



Department  
for Education

# Free school application form 2013

**Mainstream and 16 to 19** (updated November  
2013)

**HACKNEY WICK ACADEMY**



**SECTION A: APPLICANT DETAILS**

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)  
[Jump to further details about the group](#)  
[Jump to links to other organisations](#)

**Basic information**

Pre-registration reference number	0.6594
Name of proposed school:	Hackney Wick Academy
Is this a route one application or a route two application?	Route Two
Name of lead applicant:	<Redacted>
Address of lead applicant:	CAN Mezzanine, 32-36 Loman Street, London, SE1 0EH
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	2079228008
How you would describe your group?	Something else (please give detail below)
If 'Something else' please describe your group:	An educational charity with 5 years experience working in disadvantaged schools in areas of high child poverty across London, Midlands, Manchester, Liverpool and Bristol
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

**About the company**

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	The Hackney Wick Academy
Company address:	CAN Mezzanine, 32-36 Loman Street, London, SE1 0EH
Company registration number:	8824502
Date when company was incorporated:	23rd December 2013
Please confirm the total number of company members (must be a minimum of 3):	3
Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>

Please give the names of all company members:	

Please list all company directors, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	
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**Further details about the group**

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.	Yes
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	0
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	NA
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
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How many free schools are you seeking to open in this application round?	1
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**Links to other organisations**

Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g.. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
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<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their full name;</li> <li>• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and</li> <li>• the role that it is envisaged they will play in relation to the free school.</li> </ul>	<p>Debate Mate Ltd. Charity Commission Number: 1121222, Companies House Number: 06279466. Staff of Debate Mate will be involved in the pre-opening stage and Debate Mate services may be tendered to the school on an at-cost basis.</p>
<p>Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. 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>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>NSN Development Programme</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>Yes</p>
<p>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:</p>	<p>GEMS Education Solutions - provided consultancy services related to educational planning and finance, as well as agreed to be on the DfE interview panel</p>



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[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. 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. <b>If this applies to your application please briefly outline the main differences.</b> You will also need to address these differences in more detail in the relevant sections of the application.</p>	
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In which local authority is your preferred location?	Hackney
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Proposed opening year:	2015
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Age Range:	11-18
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If 'other' please specify	
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Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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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:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	1050
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Please say which year groups the school will have in first year and the PAN for each	Year 7 - 150 students
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Date proposed school will reach expected capacity in all year groups:	2021
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	Yes
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	
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Please say how many people will sit on your governing body:	6-10
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**Use of freedoms**

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	No
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Please list any other freedoms you intend to use	
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## Section C: Education vision

### Introduction to our proposal

Debate Mate is applying to set up a new secondary school in the Hackney Wick area: the Hackney Wick Academy (HWA). The school will have a five-form entry, with an intake of 150 year 7 students in the first year, and then grow year on year to a full seven year groups including a sixth form. Debate Mate is a charity that currently runs an after school debating club programme in 220 primary and secondary schools across the UK, including 18 in Hackney. Our experience working in schools in disadvantaged areas means we understand the student profile of prospective students and can effectively create an educational plan suited to the needs of students in Hackney Wick.

### Our aim

Our aim is to establish a school which will combine elements of the English National Curriculum with use of the Debate Mate method of verbal learning to raise standards of achievement and equip students with essential 21<sup>st</sup> century skills, regardless of their needs, background and educational ability.

### Rationale

Hackney is an incredibly diverse borough in inner London, home to a wide variety of cultural and religious groups. The majority of residents in Hackney are of an ethnicity other than White British or White Other. Hackney is the second most deprived area in the UK (based on the English Indices of Deprivation Index; IDACI), meaning that many students live in child poverty and are in receipt of Free School Meals (FSM).

*Why does this area need another school?*

#### a) **Lack of places in existing Hackney schools**

In 2011-12 there were eleven maintained state schools in Hackney and two sixth form/further education colleges. This does not include the two specialist or independent schools.

- In 2012, 27% of students left the borough to attend secondary school. It is the second highest net exporter of students in London after Haringey, a bordering borough (based on the most recent figures).
- Hackney Wick is one of the fastest growing areas of the borough in terms of population, with a 7.7% increase in residents from 2007 to 2011 and 9.6% of internal movement of residents to the Wick area (the third largest internal migration in the borough)
- According to the Department for Education's 2012 School Capacity report, there were 12,521 school places in Hackney in 2012. Despite there not being a current shortfall (the actual number of secondary school students was

10,118 in 2012), the projection of secondary school age students in 2015/2016 is 14,795. Therefore at the point at which HWA opens, there will be a deficit of 2,274 secondary school places.

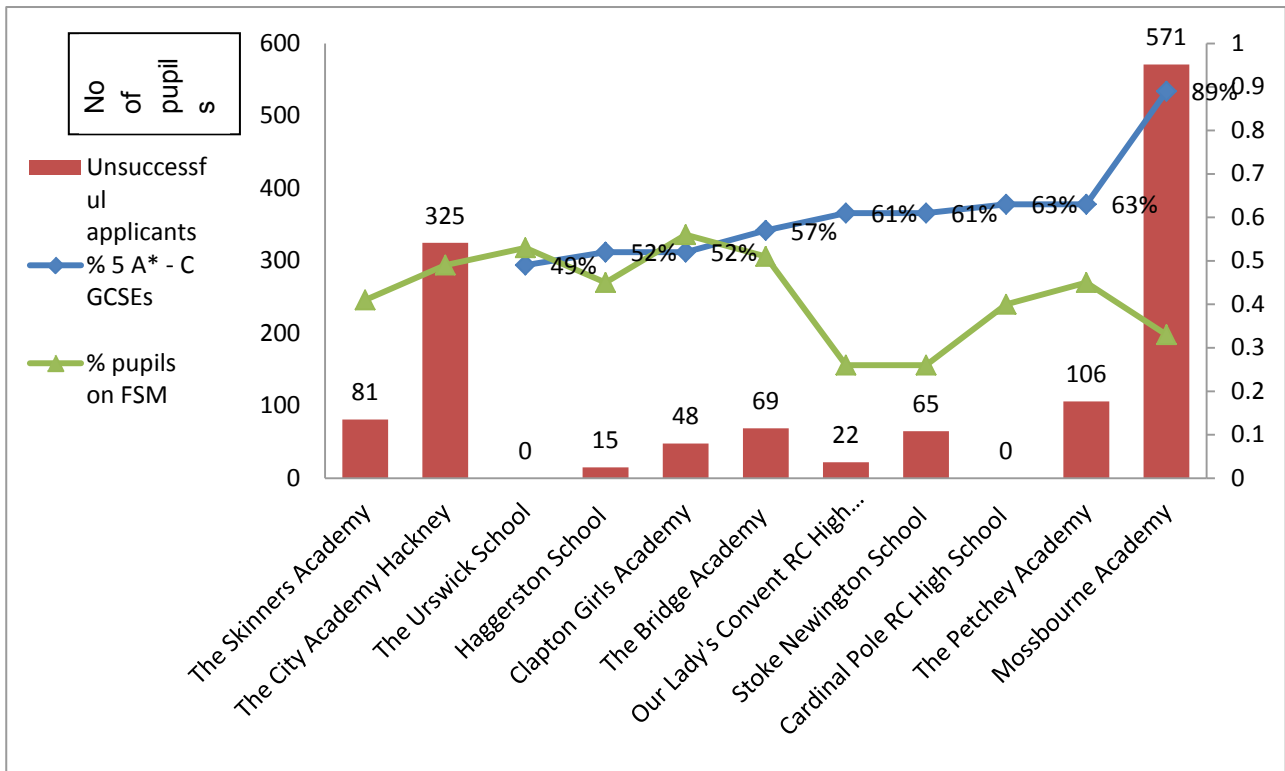
At full capacity, we will be offering a 1,050 place secondary school and will therefore begin to address the projected deficit of secondary school places in Hackney.

Since the initial formulation of this proposal two new secondary schools within close proximity of our stated area have been or will be opened by 2015. One is Hackney New School (HNS), the other Mossbourne Victoria Park. Based on the HNS and Hackney Council website, the combined projected capacity of 11-16 places for these two schools will be approximately 1,071. This goes some way to address the deficit, but with a remaining shortfall of 1,203 places there is still sufficient shortage to accommodate HWA.

**b) Underperforming schools in the borough**

The borough average for GCSE results in 2012 for the eleven existing schools was 61% (5 A\*-C including mathematics and English), which is just above the national average for that year (see figure below). However, six out of the eleven schools produced average or below average results during the same period. The highest achieving school, Mossbourne Academy, pulls up the average for the borough with 89%, and is by far the most over-subscribed school. If we disregard Mossbourne then the borough average is 57%.

