of White City and our education model has been developed to deliver outstanding outcomes for all pupils, regardless of their background or prior attainment.

We recognise that to serve these pupils properly, we need to work in partnership with the Local Authority and a range of other external agencies. These relationships will be built by working with those outside the school environment as equal partners and by making the time and effort to work across existing institutional boundaries and to explore ways of achieving the best outcomes for pupils and their families.

Our approach to engaging young people and local parents and building a strong local community around Burlington Danes Academy involves the following:

- **We form a close partnership with parents.** We encourage parents to visit the academy for achievement assemblies, mealtimes and other special occasions. We have clear and easy to access websites to keep parents up to date. We maintain day to day contact with parents through regular phone calls, letters, texts and meetings –

both to pass on praise and discuss any concerns. We will also feedback pupil progress to parents regularly.

- **We support families.** We provide a range of support for parents and families to enable them to engage with their child's education. A parent representative body will be established which would take the lead on providing services to the parent community.
- **The academy is open to the community.** Academy facilities are made available to local groups at affordable rates, encouraging the perception of the academy as a wider community resource.
- **We work with others in the community.** We work in partnership with other local schools, organisations and agencies (see below).

Burlington Danes Academy currently works with the following local and national institutions:

- Imperial College
- KPMG
- Inter University
- Sweet Science Boxing
- The Somalia School
- Go Mammoth
- 5-aside.org
- Greenhouse
- HSBC (through the RISE Enterprise Challenge)
- Accenture (RISE Enterprise Challenge)
- QPR FC (Premier League Enterprise Challenge)
- Fulham FC (Premier League Enterprise Challenge)
- Olswang (through lawyers into school)
- MyBnk (through various enterprise workshops)
- ITG (after-school intervention)
- Coffee cup cafe (through meal delivery service)
- ITG (financial services firm): mentoring of Sixth Form students
- SOAS (University of London): Global Matters course with 12 students in Year 12

Burlington Danes Primary Academy would seek to develop some of these partnerships at primary level (where appropriate) and engage with new organisations specifically to work with primary pupils.

Section D5 – monitoring and assessment

Assessment is critical to the ARK education model and a key factor in its ability to achieve the targets laid out above and ensure that all pupils are progressing as far and as fast as possible.

Target Setting

Targets will reflect the high expectations of the academy. The minimum attainment targets for pupils at the end of each key stage, irrespective of entry point are:

- Early Years: seven points on all Literacy and mathematics scales.
- Key Stage 1: level 2a in reading, writing and mathematics.
- Key Stage 2: level 4a in English and mathematics.

As well as the floor target, the minimum expected progress in each key stage is:

- Early Years: at least four points on all literacy and mathematics scales.
- Key Stage 1: at least 6 sublevels in English and mathematics
- Key Stage 2: at least 7 sublevels in English and mathematics

For children with special educational needs, the minimum expectations will be tailored if necessary in discussion with the SENCO.

Assessment and monitoring

Burlington Danes Primary Academy will follow the ARK assessment model, which focuses on four main aspects:

- *Accurate diagnosis of learning and teaching needs* – outcomes of assessment for individuals and groups are used to pinpoint gaps, areas needing reinforcement and misconceptions.
- *Reliable judgements of attainment* – pupils' achievement in subjects is assessed regularly by each teacher and moderated in relation to external benchmarks.
- *Regular tracking, analysis and communication of pupil progress* – each pupil's academic progress is recorded, communicated, analysed and reported so that teachers, pupils and parents know how well each pupil is progressing from their baseline towards their target and can act if required.
- *Adjustment to provision* – outcomes of day-to-day assessment and formal summative assessment informs classroom teaching, curriculum, pupil grouping, individual pupil provision and teacher development.

The ARK assessment cycle

All ARK schools share the same assessment system and cycle:

- Half termly assessments in core subjects
- Termly assessments in all other subjects

Teachers will review and discuss the results of these assessments promptly and thoroughly with their line manager and feedback to pupils and parents, with face to face parent meetings taking place at least twice a year. Where a child is at risk of underachieving, clear and coordinated strategies will be implemented and monitored.