Key data for all 11 Hackney state schools as of 2012



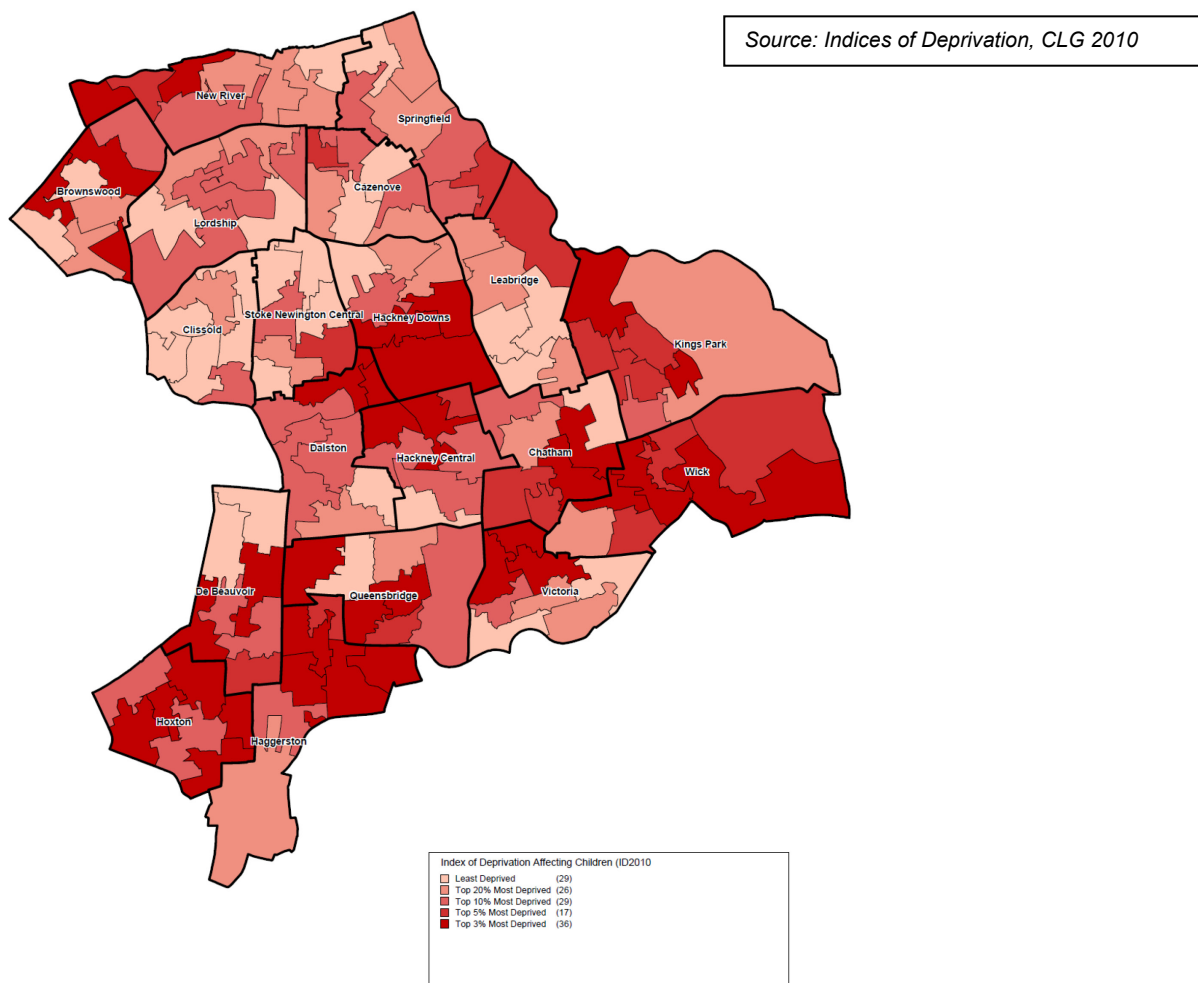


McKinsey have shown that in the UK educational outcomes strongly correlate with two things: socioeconomic background and teaching quality. The high levels of deprivation in Hackney (reflected in the high FSM percentage) is something we cannot do much about, but HWA refuses to allow socioeconomic background to determine a child's future. We will ensure the highest quality teaching and learning which will result in above average achievement in the borough and therefore a high Contextual Value-Added (CVA).

**c) Lack of social mobility and high deprivation in the borough**

Hackney, and particularly the Wick area, experiences low social mobility and high deprivation. The Hackney Learning Trust specifically identified the Wick area as the area of Hackney in need of more schools.

- 6<sup>th</sup> form: 18% of 18 year olds who attended school in Hackney went on to higher education in 2007/08 – 8% below the rate for London (data accurate as of the 2010 Children and Young People Report)
- Hackney Wick has the highest level of deprivation in the borough (see map below)



#### **d) Lack of inclusive schools that fit the HWA ethos**

In 2012, out of eleven state schools, there were two girls' schools but no boys' schools in the borough. Two of the schools prioritise on the basis of Catholicism, one prioritises on a Church of England background, and another on Judaism. This means options are more limited for non-religious boys in the borough. Our school will not select based on sex, religion or musical ability (a criterion of the Hackney New School, which opened this year). Our policy of no discrimination based on the aforementioned criteria fits with the school's ethos of reflecting and celebrating the diversity of the area.

#### **HWA ethos**

Our school ethos is based on 4 pillars: leadership, equality, aspiration, and preparedness for work (LEAP).

##### *Leadership*

Our school will promote leadership by ensuring that all students take part in enrichment activities that promote qualities of a good leader such as our after-school debate club programme. The school will also have a robust teacher training programme to ensure that teachers are equipped to pass on their skills as leaders to all students.

##### *Equality*

Our school will promote equality by having a fair admissions banding system, following the banding guidelines of the Hackney Learning Trust. We will also ensure the school has a fair code of conduct that is communicated clearly, as well as a merit-based system of encouragement and praise. The non-faith based ethos of the school will reflect the equality of all students and ensure that each student can achieve regardless of race, accent, religion or socio-economic status.

##### *Aspiration*

We will set a standard for all students to raise their aspirations by having university student mentors take a leading role in the school. Additionally, we will be using our links with business and community figures and organisations to introduce students to life beyond school as soon as possible.

##### *Preparedness for work*

Through the use of the Debate Mate method, we will be empowering students with the necessary skills needed in the workplace, both in the classroom and through extra-curricular activities. The lack of essential 21<sup>st</sup> century skills, as identified by the Confederation of British Industry (CBI), is one of the key factors holding disadvantaged students back and we will make it a priority to ensure that our students are work-ready.

## **HWA school vision**

The HWA school vision is to provide an outstanding education for students regardless of socio-economic background, race, sex or religion. The aim is simple and bold: we want to promote excellence within our young people to become Britain's future community, business and political leaders.

To ensure that we achieve this vision, we prioritise six clear and distinctive features of our school:

- 1) Every student learns via a unique method of verbal learning: the Debate Mate method
- 2) Year 7 focus on literacy and numeracy: a transition curriculum
- 3) Targeted personalised support and mentoring
- 4) An innovative enrichment programme including the Debate Mate core after school programme
- 5) High career aspirations and internship opportunities
- 6) Strong links to the community

V1 refers to vision point 1 and so on.

### **V1 – The Debate Mate method**

One third of all lessons per week in key literacy subjects (English and humanities) will be taught using our unique Debate Mate method of learning, whilst still utilising the English National Curriculum. This approach to teaching, which combines verbal, kinaesthetic, auditory and other learning styles to create a dynamic classroom environment, has been successfully piloted by Debate Mate in two London schools. Students who took part in our 'curriculum programme' (detailed further in Section D) raised speaking and listening grades by nearly two National Curriculum levels compared to the students that did not take part, which is three times the expected level of progress. The Debate Mate method is outlined in detail in Section D1.

### **V2 – The transition curriculum - year 7 focus on literacy and numeracy:**

In year 7, students will be taught a cross-subject curriculum with a heavy focus on numeracy and literacy. This is to make up for anticipated learning deficiencies from primary education (detailed in Section D) as well as to mitigate the frequent attainment drop from the primary-secondary transition, laying a thorough foundation for Key Stage 4.

### **V3 – Targeted personalised support and mentoring**

We will use current university students and recent university graduates to provide targeted support and mentoring to combat low literacy, numeracy and homework problems. We have the capability to draw upon Debate Mate's vast network of university mentors to achieve this aim. Since 2008, Debate Mate has taught over 10,000 young people using approximately 1500 university student mentors. Our

mentors will all have had experience working in challenging schools through the Debate Mate programme so will be able to act as appropriate and inspiring role models and tutors. As the school grows, sixth form students and older students will also be encouraged to mentor.

#### **V4 – Enrichment programmes**

We will have a personalised, wide-ranging enrichment programme with a focus on debating and personal development. We will run an extended school day, starting with breakfast club and including compulsory homework club and enrichment activities from Tuesday to Thursday. The activities on offer will include an after school debating club, but also clubs ranging from art to music to various sports.

#### **V5 – Careers and aspirations**

We will design our class structure and curriculum to ensure that students are prepared for university and working life, and have the skills to become successful business, political and community leaders. We will make full use of our partnerships within the world of business (with organisations such as UBS, Deutsche Bank, Credit Suisse, Deloitte, MAN/GLG Group, Simmons and Simmons LLP, Teach First and more) to ensure that students are starting to think about possible career paths from a young age.

#### **V6 – Community**

We envisage the school as a hub for the local community with open access to its facilities including kitchen, library, well-being and workshop space. As we anticipate many parents in the community do not have positive experiences of school, we hope to get them involved as much as possible, creating an environment of mutual respect between teachers and parents. Students will also undertake community projects to understand the importance of social impact and becoming active citizens.

### **Aspirations and outcomes**

HWA will have core aspirations that will be achieved through the vision points outlined above. Chief among these aspirations and outcomes will be the focus on ensuring students attain *outstanding results*, teachers are well-trained and act as leaders in their school, and the community is improved through an *outstanding volunteering programme*.

#### *1. Outstanding results*

#### **V1 – The Debate Mate method**

Each student will take a speaking and listening test at the beginning of year 7 to determine their speaking and listening level. Speaking and listening allows for guided

learning environments, particularly amongst students who come from an English as an Additional (EAL) background (which we anticipate will be approximately 53% of students at HWA), as well as natural differentiation. From that assessment we will gauge students' ability and conduct regular speaking and listening assessments. In English, the assessments will be every half term, core subjects every term and additional subjects once a year. We will aim for 80% of students to increase their speaking and listening grade by two national curriculum levels from year 7 to 8. This would mean that each student increases their grades at three times the expected rate in England. Our target for this increase is informed by three consecutive years of academic assessment for the Debate Mate programme. By the end of Key Stage 5, we expect all students to have increased their speaking and listening levels, based on expected progress, by three times the expected rate in England.

### **V2 – Year 7 focus on literacy and numeracy: a transition curriculum**

Our focus on the year 7 transition curriculum is intended to raise students' literacy and numeracy levels given the expected deficiency from primary school level. At a minimum we expect all students, including Special Educational Needs (SEN) and (EAL) students, to be achieving their expected progress levels in Key Stage 3. To ensure SEN students achieve this target, we will prepare individual action plans that are reviewed regularly by the Special Educational Needs Coordinator (SENCO) and will have university student mentors provide extra support and tutoring to SEN students.

### **V3 – Targeted personalised support and mentoring**

Through our personalised support and mentoring programme, we aim to achieve above average results in the core subjects as compared to both the Hackney borough and nationally. We also aim to score particularly highly (well above national average) in terms of the 'value-added' metric. We aim to have 100% of students achieving expected progress (two levels) in English and humanities (taking in to account the percentage of students that have SEN). Students exceeding these expectations will be monitored on a half-termly basis to ensure appropriate new targets are set.

## *2. Outstanding volunteering, enrichment and community involvement*

### **V4 – Enrichment programmes**

At the end of each year we will conduct a holistic assessment based on enrichment activities (especially the after school debating programme). The assessment will focus on key 21<sup>st</sup> century skills and how the enrichment programme is helping students develop them.

### **V5 – Careers and aspirations**

By the age of 16, all students must have selected a course, scheme or career which is recognised by the top universities and employers. 100% of students will be

expected go on to university or employment post 18. 100% of students will also undertake an internship or work experience programme by the end of year 11.

### **V6 – Community**

In addition, we expect 100% of students to complete ten hours of community work each year from year 8 to 11 (40 hours in total). This will be monitored termly by each form tutor, and advice on options for community work will be given by form tutors and university mentors. Each department will host at least one open-session or school trip that will include the local community. We hope to employ people from the Hackney Wick area, which will help create a sustainable and inclusive environment, whereby local people feel invested and engaged with the school.

## **Section D: Education plan**

	<b>Current number of students (if applicable)</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>		150	150	150	150	150	150	150
<b>Year 8</b>			150	150	150	150	150	150
<b>Year 9</b>				150	150	150	150	150
<b>Year 10</b>					150	150	150	150
<b>Year 11</b>						150	150	150
<b>Year 12</b>							150	150
<b>Year 13</b>								150
<b>Totals</b>		150	300	450	600	750	900	1050

## Section D: Education plan – part 2

### Section D1:

#### Subject Table

Below is the HWA subject table and the number of hours allotted to each subject on offer. Please note that there is further detail provided in additional tables and a narrative within the section on each Key Stage offer:

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	3 to 5	Mandatory	Varies for different Key Stages (not mandatory at Key Stage 5)
Mathematics	3 to 5	Mandatory	Varies for different Key Stages (not mandatory at Key Stage 5)
Science (single, double and triple)	3 to 6	Mandatory	Varies for different Key Stages (not mandatory at Key Stage 5)
History	2 to 5	Mandatory for Key Stage 3	Part of the EBacc for Key Stage 4. Optional for Key Stage 5. Integrated humanities for transition year.
Religious Studies (RS) & Citizenship	2 to 5	Mandatory for Key Stage 3	Optional for Key Stage 4 and 5. Integrated humanities for transition year.
Geography	2 to 5	Mandatory for Key Stage 3	Part of the EBacc for Key Stage 4. Optional for Key Stage 5. Integrated humanities for transition year.
Spanish	2 to 5	Mandatory for Key	Part of the EBacc for Key Stage 4. Optional for Key

		Stage 3	Stage 5.
Arabic	2 to 5	Voluntary	Choice of either Arabic or Mandarin at Key Stage 3 (after year 7). Part of the EBacc for Key Stage 4. Optional for Key Stage 5.
Mandarin	2 to 5	Voluntary	Choice of either Arabic or Mandarin at Key Stage 3 (after year 7). Part of the EBacc for Key Stage 4. Optional for Key Stage 5.
Computing	1 to 5	Mandatory/Voluntary	Mandatory at Key Stage 3. Optional for Key Stage 4 and 5.
Art	1 to 5	Mandatory/Voluntary	Mandatory at Key Stage 3. Optional for Key Stage 4 and 5.
Music	1 to 5	Mandatory/Voluntary	Mandatory at Key Stage 3. Optional for Key Stage 4 and 5.
Drama	1 to 5	Mandatory/Voluntary	Mandatory at Key Stage 3. Optional for Key Stage 4 and 5.
Design and Technology	1 to 5	Mandatory/Voluntary	Mandatory at Key Stage 3. Optional for Key Stage 4 and 5.
Physical Education (PE)	1 to 5	Mandatory	Not necessarily to be taken as a GCSE.
Further Mathematics (A Level)	5	Voluntary	Optional for Key Stage 5. Would be taken alongside mathematics.
Politics	5	Voluntary	Optional for Key Stage 5.



Philosophy	5	Voluntary	Optional for Key Stage 5.
Economics	5	Voluntary	Optional for Key Stage 5.
Sports Science	5	Voluntary	Optional for Key Stage 5.

## **Pupil profile**

Our educational plan is centred on providing our expected intake with a well-balanced curriculum, rooted in the English National Curriculum, while also supplementing lessons with an innovative and interactive teaching method: the Debate Mate method.

Below is detailed information about the students from the area who will be attending the school and why they will benefit from our educational plan, as well as key data about Hackney.

### **1. Deprivation**

Hackney is the second most deprived area in the UK. 42% of Hackney's Lower Level Super Output Areas (LSOAs) are among the top 10% of the most deprived areas nationally, particularly Hackney Wick where 85% of the area remains in the top 5%. The average percentage of students in receipt of Free School Meals (FSM) at primary school in the borough is 41%, nearly three times the national average. We anticipate that due to these high levels of deprivation there will be a greater need for targeted learning support and an effective transition curriculum. As much research suggests (including the CBI and Institute of Public Policy Research (IPPR)), this is due to a lack of parental engagement, no suitable home learning environment or parents with low educational attainment. This support is made possible, as explained in Section G, through the use of Pupil Premium funding.

### **2. Lower than average attainment at primary school**

Students who attend secondary school in Hackney usually have below-average attainment at the primary school level. In particular there is an overall lack of above-average attainment, i.e. Level 5 or above. The students who do finish primary school at Level 5 are expected to achieve a B at Key Stage 4. We believe there is room for improvement in primary school attainment levels in the Hackney Wick area.

### **3. Diversity of students in terms of educational needs, socio-economic needs and English**

Hackney has an incredibly diverse group of students that have SEN, EAL and are in receipt of FSM. Evaluations of the Debate Mate programme have shown that students with these characteristics respond well to verbal learning.

Primary School Data for Hackney Wick (Demographics)						
School Name	Students on roll	% Boys	% Girls	% SEN <sup>1</sup>	% EAL	% FSM
Berger Primary School	492	47.2	52.8	8.5	69.6	48.4
Gainsborough Primary School	459	52.9	47.1	13.1	55.1	52.6
Kingsmead Primary School	241	54.8	45.2	14.9	68.2	55.2
Lauriston Primary School	375	50.9	49.1	10.1	37.8	19.3
Morningside Primary School	453	52.3	47.7	13.2	65	37.8
Orchard JMI School	434	48.6	51.4	12	64.4	43.1
St. John and St. James Primary School	243	51.9	48.1	9.9	33	34.1
St. John of Jerusalem CofE Primary School	222	50	50	12.2	28.4	34.7
<b>Averages</b>	<b>365</b>	<b>51</b>	<b>49</b>	<b>12</b>	<b>53</b>	<b>41</b>

We expect that given the number of SEN, EAL and FSM students that are likely to attend our school, there will need to be a much more flexible method of teaching since the attainment of these groups is much lower than national averages. Although the borough average of achieving five A\*-C grades (including English and mathematics) at GCSE is 60.2%, only 51% of students who are in receipt of FSM achieve 5 A\*-C grades. When students on FSM are excluded, the borough average is 65.2%.

#### 4. Diverse group of students in terms of ethnic and cultural characteristics

83% of students at secondary school and 86% of students at primary school in Hackney are from a minority ethnic background. Despite this diversity, there is an attainment gap between White British students and those from minority ethnic backgrounds. Despite the borough average of attainment of five A\*-C grades including English and mathematics being 60.2%, students from the three largest minority ethnic backgrounds (Mixed, Asian and Black) achieve on average 59.3%. White British students achieve on average 63%.

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<sup>1</sup> SEN year group data includes School Action, School Action Plus and Statemented students

Since the proposed intake is likely to be low or average achievement, with a high number of EAL students and students on FSM, it is therefore imperative that literacy and numeracy receive greater attention as the foundations of all other subjects.

### Curriculum overview

HWA will follow the English National Curriculum. Our curriculum is divided into Key Stage 3 (with a transition in year 7, then years 8 and 9), Key Stage 4 (years 10 and 11 where students will sit GCSEs) and Key Stage 5 (A level years 12 and 13).

The subjects HWA will offer reflect the distinctive ethos and vision of the school. There is a clear focus on subjects which prepare students for the world of work, an underpinning ethos of the school. The school's ethos of high aspirations is enhanced by offering subjects which will challenge and inspire students to learn and achieve.

Furthermore, the underpinning ethos of equality supports the rationale for the subjects on offer. Every student should be given equal career chances in life; no student should have their options narrowed too early or be cut off from a career path unwillingly or unknowingly. This is why there is little subject flexibility, particularly at Key Stage 3, and why at GCSE students will study the English Baccalaureate (EBacc) subjects (English, mathematics, science, one humanity and one language).