The attainment reports will be analysed to ensure that particular groups of pupils are not underperforming (for example those on free school meals)

and all pupils are receiving the support they need from different staff across the academy, in order to achieve their predicted targets.

Each term, the ARK central team also analyses the data available and provides the principal, the director of education and the Local Governing Body with a detailed report. This report informs the monitoring visits (see **section F4** for more detail) and enables both ARK and the governors to identify any issues early on and provide appropriate challenge and support.

Section D6 – Admissions

All ARK academies are non-selective schools for local children.

Admissions Criteria

If the academy is oversubscribed, priority will be given to pupils with statements of special educational needs, where the academy is named on the statement. The remaining places will then be offered in the following order of priority:

- children who are in public care
- (from September 2014 onwards) children who have a sibling who already attends the school and who will continue to do so on the date of admission (for this purpose “sibling” means a whole, half or step-brother or sister resident at the same address)
- Children who live closest to the school, by straight line distance from the main entrance of the academy to the main entrance to the child’s home.

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

ARK will work through the Local Authority’s coordinated admissions process.

Of Burlington Danes Academy’s current intake, 50% speak English as an additional language, 46% are eligible for free school meals and 26% have an identified special education need (1% of these students as a statement of SEN). We would anticipate that at primary level these figures would be very similar.

Section D7 – Behaviour management and pupil wellbeing

As laid out in the six ARK pillars; ensuring that teaching and learning are uninterrupted makes exceptional achievement possible. The academy’s behaviour policy is therefore extremely important in ensuring academic success for every pupil.

The principal of Burlington Danes Academy will work closely with the head of the primary phase to create a primary behavior policy which reflects the

secondary policies and the overall ethos of the academy, but with approach appropriate for primary pupils.

The aim of the academy's behaviour policy will be to determine the boundaries of acceptable and unacceptable behaviour, at all times encouraging pupils to take greater personal responsibility for their actions. It will include a hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

The policy will be made explicit to staff, pupils and parents during the recruitment and induction process and will be applied fairly and consistently.

Overall, the policy will:

- Promote self-discipline and proper regard for authority among pupils
- Encourage good behaviour and respect for others and prevent all forms of bullying among pupils
- Regulate pupils' conduct
- Ensure pupils understand how to monitor, learn from and take responsibility for their own behaviour
- Promote the idea of personal responsibility

Pupils will be encouraged to develop:

- Respect for others; their feelings, opinions, cultures, limitations and the right to their individuality.
- Respect for themselves; pride in their own achievement and that of others within the Academy, high standards of dress and behaviour and the desire to produce their best work at all times.
- Respect for the environment; their personal environment, the Academy and other people's property and the wider community in which we live
- Respect for the future; the belief that we can all make a difference by our contribution to the local, national and global community.

Rewards and Sanctions

An academy ethos of encouragement is central to the promotion of good behaviour. Rewards will be clearly defined and there will be a strong emphasis on praise, both formal and informal, to individuals and groups.

Sanctions are also required to respond to inappropriate behaviour and a range of appropriate sanctions will be clearly defined in the procedures. Their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures will make a clear distinction between the sanctions applied for minor and major offences.

Roles and responsibilities

The head of primary will be responsible for the implementation and day-to-day management of the policy and procedures, but all staff will be responsible for ensuring that the policy and procedures are followed, and

consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential to achieve consistency and create a high quality learning environment.

The head of primary and staff will ensure there is no differential application of the policy on any grounds and will ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have the opportunity to raise any issues which arise.

Pupils will be helped to take responsibility for their own behaviour and will be made fully aware of the academy's expectations. Pupils will also be supported to report any bullying or disruptive incidents.

Bullying and pupil wellbeing

The academy's strong culture and explicit teaching of behaviour will minimise the opportunities for children to be bullied or become bullies. A culture will be fostered at the academy that everyone has the right to learn in a safe and secure environment and a responsibility to be vigilant when it comes to noticing and reporting bullying. On those occasions where bullying is found to occur, the academy will implement a system of clear procedures for dealing with different degrees of bullying, recognising the needs of all of the pupils involved and ensuring that a consistent response is provided to both bullies and their victims.