An Outline of the HWA Curriculum Pathways	
Class Name	Academic Scope
Year 7	Heavy focus on literacy and numeracy, with an English/humanities transition curriculum. Spanish as a foreign language introduced. This pathway is detailed below in our Transition Curriculum offer.
Year 8 and 9	A foundation programme with very little subject choice other than the choice of two modern foreign languages from Mandarin Chinese, Arabic and Spanish. These pathways are detailed below in our Key Stage 3 offer below.
Year 10	Transition from year 9 to 10 where students engage in a dialogue with their form tutor/parents about their chosen curriculum pathway at GCSE. These pathways are detailed in the Key Stage 4 offer below.
Year 11	Students continue with their chosen pathway as determined in year 10, which for most students leads towards the EBacc qualification and, at the very least, achievement of five GCSEs A*-C in English and mathematics, and one science. These pathways are detailed in the Key Stage 4 offer below.
Year 12	The first year of the A level when most students will start courses in four subjects, with the option to take one subject as a standalone AS level. The school will work with local colleges to facilitate transition for students who do not wish to study for A levels.
Year 13	The A level final year when most students apply to university (at the

	start), then take their final A levels in three or four subjects, with the option of five subject to academic approval.
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## **Debate Mate method**

A defining feature of our school, as per vision point 1 (V1) of HWA, will be the emphasis on teaching subjects through the Debate Mate method to create a dynamic classroom environment. We have decided to include this as a key feature of our school due to: a successful in-curriculum programme conducted by Debate Mate in two schools - City of London Academy Southwark and Petchey Academy - during 2011; our track record of working on our core and bespoke Programmes with other schools; and our successful teacher training programme which has been running since 2011.

At HWA, the equivalent of one third of all lessons per week in English and humanities will be taught using techniques from the Debate Mate curriculum programme. This could be a part of a lesson or a whole lesson during the week. Other EBacc subjects such as science, MFL and mathematics will use the Debate Mate method frequently in appropriate areas of the curriculum. The remaining subjects will encourage its use depending on the particular scheme of work. This will, at a minimum, be every 6 weeks and may form only part of the lesson or act as a specific assessment.

### *What is the Debate Mate method?*

The Debate Mate method uses a combination of different learning styles: visual, auditory, kinaesthetic and, primarily, verbal to create a classroom environment that encourages students to speak up with confidence and take responsibility for their own learning. Many of the activities used to supplement traditional approaches involve having students actively learn away from their desks and engage in peer-assessment and critical thinking exercises.

The Debate Mate method encourages freedom of expression, movement and learning through doing. It is intended as a supplement to direct instruction and discovery, methods which may not always be effective with students who have trouble engaging in school or who have lower levels of literacy. The National Association for Language Development in the Curriculum (NALDIC) suggests that speaking in the classroom is essential to students' learning because it allows them to explore ideas in a way that encourages students to constantly re-evaluate their thought processes and restructure their ideas. Moreover, the NALDIC suggests that EAL students in particular often learn more readily through speaking and listening as opposed to reading and writing.

However, we still recognise the benefits of other methods of learning, such as traditional teacher-led instruction and project-based learning, and seek to combine the Debate Mate method with these approaches. The effectiveness of using Debate Mate's speaking and listening activities in classroom lessons was explicitly

mentioned by Ofsted in the May 2011 Excellence in English report no. 100229: "What we can learn from 12 outstanding schools."

Activities that are used by teachers and applied in classrooms may take several forms. Some of the activities are based more around public speaking and confidence, whereas others might focus more on critical thinking and responding to others. For example, in a whole-class activity called 'Where do you stand?' the group is given a statement and asked by the teacher to move towards one side of the room if they agree with the statement, and the other if they disagree. If students are unsure of their opinion on the topic, they may stay in the middle of the room. Students are then asked to justify why they hold the view they have, with students being allowed to move to the other side of the room if one of their classmates has persuaded them of their point of view.

Building on this, a proven way for teachers to encourage communication and input from all students is through classroom discussion or small group work. There has always been the notion that students learn best when they actually have to teach or explain a concept to someone else, being able to verbalise what they know. When students listen to each other, they benefit from hearing concepts being explained from different points of view and in ways that might be closer to the students' way of thinking. When students listen effectively, they generate questions to further everybody's thinking and learning. The Debate Mate method neatly encapsulates all of these elements.

The Debate Mate method can be applied in all subjects. The intention of using verbal learning in PE, for example, would be to allow students to reason through or give instruction on the rules of a particular sport, have debates on key issues affecting athletics such as whether or not sports teams should be held accountable for the actions of their fans, or sponsorship pitch activities for different sporting companies. There are a variety of speaking and listening activities in Debate Mate that are currently used as plenaries in our after-school sessions that would also apply to subjects like PE and mathematics.

### Focus on English

Here is what a typical week might look like in English, assuming there were four hours of instruction per week, using the novel *Of Mice and Men* by John Steinbeck:

Lesson Focus	Style of Instruction
1. Background on John Steinbeck and context of depression era 1930s United States	Directed teaching, whole class research and written work/homework
2. Chapter reflection and discussion of first few chapters	Whole class reading and directed teaching and written work based on reading so far.
3. Developing students' understanding of characterisation and themes of the novel	Mixture of textual analysis and the Debate Mate method – for example using a 'balloon debate' where students work in

	groups and verbally justify why they are the most important character in the novel. The rest of the class act as judges and there is an opportunity for self and peer assessment.
4. Application of understanding of previous lesson's material	Debate Mate method – exercises where students demonstrate knowledge of 1930s USA, key characteristics of characters and a debate about a key decision that characters made in the relevant chapter of the book. An example of this could be a debate that is relevant early on in the novel such as 'should George let Lennie speak for himself?'. This would require students to contextualise perceptions of disability at the time, whilst also demonstrating an understanding of the characters and their relationships with each other in relation to key themes in the novel. This would then be followed up in future lessons with a piece of written work in which students answer an exam style question relevant to the debate.

In this example, the aim of the approach would be to have the Debate Mate method supplement understanding that was taught in the week's early lessons. Some of the material in the final lesson may be repeated, but reinforced through a different learning style. Having this different learning style would allow students who do not learn as effectively through traditional instruction nonetheless to grasp key concepts and learn through a unique and different platform. Crucially, the written expression of ideas debated is enhanced after oral understanding; the teacher would follow up any speaking and listening assessment with written assessments to ensure students have absorbed and understood the information well enough to articulate their ideas in writing.

### *Debating*

Debating is a key component of the Debate Mate method. Through the use of competitive parliamentary debating, we have developed a unique understanding of how students can take charge of their own learning processes. Below are the ways in which students can develop their understanding of key concepts and increase their confidence:

- **Speaking:** where students deliver a three to seven minute speech on a topic that has to include constructive argumentation and rebuttal, as well as a topic summary

- Chairing: where a student or a few students are responsible for maintaining order in the debate. This role allows students who are shy or have lesser educational ability to assume a form of responsibility
- Judging: where a student or group of students are charged with delivering a reason for their decision (winning and losing team) after the debate finishes. This demonstrates peer-assessment, but crucially, it demonstrates a higher level of listening as the justifications for decision must be based on the quality of arguments, style and team strategy

Debating gives a visual structure of how arguments are formed and how one can respond to them.

Rather than having to learn how arguments are made through a written piece, debating allows students to watch, listen to and move along with the arguments themselves. This reaches a wider range of students and ensures more effective moderation from teachers and Learning Support Assistants (LSA); they will be able to see the level of active and passive engagement more easily than if students were sitting at desks writing, thus enhancing interactive learning and understanding.

#### *Why is the Debate Mate method effective?*

The Debate Mate method is successful because learning verbally naturally allows for curriculum differentiation, which strengthens an inclusive schooling system. The effects apply equally to Gifted and Talented (G&T) students, EAL students and students who have lower levels of literacy and struggle with written work:

- G&T students are challenged because they have the chance to justify their more well-developed positions in a critical environment of their peers
- EAL students are supported as verbal learning helps encourage formal English amongst all students with a focus on articulation and fluency
  - This is particularly relevant to the primary school pupil profile in Hackney Wick, which is approximately 53% EAL
- Students with low literacy are able to hear concepts reasoned verbally not only by their teacher but also by their peers
  - This creates an environment where students with lower literacy are more motivated and do not view complex topics so dauntingly. Their ability is also much more accurately judged and reported through different methods

#### *Evidence base for the Debate Mate method*

In the 2010-2011 Academic Evaluation of our curriculum programme, we created an assessment grid that we used to assess students' speaking and listening progression in English, mathematics and science over half a year 8 group. This grid focused on eight skill areas that relate to key transferrable skills as well as being directly linked with areas of the English National Curriculum Speaking and Listening scale. In addition, we assessed them on two science-specific criteria taken from the Science National Curriculum:

- Science Assessment Focus (AF) 2.1 – Effect of societal norms (political, social, cultural and economic) on science
- Science AF 2.3 – Implications, benefits and drawbacks of scientific and technological development of society and the environment

Our results, which were independently moderated by subject teachers at both schools, indicated the following:

- Students in the English programme increased their speaking and listening grades by 1.1 national curriculum levels (50% above the expected level of progress in a whole year)
- Students in the history programme increased their speaking and listening grades by 1.7 national curriculum levels (three times the expected level of progress in a whole year)
- Students in the science programme increased their speaking and listening grades by 1.1 national curriculum levels (50% above the expected level of progress in one year)

We believe that these results are important indicators of the success of the Debate Mate method, especially amongst our expected intake at HWA. Of the students we evaluated, 43% were in receipt of FSM, 42% had SEN and 33% had EAL.

#### *Training teachers to use the Debate Mate method*

We will require that all teachers at the school go through a Continuing Professional Development (CPD) course in a group of INSET days before the school year begins. As we expect with teachers that attend our sessions already, the skills learned in the course would be integrated into subject curriculum plans and applied immediately. Departments at the Academy will have a half-termly verbal learning focus that will be monitored by SLT/the Verbal Learning Co-ordinator who will also hold regular meetings where teachers from all subject areas can meet and share best practice.

This CPD training will be modelled on the Debate Mate method of teacher training: training teachers on how to successfully incorporate debating into their curriculum. Debate Mate has been running successful teacher training programmes for three years and has trained over 300 teachers. This training would be supplemented by regular support from the Verbal Learning Co-ordinator in departmental lesson and assessment planning to include the Debate Mate method of learning.

#### *Debating focus vis-à-vis the Debate Mate method*

Each department in the school will have a particular focus with regards to their verbal learning for every half term. This means, for example, that one half term in science might focus on counter arguments, or another half term in history will focus on developing analysis. This is in order to reinforce the particular aspects of the verbal learning programme and provide a framework and structure for individual teachers.



### *How the Debate Mate method supports HWA's vision and educational plan*

The Debate Mate method has proven to be an effective tool in increasing students' national curriculum grades, but also in raising aspirations and confidence. All of these skills are necessary to be effective community, business and political leaders in the 21<sup>st</sup> century as per the pillars of our ethos. This is why the Academy will emphasise verbal learning as a unique feature of the school. Verbal learning also allows for natural differentiation, which will be useful given the diverse student intake.

In addition, the Debate Mate method requires a necessary component of peer assessment; each student will have to learn the skill of giving and receiving feedback, which will build confidence and the ability to accept criticism from others.

### **Transition curriculum – as per vision point 2 (V2)**

An effective transition from primary to secondary school is key to students' personal and social well-being as they enter a new school environment. Current research carried out by the CBI has shown that approximately 40% of students fail to make progress in their first year of secondary school. Effective transition also improves results and behaviour. Key findings in a 2008 paper produced by the *Effective Pre-school, Primary and Secondary Education 3-14 Project* demonstrate that children who have significant help from their secondary school through techniques such as "bridging materials" in different subjects and whole-school procedures to help children adapt are more likely to make a successful transition. In schools where the transition was less successful, key factors that are cited include experiences with bullying and problems dealing with different teachers. Lastly, students from lower socio-economic groups tend to have a less successful transition than students of higher socio-economic status. This means an even greater emphasis on effective transition is necessary at HWA given the expected student profile.

#### *What is the transition curriculum?*

To assist with the transition from primary to secondary school, all students in year 7 will learn through a transition curriculum in English and humanities. These subjects will be taught by the same teacher (also the students' form teacher) to allow students to have more time with one teacher and develop a similar relationship to that of their primary school teacher.

The year 7 transition curriculum approach reflects the best of primary school practice and allows teachers to get to know each student well, building an on-going relationship. A key aspect of this aim is to keep the learning process familiar for one year so that students do not find the transition to secondary school so daunting.

The integrated teaching of English and humanities will also mean that teachers have more flexibility to focus on the key skills that are needed to succeed in these subjects. This approach will save time by identifying problems that exist across both subjects and, ideally, allow students to understand how skills are transferable between the two subjects areas.

Here is a table to show the subjects taught and the number of hours a week spent on each:

Subject	Lessons (hours) a week	% of academic curriculum a week	Teacher
English	5	20%	English/humanities main teacher
Humanities including RS and Citizenship	3	12%	English/humanities main teacher
Mathematics	4	16%	Separate subject teacher
Science	3	12%	Separate subject teacher
Computing	2	8%	Separate subject teacher
Spanish	2	8%	Separate subject teacher
Art	1	4%	Separate subject teacher
Music	1	4%	Separate subject teacher
Design and Technology	1	4%	Separate subject teacher
Drama	1	4%	Separate subject teacher
PE	2	8%	Separate subject teacher

#### *Why are we doing the transition curriculum?*

We believe that every student at HWA should have the opportunity to achieve their full potential and attain the highest possible GCSE grades. The focus in year 7 on the core skills of literacy, numeracy, science and the application of information, communication and technology is to ensure that all our students are equipped with the skills that are the building blocks of learning and essential to examination success. The transition curriculum aims to make up an expected deficiency in literacy from primary schools. We believe that these approaches enhance learning, as well as easing the transition from primary to secondary education. Moreover, the transition curriculum will aim to keep the learning environment for year 7 students as welcoming as possible.

A 2011 study by Alissa Goodman, Paul Gregg, and Elizabeth Washbrook entitled: *Children's educational attainment and the aspirations, attitudes and behaviours of parents and children through childhood in the UK* suggests that the achievement gap between children from different socio-economic groups widens very quickly between the ages of seven and 14. It is therefore very important that children who fall behind late in primary school or early in secondary school have as smooth a transition as possible to a new learning environment and catch up quickly. Having more time with one teacher will also allow teachers to set individual learning plans best suited to their students' needs, a key feature of our school under vision point 3 (V3). Due to the curriculum, we aim to have students attain an extra sublevel of progress in EBacc subjects, which is explained further in Section D2.

### *Examples of transition year curricula*

The transition curriculum will allow for thematic, cross-discipline learning and there are many examples of schemes of work that could be taught by a combined English/humanities teacher. For example, units about World War One could combine historical contexts of the causes leading up to the war and substantiate the historical background by getting students to read wartime fiction/poetry such as *Goodnight Mister Tom* by Michelle Magorian or poetry by Wilfred Owen. Broader topics such as London, the USA and the 20<sup>th</sup> Century could also be introduced in both subjects to allow for flexibility in terms of subject matter taught in both English and humanities.

### *How does the transition curriculum support our overall educational vision?*

As HWA is aiming to provide an outstanding education for all students regardless of their background or circumstances, the first step is to make students feel comfortable in their learning environment and narrow the achievement gap across the board. We have chosen to run year 7 as a transition year (enabled by Pupil Premium funding) due to the expected student profile and feel that it will positively affect the ability of students at the school to achieve from the beginning of their secondary education.

## **Key Stage 3**

### **Literacy and numeracy as educational keystones**

To ensure that the good progress made during the transition year is built upon, there will be a continuing school-wide focus on literacy and numeracy. The Literacy Co-ordinator will be responsible for ensuring that grammar, spelling and punctuation, as well as increased vocabulary, are promoted across the curriculum. Literacy is the bedrock of learning and participation in society. Therefore, each teacher should to some extent be responsible for *teaching* literacy.

There will also be a focus on reading for pleasure. Like literacy, this is not purely the preserve of the English department. Each student should be encouraged to read for pleasure as it has positive benefits for students of all abilities.

Numeracy, especially in the form of problem-solving, should not just be limited to mathematics lessons. It should be explained that good numeracy has practical applications. Therefore, in the form of financial education or entrepreneurship and enterprise, it should be integrated in tutor time and citizenship lessons where appropriate.

## **Subject overview**

- English
  - The main focus will be literacy and fluency, with supporting work then ensuring that students can develop and sustain a cogent written argument. Students will study a range of texts from all eras, cultures and media

- Mathematics
  - Following the National Curriculum, but with a particular focus on applied project-based mathematics and problem solving. Focus on the functional elements of mathematics will need to be supported by attention to its literacy aspect
- Science
  - There will be an emphasis on understanding the scientific method and the philosophy of science and ethics
- Humanities – history and geography
  - They will help students contextualise the world around them, with an emphasis on ethics, sustainability and global citizenship
- Modern Foreign Languages - Spanish/Arabic/Mandarin
  - These languages are United Nations Languages, so are therefore the languages most useful to students who we want to prepare to work in the global economy
  - We will begin by teaching compulsory Spanish as the grammatical structure will be more similar to English than Arabic or Mandarin. We expect this approach will better suit our expected intake of students as they will already be devoting classroom hours to English grammatical structure
- Design and technology
  - Focus on design engineering to get students ready for the ever changing technology industry
- Visual and Performing Arts – including fine art, music and drama
  - The focus here is to develop students' key skills in performance, confidence, fluency and creative thinking
- Physical Education
  - With a focus on physical well-being and fitness education
- Religious Education and Citizenship
  - Emphasis on learning about political, community and cultural leadership (aspects of which are also embedded in the ethos of the school and across all subjects)
- Computing
  - As opposed to ICT, which will be integrated throughout teaching and learning, computing will focus on computer programming and preparing students for the world of computer science

## **Years 8 and 9**

In years 8 and 9 students will leave the transition curriculum and follow a more traditional approach of a separate teacher for each subject. For year 8 they will still remain in the same teaching groups as in year 7. For year 9 some groups will be mixed so that students can experience learning with different students. Most subjects will remain compulsory, and in year 8 students will take up either Mandarin or Arabic as a second language alongside Spanish. We want students to have the appropriate grounding for GCSE, whilst fitting with our ethos of equality and high aspirations for every student, preparedness for work, equality and leadership.

Subject	Lessons (hours) a week
English	3
Mathematics	3
Science	3
History	2
Geography	2
Spanish	2
Mandarin/Arabic	2
RS and citizenship	1
Computing	1
Art	1
Music	1
Design and Technology	1
PE	2
Drama	1

## Setting

Years 8 and 9 would be set only in mathematics and modern foreign languages. Resources from Teaching Expertise suggest that “linear” subjects such as mathematics and modern foreign languages lend themselves naturally to setting, more so than other subjects, because a basic level of factual information is required for students to excel in these subjects. Setting only these two subjects will allow students with the same base level of understanding to work in the best environment possible and learn at the same pace.

In other subjects this is not the case, as the same topic or content can be taught to a mixed ability group, with the teacher differentiating for different students so that the gifted are stretched and the low ability students are also challenged; this is what excellent teachers do. Our Debate Mate method also enables teachers to differentiate more effectively, with students learning the key 21<sup>st</sup> century skills from one another.

## Key Stage 4

There will be a sustained cross-curricular focus on raising standards of literacy and numeracy, and, where possible, continued encouragement to read for pleasure.