Attendance

In order to achieve our ambitious attainment targets, it is essential that every pupil attends school every day. This is a basic expectation that will be stressed to parents/carers at every opportunity (leave of absences will not be granted during term time) and all medical appointments should be made out of school hours. This will be reinforced in home visits and is a commitment made in the home/school agreement. Attendance officers will make first morning absence calls to parent and carers. 100% attendance will be recognised and praised with certificates and prizes.

Exclusions

Exclusions – both fixed term and permanent – are considered a last resort in managing behaviour. ARK's exclusions policy (as laid out in its master funding agreement) is in line with national guidance and policy on exclusions.

Section D8 – Setting up a Free School with a designated religious character

Burlington Danes Academy is a school with a Church of England ethos and the main the main worship is from a Christian perspective. However, it is a fully inclusive school and other faiths are celebrated. Over 50% of pupils are Muslim.

Ethos

The academy's spiritual vision is to ensure that each student feels valued, unique and precious as a child of God, and is sensitive to their own needs and the needs of others. Its purpose is to ensure students' personal growth and learning and that its students are spiritual individuals.

Curriculum

Religious education is taught in accordance with the syllabus agreed with the Diocese of London. The Diocesan curriculum explicitly states that Anglican schools should be inclusive, and ensures that children learn about other faiths and celebrate diversity.

As part of a school community which has a Church of England ethos, children will study texts, values and beliefs which are distinctively Anglican. However the RE curriculum is based on general moral and spiritual themes which can be interpreted by those of other faiths into their own religious paradigm or used by those of no faith as part of a general moral framework.

The primary schemes of work provided by the Diocese of London incorporate opportunities for teachers to use curriculum resources tailored to pupils from all major world faiths.

The Diocese of London stipulates that at least 5% of curriculum time should be spent on teaching RE (not including collective worship) but that this does not need to be confined to one discrete RE lesson. At Burlington Danes Primary Academy this percentage will be delivered jointly through the RE and PSHE curriculum times. Combined, these form a total of 2.5 hours per week.

Worship

At Burlington Danes, daily acts of worship are undertaken, mainly from a Christian perspective. However these also incorporate the teachings of the other major religions. This would also be the case at primary level.

Burlington Danes Academy has a chapel where regular services are held. There is also a prayer room facility for Muslim pupils at lunchtime.

Pupils at Burlington Danes Academy can take an authorised day off for the celebration of Eid.

Uniform

As at all ARK schools, the uniform policy at Burlington Danes Academy makes allowance for children who need to wear additional items of clothing (e.g. headscarves) for religious reasons. However all children are expected to wear the academy uniform.

Alternative arrangements

Parents have the right to withdraw their children from religious education if they wish; however, all pupils currently attending Burlington Danes

Academy attend all RE lessons and assemblies.

If a parent of a primary child wished to withdraw their child from the teaching of Religious Education, the head of primary, in consultation with the principal, will agree a relevant engaging curriculum for that child or children during the allocated time periods. As far as possible this would cover all of those elements of the Diocesan curriculum which do not include specifically religious content.

A side agreement held between ARK Schools and the Diocese of London lays out the principals which govern the ethos of the academy, enclosed as **annex 9**.

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	60	NA	NA	NA	60	NA		
Year 1					60	NA		
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	60	NA	NA	NA	120	NA		

See Section E (part 2) for details of ARK’s extensive work to prove demand for Burlington Danes Primary Academy.

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.

Introduction

In order to demonstrate evidence of demand for Burlington Danes Primary Academy to pupils of all backgrounds and abilities, we have undertaken a wide range of activities:

1. **Parent demand survey.** We undertook a statistically robust phone survey of 3,200 homes across London and 200 homes in Hammersmith & Fulham specifically to test the demand for the ARK model among parents with children of appropriate age (see *Parent Demand* below).
2. **Place need analysis.** We analysed the significant local basic need with assistance from the local authority (see *Place Need* below).
3. **Demographic analysis.** We analysed the area's demographics (see *Demographics* below)
4. **Local stakeholder engagement.** We wrote to around 30 stakeholders within education settings and the local authority, and all Burlington Danes parents (see *Stakeholder Engagement* below).
5. **Community engagement.** We raised awareness of the school locally and planned for future awareness raising (see *Additional Local Demand* below).
6. **Comparative analysis.** We looked at our experiences at our comparable open schools to assess likely demand (see *ARK Experience* below).