In addition to the subjects listed for Key Stage 3 we will offer the following subjects for Key Stage 4 at GCSE level:

- Sports science
  - An academic subject understanding the physiology of sport
- Separate science – chemistry, biology and physics

- As an alternative option to the Double Science award, this offers a deeper understanding for students who wish to study science subjects at A Level

In years 10 and 11 students study for GCSEs. Most students will take ten subjects, with the most able and willing taking an additional few. Low attaining students will be able to reduce the number of subjects they take. Below are examples of the types of pathways available.

<b>Pathway A (&lt;10% of cohort)</b>	<b>Pathway B (~25% of cohort)</b>	<b>Pathway C (~65% of cohort)</b>
Core subjects: English, mathematics, science, and one free option. This pathway will apply to students we anticipate may be lower achieving (as detailed in our progress table in Section D2). Students will take a minimum of five GCSEs with the aim of achieving five A*-C grades including English and Mathematics.	Core EBacc subjects: English, mathematics, double science, one humanity, one language and one free option. This pathway may apply to low-to-middle attainers (as detailed in our progress table in Section D2). Students will take seven to eight GCSEs with the aim of achieving the EBacc.	Core EBacc subjects: English, mathematics, double or triple science, one humanity, one language, and three to five free options. This pathway applies to the majority of students who are middle-to-high attainers (as detailed in our progress table in Section D2). Students will take up to twelve GCSEs with the aim of achieving the EBacc.

Alongside compulsory English, mathematics and science, students will take at least one humanity and at least one language unless their chosen pathway has a reduced course load. Again, the emphasis here is on ensuring that all students have a strong academic grounding at GCSE level in the core subjects so that they have sufficient options available to them post GCSE in accordance with our ethos of equality, high aspirations and preparedness for work.

At HWA, we believe the most important factor in the determination of a student's successful future after leaving is achieving five A\*-C grades at GCSE. This is why we are not offering BTEC courses and instead are ensuring that students who struggle have more time to focus on core subjects. They will have more hours dedicated to these core subjects in order to increase their chances of achieving the minimum five Cs, which we believe would be less likely if BTEC courses were offered. Some of the extra subject hours would be supplemented by instruction with graduate LSAs to differentiate the learning environment and provide extra support and mentoring, as per vision point 3 (V3).

Subject	Lessons (hours) a week	Compulsory or optional
English	4	Both literature and language compulsory
Mathematics	4	Compulsory
Science	3	Double or triple science
History	3	Students must take one humanity
Geography	3	Students must take one humanity
Spanish	3	Students must take one language
Mandarin/Arabic	3	Students must take one language
Drama	2	Optional
RS and citizenship	2	Optional
Computing	2	Optional
Art	3	Optional
Music	2	Optional
Design and Technology	2	Optional
PE	2	Compulsory extra or can take as GCSE

## Setting

In years 10 and 11 students will be set according to ability in mathematics and modern foreign languages. Other departments will have a flexible approach to setting depending on the ability of students and how effectively targets are being met.

## Key Stage 5

In addition to the subjects listed for Key Stage 3 and for Key Stage 4, we would offer the following subjects for Key Stage 5 at A Level:

- Further mathematics
  - To prepare students for mathematics, engineering and physics based degrees
- Politics, including political philosophy and government institutions
- Philosophy, primarily ancient and enlightenment philosophies and moral philosophy
- Economics
  - At A Level these subjects take on a deeper understanding of what is introduced by RS, citizenship and humanities lower down the school.

## What years 12 and 13 students will experience

Students in years 12 and 13 at HWA will be studying four or five AS levels and three or four A levels. They will be able to choose their subjects from the following list, which will also be split into bands to ensure that the subjects can be compatible with a timetable. The number of classes indicates the number of bands that the subject is in. Each subject will have five hours of teaching per week, so that a pupil studying four subjects at AS level will have five free periods per week. This structure is based loosely on Mossbourne Academy's banding system and subjects on offer.

We are focusing on core academic subjects that are well regarded by top universities and employers, ensuring students have strong options for study or work post A levels. For this same reason the school would only offer A levels and not any other type of higher education qualifications – which ties in with our ethos of high aspirations and preparedness for work for every child. However the school careers service would work closely with local education providers for those students who are unable to take A levels (we anticipate approximately 15% of original cohort) so that every student, through personalised support and mentoring, has an appropriate place for post 16 study.

For the first year of sixth form, we will take a flexible approach to the subjects on offer depending on student demand and financial viability. Until the school reaches full capacity we may not be able to offer all subjects on the list. Once we are at full capacity we will consider subject additions on a case by case basis depending on student demand and staff availability.

Subject	No of classes
English Literature	3
Mathematics and Further Mathematics	4
Chemistry	2
Biology	2
Physics	2
History	2
Geography	1
Spanish	1
Mandarin	1
Arabic	1
Politics	1
Philosophy	1
Economics	2
Music	1
Design and Technology	1
Art	1
Sport Science	1
Computer science	1



## Curriculum and school structure

### Calendar

The school will follow a standard school calendar coinciding with other schools in the borough.

The school will aim to facilitate summer schools and activities during the school holidays (where the budget allows). This will give students further opportunities for enrichment and help mitigate the attainment drop discussed above. Some of the activities and summer schools will be hosted by the school with others hosted by a range of external providers in the local community. Activities would range from normal enrichment activities offered by the school (such as sport, music and debating) to cultural visits and trips, which will be offered for free or subsidised to students in receipt of FSM using some of the Pupil Premium funding (see Section G).

### The extended school day

#### Timetable

Time	Activity	Notes
08:00	Breakfast club	
08:30	Registration	
08:40	Lesson one	
09:40	Lesson two	
10:40	Break	
11:00	Form time	
11:30	Lesson three	
12:30	Lunch	
13:15	Lesson four	
14:15	Lesson five	
15:15	Break	Day ends on a Friday
15:30	Enrichment	Tuesday – Thursday. Friday detention
16:30	Homework	Monday – Thursday,
17:30	Day ends	School day ends at 16:15 on a Monday (no break and no enrichment but homework club)

No. of academic periods/hours per day	5
No. of academic periods/hours per week	25
No. of tutor hours per week	2.5
No. of homework hours per week	4
No. of enrichment hours per week	3
Total no. of hours per week	34.5

The successful KIPP group of Charter Schools in the US have an extended day. Locally, an increasing number of academies and free schools across the UK (such as the Greenwich Free School) are adopting longer school days, particularly those in deprived areas. In addition to helping working parents with childcare provision, the extended day ensures ample opportunities for every child to take part in enrichment activities, provides an appropriate environment for undertaking homework and ensures that children start the day with a healthy breakfast. This is particularly important for those children on FSM, which is why some of the Pupil Premium funding will go towards this (more information in Section G).

### **Evenings and weekends**

The school will remain open for students beyond 5:30pm for as long as it remains open for staff (until 7pm). The school will also aim to open (subject to funding) for specific community activities on weekends and evenings as part of the school's vision to become a hub for parents and others in the community.

### **Breakfast club**

The school will open at 8am for students who wish to receive a free nutritional breakfast at school. This is to ensure that no student arrives at school hungry, particularly those on FSM, as is often the case in schools across England. This nutritious breakfast will help those students to concentrate more in lessons and have sufficient energy for the day. Staff supervising the breakfast club on rotation will also be encouraged to sit and eat with the students, creating a family-like environment which encourages students to converse informally with adults.

### **Homework**

After school homework will be compulsory for all students from Monday to Thursday for one hour. Deprived students in Hackney are not only disadvantaged when it comes to access to the internet or other resources to complete homework, but many go home to crowded homes where there is a lack of suitable space to complete homework. Others with working parents may go home to empty homes where there is a lack of support with or supervision of homework. In the first year of the school teachers will supervise homework, and as the school grows they will be supported by prefects from the sixth form as part of the school's mentoring programme.

### **Enrichment**

Enrichment, as outlined in vision point 4 (V4), is important as it enables students to develop into rounded and interesting individuals in addition to supplementing the development of key 21<sup>st</sup> century skills taught in curriculum time. Often students from deprived backgrounds do not have access to enrichment activities due to lack of funds or lack of appropriate space. This means we will be putting some of the Pupil Premium funding towards the enrichment budget.

We will work with external providers and local organisations to offer broad enrichment, with students able to choose two out of their three options a week from an extensive list including music lessons, sports clubs and other options such as chess and drama. The school's proximity to the Olympic parks will offer further opportunities and facilities for sports activities in particular to take place.

The Debate Mate after school programme will be compulsory for every student and form one of their three enrichment options. This constitutes a debating club, where students work towards debating competitions, enhancing the skills they will be developing in lessons. This is currently being piloted at Bluecoat Academy in Nottingham, where 140 year 9 students are already taking part in compulsory Debate Mate clubs.

Teachers will also be expected to take on responsibility for enrichment activities and act as leaders to students beyond the classroom, which will be supported by their training in our unique Debate Mate method as a way to empower students. Finally, after school programmes will be cross-year groups so that students can become role models and leaders to younger students in the school.

### **Off timetable**

There will be four dedicated Super Learning Days (SLDs) a year which is a day off timetable dedicated to a particular purpose or activity. One SLD day will be focused on careers in February to support our key vision point V5. One of the SLD days in a school year would be debating competition for all year groups, another for a community volunteering day (in line with vision point V6) and the last would be departmental focused.

Departments or form groups could bid to the Senior Leadership Team (SLT) to host a Super Learning Day on the activity of their choice, whether as an external day or as a school trip. Different activities could run simultaneously on any day for different year groups.

One day per term will be designated as an academic review day, where every parent or carer meets with the form tutor over the course of the day. This is a chance for them to discuss the student across all aspects of their education including academic, behaviour, extra-curricular and pastoral.

### **Extra support and mentoring**

As set out in vision point 3 (V3) HWA is going to offer a robust additional support and mentoring programme. We aim to utilise the university students currently affiliated to and working on the Debate Mate programme, as well as through general solicitation at top universities from which we currently recruit. University students and recent graduates will act as extra support in two key ways:

- For current university students: as mentors in after-school clubs such as the Debate Mate core programme

- For university graduates: a unique position as recent 'Graduate LSAs' to replace traditional learning support assistants

As mentoring will be a key feature of HWA, we will also utilise both university student mentors and Graduate LSAs to train students at the school to mentor and support each other, as well as to undertake mentoring roles in local primary schools.

### *University student mentors*

In line with part of the HWA ethos of making students work-ready, a key component is the exposure to young, dynamic university-age young adults who can act as mentors.

The Debate Mate programme is a unique after-school programme where top university students, many of whom are champion university debaters, are sent into schools to teach students debating and act as role models to raise students' aspirations. The programme includes the chance for students to take part in debating competitions, both locally and nationally. The programme has been proven to work, and the competition element enables interaction with schools from other parts of the country – something that is otherwise very difficult to facilitate.

Currently in the Debate Mate core programme, one mentor is assigned to run an after-school debating club for an hour per week, for a period of 16 weeks. Mentors are currently assigned on a ratio of 1:15 students allowing them to establish good relationships with their group over the 16 week period.

Through the after school debating programme at HWA, and through other enrichment activities, we will provide opportunities for current university students to act as mentors in a similar way. We want our enrichment programme to be different from teacher-led enrichment activities, and believe university students are well placed to run enrichment clubs because:

- We anticipate that many students who go to our school will not have many members of their family, if any, with a university education. Regular exposure to university students will allow students to get a first-hand experience of what life beyond school is like.
- Exposure to university students raises students' aspirations and makes the idea of applying to/going to university more realistic
- Research and our own experience has shown that children, particularly those from deprived backgrounds, benefit from having a range of supporters who can help them engage and achieve, not just relying on their teacher
- It is an all too common problem that students develop an interest in a career-path (e.g. medicine) at the age of 16 or 17 but do not have the right GCSEs to pursue that path. University students can also informally guide students through the university application process and share their experiences of university

### *Graduate LSAs*

HWA will recruit LSAs who are university graduates. These will be recent graduates from top universities, who we know from our experience and our work with organisations such as Teach First are enthusiastic, hard-working and will inspire young people to achieve. Their support will focus on the underachieving students in lessons, enabling the teachers to differentiate more effectively.

We know this works from our experience with Debate Mate mentors on our core programme, who teach key skills through debating, but also share experiences of university and help students understand the university application process. We have conducted an initial survey of our existing mentors, and the overwhelming majority have indicated that they would like to help with this side of the school or would be interested in applying for a graduate LSA role upon completion of their degree. We would also encourage them in due course to apply for Schools Direct or Teach First.

We anticipate that these graduates will be prospective teachers wanting to obtain experience before teaching. Where possible, we plan to use graduate LSAs to support students in focused support groups outside the classroom. We are committed to ensuring students get sufficient time to improve literacy, numeracy and fluency, due to the profile of our expected intake, so would require some students to attend targeted smaller group numeracy and literacy lessons led by the graduate LSAs (V3). Pupil Premium funding would support this. Research suggests that having LSAs routinely sit in the same classroom as students often hampers progress by creating a dependent relationship, inhibiting independent learning. In the event that there is a particular special educational need however, graduate LSAs will sit in on a case-by-case basis.

### *Prefects and mentors*

As there will be a strong culture of mentoring and additional support in the school (V3), students will undertake a mentoring programme themselves and will be trained by the graduate LSAs. This programme will commence with the first year of 6<sup>th</sup> form expanding to include year 11s when the first cohort reaches that age. These student mentors will undertake responsibilities such as supervising and assisting with one homework club per week, alongside graduate LSAs and teachers, as well as establishing a school peer-to-peer mentoring programme.

### **Tutor time**

Each form will have half an hour every day with their form tutor. This ensures that the form tutor has enough time to speak to students every day, and catch up with any problems, so that the students can develop a relationship with their form tutor which is key to successful attendance, well-being and behaviour in the school. Registration will be taken during this time.

During form time, tutors will also cover a range of activities, with rotating topics put into place by whole school co-ordinators or departments (eg literacy or numeracy) and form tutors having freedom to implement tailor made sessions to the needs of their form. Each form group will attend one assembly per week either as individual year groups or Key Stages (dependent upon room capacity).

The year 7 intake will be split into forms. We aim to open with a five form entry, with up to 30 students per form. As outlined in the transition curriculum sections, each form will share a teacher for English and humanities, and that teacher will be their form tutor. From years 8 to 11 the school will adopt a system of vertical tutoring – whereby students are split into form groups each with a mixture of students from each year group. This helps counter problems of cliquey friendship groups and bullying, as well as helping to facilitate peer mentoring schemes as per V3. This is common practice in many schools and popular among teachers with whom we have experience of working. We will take a flexible approach to aspects of PSHE planning and it may be that year groups need to be separated for those sessions.

The form tutor will have a key role in the behavioural and pastoral oversight of each student in their form. Their role feeds into the wider behavioural policy of the whole school as overseen by the Assistant Vice Principal for pastoral care.

Form tutors will use the school-wide tracking system to track which students are receiving marks for poor behaviour or lateness, and those who receive over a certain number will be eligible for Friday detention. The same system will also track students' merits for good behaviour. The Friday detention ensures that there is not the complacency which often occurs when there is detention every day of the week. It will be treated as a serious concern for a student to receive this punishment, meaning that it will act as a strong deterrent against bad behaviour. However, this is very much a two pronged approach with the school's preventative measures of monitoring appraisals and bad marks; a school with good rewards and behaviour tracking systems should see detention as a last resort for students.

The form tutor will also become the first port of call for the school's policy of conflict resolution, both amongst students and between students and parents. In line with our ethos of equality, and our vision for every student to develop 21<sup>st</sup> century skills in the workplace, we will use the skills and approaches as seen in our Debate Mate method (V1) to help resolve conflicts within the school. The school will have a large emphasis on a rewards and praise based behavioural approach. We will create safe environments where students from all sides of a conflict can come together, voice their opinions and most importantly listen to one another. This helps prevent conflicts developing further and bad behaviour reoccurring by encouraging students to reason with one another and to see the situation from another's perspective. We will adopt this same approach for parents, carers and other family members who will be invited into the school to have a mediated discussion with their child. Groups and severity of punishment will range from being mediated by the form tutor, before moving up the chain of command in the school. Ultimately, this will be overseen by the Assistant Vice Principal for pastoral care and run with support from the child protection officer/counsellor/behaviour mentor.

### **Strategy for meeting all students' needs**

In line with our ethos of equality, HWA aims to support the needs of all students through a programme of close monitoring and assessment, differentiated and supported teaching and learning, and an extensive enrichment programme (V4). The

table below highlights the main strategies we will use to support SEN, EAL, G&T and Looked After Children (LAC). It also includes the key staff responsibilities, with a focus on the role of the SENCO. These have been budgeted for in Section G.

Group	Support Strategies	Staff Responsible
SEN	Continuous progress and behaviour monitoring	SENCO - report to VP
	Initial assessment of SEN to establish targets	SENCO
	Half-termly interviews to monitor nature of SEN	SENCO
	Individual Learning Plans written with student and parent	SENCO
	LSAs to support in class (using ILPs)	LSA/ Graduate LSA
	Teaching and Learning focus on differentiation (supported by lengthy PPA and inset)	Classroom teacher
	Behaviour support from behaviour mentor (intervention classes) Supportive behaviour management system Literacy and numeracy support through enrichment	Behaviour mentor Behaviour mentor Lit. Co.
EAL	Reading age test in year 7 - monitoring of this as of the Assessment Cycle	SENCO
	EAL assessment in year 7 - monitored by SENCO through termly tests	SENCO
Below-target reading age	Strong emphasis on literacy in the transition curriculum	Lit. Co.
	Teaching and Learning focus on differentiation (supported by lengthy PPA and inset)	Classroom teacher
	Verbal Learning Method shows success with EAL students	Ver. Co.
	Literacy focused enrichment Paired reading support and reading focus in tutor time	Librarian/Lit. Co. Librarian/ Lit. Co.
G&T	Identification of G&T in year 7 - monitored yearly	G&T Co.
	Verbal Learning Method shows success at pushing top students	Classroom teacher
	Focus on Ebacc subjects (improved achievement)	G&T Co.
	Exposure to top graduate mentors (improved aspirations) Exposure to focused career guidance (improved access)	Graduate Mentors VP for Careers
	Focused enrichment activities	G&T Co.
Looked After Children	Monitoring attendance, behaviour and progress of all LAC	AVP for Pastoral Care
	Emotional support from the counsellor	Counsellor
	Academic support: curriculum guidance; out-of-class intervention	AVP for Pastoral Care
	Enrichment designed to support individual students' needs	AVP for Enrichment

Monitoring and Assessment
In-class intervention
Out-of-class intervention

## Role of the SENCO

The purpose of the SENCO and the SEN strategy more generally is to ensure that all students, irrespective of special educational needs or disabilities, achieve or exceed levels of expected progress.

The main duties of the SENCO are detailed below and follow best practice of many outstanding schools in England. The SENCO will be particularly responsible for ensuring the above strategies are met.