We took this approach to ensure that all members of the local community are aware of the proposal and all stakeholders are included in the consultation. The particular demographics of the community and high basic need meant that we felt this approach would offer the best way of proving demand. We have consulted on this approach with both the Department for Education's Free Schools Group and the New Schools Network.

Parent demand

In November 2012 ARK commissioned an independent research company to carry out a phone survey of parents with potential primary (0-4) and secondary (5-11) aged children to establish whether they were aware of and supported an ARK free school proposal.

Phone interviews were conducted with 3,200 parents living across 16 local authorities in London. The full results of this survey are included as **annex 10**. The highlights are as follows:

- Across London, 75% of parents were likely to send their children to an ARK school.
- Among parents with children of primary age (0-4), 77% were likely to

send their children to an ARK school.

- In Hammersmith & Fulham specifically, 76% of parents said they were likely to send their children to an ARK school.
- Parents overwhelmingly approve of the key aspects of ARK's educational model. Specifically:
 - 97% thought that developing English and mathematics skills was important
 - 96% would like their child to attend a school which encouraged them to progress academically
 - 95% would like to send their child to a school which offers a wide range of extracurricular activities
 - 78% agreed that they would be happy for their child to attend a longer school day
- In Hammersmith & Fulham specifically, 29% of parents with children of primary age (0-4) felt that there were not enough primary places available in their borough.

These statistics show that there is a high demand for the ARK Schools model across London and specifically in Hammersmith & Fulham.

Place need

Hammersmith & Fulham's primary-age population is growing rapidly due to an increasing birth rate. Between 2001 and 2011 the number of children aged between 0 – 4 increased from 10,195 to 11,900.

In College Park and Old Oak ward, where Burlington Danes Academy is sited, there has been a 51% increase in the number of children aged between 0 – 4 in the past ten years (424 children in 2001 rising to 645 children in 2011).

The Council's place need projections show that around 9FE will be needed over the next two years across the borough as a whole:

Year	Projected number of pupils	Existing capacity	Surplus/ (deficit)	New provision to address the projected deficit (not including proposed BDA primary)
2012-13	9,256	9,677	151	1FE Bulge Class at Brackenbury 1FE at John Betts Old Oak expansion to 2FE
2013-14	9,934	9,677	(257)	2FE West London Free School Expansion of St Stephen's from 1FE to 2FE Expansion of Pope John from 1FE to 2FE

The need for primary places is particularly acute in the centre and north of Hammersmith & Fulham borough, as shown by the number of applicants who did not receive any primary place in 2012 (see map **annex 11**). All but one of the existing primary schools in the White City area is full. Last year, nearby feeder schools Bentworth, Canberra and Wormholt Park received 317 applications for 150 available places.

The Council has confirmed that at least one new form of entry will be needed in the White City area by 2014 in addition to the provision already planned for 2013 and 2014.

From 2014 onwards there is projected to be an even more rapid increase in the need for new places as shown below:

Year	Projected number of pupils	Existing capacity	Deficit
2014-15	10,355	9,677	(678)
2015-16	10,656	9,677	(979)
2016-17	10,918	9,677	(1,241)
2017-18	11,128	9,677	(1,451)
2018-19	11,296	9,677	(1,619)

Furthermore, the White City development of up to 4,500 new homes, the first tranche of which will be delivered between 2012 and 2017, will substantially increase the number of school age children requiring local primary and secondary education. The Council estimates that the development could result in a minimum increase of 600 school-age children, of which approximately 73%, or 440, would be primary age. This is in addition to the projected number of pupils above.

In conclusion, the projected pupil increase would mean that at least two forms of entry, in the form of a new school rather than expanding existing provision, will be needed in the White City area based on place need alone.

Demographics

Burlington Danes Primary Academy will serve a highly diverse community. The White City area specifically, is relatively highly deprived: The neighbourhood in which BDA is located is in the bottom 10% nationally according to the English indices of deprivation. 3 of the 4 other neighbourhoods in the College Park and Old Oak ward are in the bottom 15% nationally (see map, **annex 12**).

The nearest community primary schools have free school meal percentages ranging between 33% – 61.7%. The FSM % of the secondary academy is 46%. The percentage of pupils speaking English as an additional language at the secondary academy is 50%.

These demographics are consistent with ARK's experience of running schools elsewhere in areas of high free school meal eligibility, high levels of

English as an additional language, and low IDACI ranks.

Local Stakeholder Engagement

We wrote to around 30 local stakeholders who included:

- The heads of all nearby early years' providers (see **annex 13**).
- The cabinet member for children's services, local ward councillors and the MP (see **annex 14** for letter of support).
- In addition we wrote to approximately 1000 parents of pupils at Burlington Danes academy (see **annex 15**).

Those members of the community we have spoken to have been supportive of the proposal. In particular, we have letters of support from:

- Councillor Helen Binmore (Cabinet Member for Children's Services) - **annex 14**.
- [REDACTED] – **annex 16**.

Community Engagement

In addition to the phone survey, we also collected hard copy and online signatures to the e-petition to open a new primary phase for Burlington Danes Academy (see **annex 17**).

The e-petition was accompanied information about the proposal and respondents were asked whether they supported the opening of a new primary phase for Burlington Danes Primary Academy. Respondents were also asked whether they had children of an appropriate age who they would like to send to the academy.

The petition and letters could not be sent out until the site feasibility work was complete which showed that the development of the primary school would be viable. Therefore the petition has only been live since early December and there have been limited opportunities for the school to promote the application to parents in advance of the Christmas break. So far 26 responses have been gathered using the online and hard copy forms, all in support of the application. 12 parents have already confirmed that they would like their children to attend BDA primary.

The petition will remain open in the coming months for parents to sign up and express their support. In addition, to ensure that Burlington Danes Primary Academy is full BDA and ARK will continue to develop support for the application within the local community. In particular, we will work with the local authority, BDA's existing partner organisations in the community and local schools to ensure that the new primary academy is viewed as a school of choice by all local people, not just one particular group.

Annex 18 details the proposed community engagement which BDA and ARK will undertake should this free school proposal be successful.

ARK experience

The table below shows the build-up of demand, over time, at two of our new start primary schools, Ark Academy and King Solomon Academy.

Academy	Admission year	1st preference	Other Preference	Total
Ark Academy	60 places available			
	2009	31	39	70
	2010	88	100	188
	2011	218	372	590
	2012	231	358	589
King Solomon Academy	2008	28	83	111
	2009	46	123	169
	2010	71	148	219
	2011	93	176	269
	2012	114	212	326

Since building a successful network of schools, we have seen our admissions numbers in new schools increase significantly. For example at two of our primary free schools:

- ARK Conway received 63 applications for 30 places in 2011 (prior to opening) and 122 applications for 30 places in 2012, of which 43 (35%) were first choice applications
- ARK Atwood, which opened without confirmation of its permanent site, received 29 applications for entry in 2011 (but opened with a full cohort through late applications and the strong local basic need). For entry in 2012 the number of applications had risen to 143 of which 33% were first choice applications.

Lastly, for September 2012 entry, Burlington Danes Academy received 682 applications for its 180 places, 50 more applications than the previous year. This demonstrates the continuing popularity of the academy within Hammersmith.

These data reflects the strong demand for the ARK education model and that this demand increases rather than decreases once our academies have opened.

Conclusion

In our discussions with the local authority they have indicated their strong support for the proposal, since it will both increase the diversity and strength of school provision in the borough. This is demonstrated by letters of support attached in the annexes.

In light of the above, we are confident that Burlington Danes Primary Academy would be full from year 1, and would be oversubscribed on first preferences within two years of opening.

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.

Sections F1 – F4 ARK Schools central resources and expertise

Burlington Danes Primary Academy will be supported by the ARK central team. ARK Schools has a successful track record of opening and operating new schools at primary and secondary level.

ARK Schools' central team supports all 18 schools within its network. In addition ARK Schools is using its charitable income to help create the central infrastructure to support an expanded network of schools (20 secondary academies and 30 primary academies). As with all new or existing ARK schools, Burlington Danes Primary Academy will be able to draw on these network resources before and after opening.

ARK Schools will use the staff in its central team to support the opening and running of Burlington Danes Primary Academy. The central team's role is to support the academy by:

- Providing effective support services
- Creating a collaborative network which facilitates the sharing of good practice and resources among staff
- Holding schools accountable for performance through regular monitoring and rigorous performance management

ARK comfortably has capacity within its education, financial and operational teams to ensure the successful opening and on-going support of the new academy.

Details of the roles and the capacity of the ARK central team in the key areas of the pre-opening project, educational, financial and operational support are below.

Project management

The projects team consists of 10 people and is responsible for coordinating the opening of all new start and transition ARK schools and the management of the academy building projects. The projects team has been undertaking this project management role since 2007. We have opened fifteen academies since then and have five more currently in development at the time of submitting this free school proposal.

ARK will provide a dedicated project manager to work on the development of Burlington Danes Primary Academy. The project manager will be

supported by an administrator and will draw on the other key personnel in the projects team (and wider ARK central team) as necessary to plan and coordinate the opening of Burlington Danes Primary Academy. These include the project director, head of construction, finance manager and buildings project manager. Additional technical advice, client design advice (buildings) and legal advice is contracted in as required. See **annex 19** for an organisational chart of the ARK Schools Projects team.

Education expertise and capacity

The ARK education team comprises former teachers, school leaders and educationalists who support the principals, headteachers and senior leadership teams of each school, both in their planning before a new or transition school opens and in the delivery of their educational vision once the school is open.

At least once a term the ARK Director of Education leads a monitoring visit of each academy and prepares a report on the academy's progress. This report is shared with ARK's Managing Director and the Chair of Governors of each academy and enables ARK and the local governing body (LGB) to work together to provide support and intervention to the academy wherever necessary (see below).

The ARK education team provides expertise in the following key areas to support each academy:

- Mathematics – [REDACTED]
- Maths Mastery – [REDACTED]
- English – [REDACTED]
- Science – [REDACTED]
- Special educational needs – [REDACTED]
- Music – [REDACTED]
- Extended Schools – [REDACTED]
- University and careers success – [REDACTED]
- Assessment and data – [REDACTED]
- Learning and development – [REDACTED]
- Head of Initial Teacher Training – [REDACTED]
- Sixth form lead – [REDACTED]

We attach particular importance to the training and development of all our staff and offer all staff three full-network training days every year, as well as access to a wide range of courses and opportunities through ARK's online training menu, supported by the learning and development team.

ARK Schools also works closely with Future Leaders and Teaching Leaders to maximise opportunities for staff within the network.

Operations capacity – Finance and Facilities

The central finance team provides strategic direction, support and training to the finance teams at each academy. The finance team also performs a procurement function for some of the operational contracts across the ARK

network to make best use of economies of scale and other benefits.

The Responsible Officer role at ARK's academies is undertaken by members of the central finance team, providing oversight of each academy's financial affairs to ensure that resources are being managed economically and effectively and that sound systems of internal financial control are being maintained.

Two network facilities managers (one based in London and one in Birmingham) support the finance and resources staff at each academy with small scale building projects and facilities and premises related issues such as catering and cleaning, both during the planning stage and once the schools are open.

Operations capacity – HR and recruitment

ARK is a single employer with over 1000 staff and takes its commitment to managing and developing its staff seriously. The network has a single set of HR policies, including the diversity and equality policy, which is monitored centrally. The HR team works closely with principals, headteachers and academy Finance and Resources Directors to ensure the implementation of these policies is consistent and well managed.

ARK has a specialist recruitment team. The recruitment team is responsible for working with individual schools to meet their recruitment needs and developing network approaches to recruitment and retention (see **Section F5** for more detail). [REDACTED] and works on building capacity within the ARK network. This includes identifying aspiring deputy headteachers and assistant principals and supporting them to develop into future leaders within the ARK network. [REDACTED] role also encompasses the identification of governors to each academy's local governing body, ensuring the needs of each school are met through its governance.

Operations capacity – IT

IT is managed centrally, enabling flexible deployment of staff and a higher quality, better value managed service. ARK also runs network wide management information systems to support school improvement, HR and finance. CMIS is used for pupil data and assessment; Sage Snowdrop is used to handle all HR information and PS Financials, Soprano and Vision are used as the organisation's finance systems. Implementation of and training on these systems is managed centrally and delivered to schools both before they open and at regular intervals.

Governance

ARK's governance arrangements (as laid out below) are laid out in the Master Funding Agreement. Through the success of ARK's existing schools, the governance structure has been demonstrated to be effective in delivering challenge to those with executive functions at the school.

ARK Schools governance arrangements

Under its funding agreement, the legal governing body for all ARK

academies is the board of directors of ARK Schools.

However, the ARK Schools Board delegates the majority of its powers to each academy's local governing body (LGB) which operates with delegated powers as a committee of the ARK Schools Board.

See **annex 20** for a table detailing the division of responsibilities between ARK Schools Board and the local governing bodies and **annex 21** for a diagram laying out the above structure.

LGB composition

As per the Burlington Danes Funding Agreement, the LGB composition for the academy is as follows;

- The principal, one elected member of the teaching staff and one elected representative from the non-teaching staff
- 1 elected parent representative
- 1 local authority nominee
- 2 nominees from the London Diocesan Board of Schools
- Up to 7 other nominations

Local governing bodies normally meet six times a year. Where appropriate, the chair may decide to hold part of the meeting without academy staff governors or officers present.

Where appropriate and necessary, finance and curriculum subcommittees may be established by the LGB. Otherwise the oversight of these areas is carried out by the full LGB.

The [REDACTED] in the finance team. She provides oversight of each academy's financial affairs to ensure that resources are being managed economically and effectively and that sound systems of internal financial control are being maintained (**see section F1**).

Principal and head of primary performance management

The head of primary is line managed directly by [REDACTED]. [REDACTED] is jointly line managed by ARK's Director of Education and the Chair of the LGB. At least once a term, ARK's Director of Education will lead a monitoring visit to Burlington Danes Primary Academy and prepare a report on the school's progress. This report is shared with the Managing Director of ARK Schools and the LGB Chair and informs the performance management of both the principal and the head of primary. The outcome of the monitoring visit also informs the central education team's termly support plan.

As well as the monitoring report, the academy is monitored against termly attainment reports and a termly finance report, shared with the ARK Schools team and the local governing body.

Parent and Teacher Association

Burlington Danes has a parent and teacher association. The PTA meets at

least twice per term and is responsible for:

- Raising funds for the school
- Organising social events for parents and students.
- Communicating any parental concerns to the chair of the parent council.

Parent involvement

ARK Schools will work with BDA secondary PTA to establish a primary association or council. The chair of the parent council will ideally be the parent representative on the LGB. It is advised that the parent council meet at least twice per term. Although it varies for each academy, the parent council usually has responsibility for:

- The promotion of strong community relations
- The development of suitable fundraising strategies
- Communicating any parental concerns to the chair of the LGB

Section F5 – Recruitment

Recruiting the head of primary designate

The head of primary phase will be recruited with the support of the ARK central recruitment team and will take up post in January 2014. The head of primary will then take part in the ARK primary head training programme to prepare for the primary opening in September 2014.

The timeline and plan for the recruitment of the head of the primary phase is attached as **annex 22**.

As referenced above, ARK Schools has a dedicated recruitment team who will recruit all of the staff to Burlington Danes Primary Academy.

ARK is committed to recruiting outstanding leaders and also identifying and developing talent within its own network of schools. Across its network, ARK uses its experienced principals with outstanding track records, such as [REDACTED] (Burlington Danes Academy), [REDACTED] (Ark Academy), and [REDACTED] (Isaac Newton Academy) to identify potential talent through its Aspiring to Headship Programme and provide training, leadership and mentoring support to all of ARK's first time headteachers.

The recruitment team is responsible for ensuring that the recruitment process is rigorous and the very best candidate is appointed.

Recruiting other high quality members of staff

The ARK recruitment team will also work with the principal, [REDACTED] and the head of primary to recruit the members of staff (both teaching and support) for the primary phase. This will be done through:

- A number of specific recruitment events
- Advertising in the TES and other relevant publications.
- Using the ARK primary network to get recommendations and provide next challenge for strong teachers within the network.

Recruiting from the local community

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.

Part 1 – Financial plans

Two financial plans for the academy are attached. **Annex 24a** shows the position where each year group is full as it comes on stream (100% pupil roll). **Annex 24b** shows the impact if each year is only 80% full.

██████████
██████████
██████████

Section H: Premises

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

Proposed site for Burlington Danes Primary Academy

ARK Schools has worked with Hammersmith & Fulham Council to develop feasibility proposals for a 2FE primary school for Burlington Danes Academy. In addition to creating a successful all-through school, the primary phase will meet the significant place need in the White City area, in particular the increased place need estimated from the new White City development.

The feasibility study confirms that it is possible to develop the primary school [REDACTED] (see **annex 25**). Hammersmith & Fulham Council is supportive of the new ARK school opening on this site and is prepared to provide [REDACTED] in funding (estimated to be up to half of the capital costs) to help to build the primary school. Some additional sites adjacent to the secondary school have also been considered and are discussed further below.

Location

Burlington Danes Academy, [REDACTED], London, W12 (see map **annex 25**).

Current site use

[REDACTED] near [REDACTED].

Freeholder and availability

[REDACTED]. The Trust has granted a 125 year lease at a peppercorn rent to ARK Schools. This lease came into effect on 1 September 2006.

Description of site

The total site area is 10 acres. The site comprises a refurbished listed secondary school building, two new, state-of-the-art buildings including a 300 seat theatre and playing fields.

Suitability of site

The site is considered suitable for the development because:

- It is of sufficient size to accommodate the primary school without adversely impacting the existing secondary school
- It is located adjacent to the secondary school thereby creating an all-through campus
- It is located to meet the place need and local demand for the primary school

Accommodation

ARK Schools commissioned Hammersmith & Fulham to undertake a feasibility study for both 1FE and 2FE primary provision within the curtilage of Burlington Danes Academy. Both can comfortably be accommodated on the site. ARK's strong preference is for a 2FE school since they are more financially and educationally viable.

The most likely location for the primary school is marked in **annex 25**. This location provides for a dedicated safe entrance for the primary pupils away from the secondary school entrance. It also ensures that any impact on the secondary school's existing sports facilities is minimised, as the proposed location is not used for sporting activities.

The proposed primary will be self-contained with its own access, and will not interfere with the interconnectivity of the current secondary school building and the rest of the school site. Solutions for staff parking are not yet proposed so will need to be developed through the design process.

Funding

Should the application be successful, the local authority are willing to contribute funding of [REDACTED] towards the capital development of the free school.

Alternative sites

ARK Schools and Burlington Danes Academy are supportive of the development of a primary academy on the existing site if this is the best option. However the trustees and governors would also like other sites to be considered where possible so as to lessen the impact on the existing school.

Further feasibility work has been carried out by Hammersmith & Fulham officers to consider the implications of the developing on sites adjacent to the school. As these are subject to Metropolitan Open Land and Common Land designations, there would be likely to be significant barriers in terms of gaining planning approval for the other sites under consideration. However further work on these options will be carried out once this application has been submitted to conclude on whether any of these sites is viable.

ARK Schools and Hammersmith & Fulham expect to complete this work by spring 2013 in order to be able to discuss the best possible site for the primary school with the DfE if this application is successful.

Annexes

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. questionnaires and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document;
and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

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