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN and EAL, both in terms of teaching and learning (through collaboration with Heads of Faculty and Subject Leaders) as well as enrichment

- Liaising with and advising fellow teachers, often through staff training
- Managing LSAs
- Monitoring the records of all children with SEN and EAL; this is focused on the production and monitoring of ILPs

## **Careers and the community**

### *Careers*

In line with our ethos of preparing children for the world of work and instilling high aspirations, the school will have a heavy focus on careers as per vision point 5 (V5). This will be a comprehensive package with the following key components:

#### a) Tailored careers advice and mentoring

Every student at the school will receive regular one-to-one careers advice. This will be overseen by the Assistant Vice Principal for Careers and Community and run by the whole school careers co-ordinator who will have particular expertise in careers and volunteering. Unlike many schools, this advice will start early in year 7 and continue every year that a student is at the school, with each student receiving two of these meetings a year. This advice will begin on a more informal basis, with a careers co-ordinator discussing a student's strengths and interests and pointing them towards appropriate reading and information about careers. As the students move through the school this advice will become more formal and specific, linking with careers days, partnerships and work experience.

The school will also work with corporate mentoring programmes such as IntoUniversity, and our corporate partners to offer students individual career mentors. Recent research from the Institute for Public Policy Research has shown that learning from a mentor or expert can boost hope and aspirations for students, helping them hone the skills that our school will develop and ensure they are put into practice. This is particularly important when current youth unemployment levels are so high and again this vision point 5 (V5) stems from our ethos of preparedness for work.

The careers co-ordinator and Vice Principal for Careers and Community will ensure that there is also a focus on careers during individual subject lessons and topics, so that students begin to understand the link between academia and the world of work. There will be a strong focus on learning about universities in tutor time and making good use of our graduate LSAs and mentors. As part of this, there will be opportunities for students to visit universities across the country with their teachers and mentors. The school's focus on developing 21<sup>st</sup> century skills through verbal learning will enable this, as teachers can link the skills the students are developing to careers that need said skills (as expressed by the CBI).

#### b) Partnerships, careers days and careers week



The school will work closely with corporations and organisations in the key growth industries of the UK economy. The school will make use of the Debate Mate's corporate networks along with any potential funders of the school.

From year 7, we will hold one Super Learning Day in February focused on careers, which will provide engaging opportunities for all students to learn more about different options. There will be representatives from key industries there including Debate Mate's partner organisations, along with experts giving lectures and running workshops. The aim will be to hold this Super Learning Day before year 9 students choose their GCSE options, making their decisions more informed. Students will have their second annual meeting with the careers co-ordinator before the SLD so that they can make best use of the opportunities.

Once a year, we will have a careers week where the whole school will focus on different careers. Each department will teach lessons that focus on the different career paths that their subject leads to and there will be opportunities for students to learn more about different career options in assemblies and enrichment activities.

#### c) Work experience and internship opportunities

The culmination of the careers focus in the school is to ensure that every child has meaningful work experience in a career field that they have developed a passion for and interest in. Every single student of our school will undertake at least two weeks of work experience before the end of year 11, with every student in the 6<sup>th</sup> form encouraged to complete an internship and given the relevant support to do so. In today's competitive job market this experience is essential for students' CVs.

In line with HWA's focus on making the school a welcoming environment for parents, these opportunities will all be clearly communicated to parents and we would encourage parents to be involved in whole school careers days and university visits.

### **Community involvement**

All students will undertake ten hours of community work each year (as per vision point V6) starting in year 9, equating to approximately an hour every month in term time.

This will be co-ordinated by the whole school careers and community co-ordinator and form tutors will be responsible for checking students log books and monitoring students' progress. The careers co-ordinator will advise and help students to find appropriate volunteering opportunities. This will be undertaken outside of school hours in students' own time. Volunteering opportunities could include working in local charity shops, on community based projects or mentoring in local primary schools.

An important aspect of a child's life at school is feeling safe and comfortable in a school environment. Additionally, as we are aiming to create leaders who care about their community, we want to support our students in the same way and make the environment a positive place to learn. One of the school Super Learning Days will be a dedicated community volunteering day where students can undertake some of

their volunteering hours and projects will be co-ordinated with many of the schools' volunteering and community projects.

Community involvement with the school will cut both ways; in addition to the students and school being involved in the local community the local community will be involved and welcome in the school. The school aims to be a hub of the local community, so would invite local community and parent groups to use the school space on evenings and weekends. The school would also arrange events for parents and other groups, from evening classes to support groups and drop-in centres. Our ethos of equality extends to parents and carers who we want to feel equally involved in their child's education and to feel safe and supported in the school, as outlined in the tutor time section.

Furthermore, research and our own experience have shown that the involvement of parents and carers in a school has an increased impact on the outcome of a child's education. The Learning Futures project promoted parents and carers as 'learning coaches' for their children and projects particularly in deprived areas of London have successfully taught parents how to help children with their homework. On this basis we aim to run homework groups for parents to attend in the evenings or at weekends (subject to funding), or invite them to observe or help their children and teachers in the after school homework sessions.

## **Section D2**

### **Assessment and data tracking systems**

#### *Diagnostic assessment in year 7 and cohort targets*

When students come into the school in year 7 we will use Cognitive Ability Tests (currently CAT4) to set both short and long-term KS3/4 targets. The data will be made available at different scales to ensure its best use. Classroom teachers will have access to individual student reports, allowing them to provide personalised learning strategies based on learning preferences (in line with vision point V3), as well as attainment targets for the year. Heads of Faculty and Subject Leaders will have access to group data, meaning early intervention in the transition year can be more accurately targeted. At the highest level, our Vice Principal (and lead on Data) will be provided with an in-depth cohort analysis in which they can establish long-term targets. This will be supplemented with Fisher Family Trust and RAISEonline data in order to make borough-wide, regional and national comparisons to similar schools. Our target is to be in the top 10% of similar schools in terms of Contextual Value Added. This will all be fed into our School Effectiveness Framework (SEF), along with any vulnerable groups of students identified.

#### *Diagnostic assessment in year 12 and sixth form targets*

At Key Stage 5, the school will use the Alps data platform to provide predicted data to each student and each subject studied, using students' GCSE results to predict year 12 and 13 outcomes.

### *School examinations and continuing assessment*

Every year we will collect formative assessment grades for all year groups. This will include assessment that has taken place in class, for homework and under exam conditions. Mock GCSE exams will take place every year to assess students' progress against predicted grades and allow intervention to take place to ensure that every pupil reaches their potential and has the support that they need.

### *SEN data and targets*

The SENCO at HWA will collect separate data on students who have Special Educational Needs including Statemented, School Action and School Action Plus students. Any students achieving below their current age will be monitored closely by the SEN department, which will report to the Vice Principal in charge of data and performance. Their rate of progress will also be reviewed half termly. In addition, the SENCO will design Individual Learning Plans (ILP) to ensure students with SEN will achieve the same level of progress as their peers.

### **Yearly assessment cycle**

Our assessment and tracking cycle for students is set out in the table below. The summative assessment cycle is made up of a number of threads: subject in-class assessments; subject exams; a verbal learning programme; reading age assessment; and core skill reviews.

#### *a. Subject in-class and exam assessment*

CATs exams will be used at the very beginning of year 7 to determine initial subject grades, along with KS2 information. This will then be tracked through a summative assessment cycle. This summative assessment runs optimally on 6-hours grading cycles, meaning that core subject teachers will be grading students every two weeks and other subject teachers every four weeks. These grades will be used by teachers to monitor progress and used to determine a termly grade to be shared with students and parents in line with the progress review cycle.

#### *b. Verbal learning assessment*

In line with our vision, a Verbal Assessment programme will be used to assess speaking and listening skills across subjects throughout the year. The Verbal Learning Coordinator (VERCo) will monitor this assessment procedure. It is likely to take the form of a modified speaking and listening assessment used in the Debate Mate programme, where students are assessed in their debating abilities during their initial exposure to debating through to their proficiency at the end of the year. For example, a way in which verbal learning assessment might take place in a mathematics lesson would be to have students pitch a business proposal that demonstrates proficiency in the relevant mathematics skill through a verbal presentation.

### *c. Reading age assessment*

Research by Renaissance Learning shows that low attainment at GCSE is linked to low reading ages. Indeed, the average reading age of a student during GCSE exams is 10 years 7 months. Our own target will be 16 to ensure no child is prevented from accessing their GCSE exam due to literacy.

There will be an initial reading age test on entry in year 7. We will then ensure that all our students are assessed half-termly during the transition year (year 7), which will drop down to termly reviews in years 8 and 9. Targeted students will undergo weekly intervention with the SENCO. All students must be at the reading level of their own age to meet the above target.

### *d. Core Skills assessment*

Core Skills will be measured through termly reflections with form tutors based around the school's Core Skills matrix. There will be a student self-assessment on a yearly basis and a tutor assessment termly, based on an existing framework such as Self Smart. As the school grows year-on-year, HWA intends to design its own framework, which Debate Mate is currently doing in partnership with School 21 and Cambridge University. All information will be shared with parents in the same way that grades are shared, and specific learning plans will be designed for SEN in conjunction with the SENCO.

## **Communicating data and targets to parents**

As per the assessment cycle below, there will be several opportunities to communicate data and targets to parents. In the transition year, there will be four formalized contact points including three progress review days and one parents evening. The parents' evening will fall in line with exams and the progress review days will fall in the three terms prior to it. During these contact points, parents will receive reports of students' progress in the form of colour-coded data summaries detailing the students' grade at the start of the course, their current grade and their target grade. After the transition year, there will be three formalized contact points including two progress review days and one parents' evening. Any students who are significantly behind will meet with the Head of Department in the respective subject and receive specialised action plans.

Year	Summative Assessment Cycle					Progress Review Cycle (PRC)	
	Subject in-class assess't	Subject exam assess't	Verbal Learning assess't	Reading Age	Core Skill assess't	Progress Review Days (PRD)	Parents Evening
7	Core subjects - Every 2wks Other subjects - Every 4wks	<b>CATS:</b> Aut term - Sept  Sum term - June	Initial S/L assess't in English Termly S/L assess't in Core subjects Half-termly S/L assess't in Eng Formal debate exam - June	Initial Testing - Sept All re-assessed every HT Targetted pupils weekly	Termly reflection with tutor Annual self-assess't	Aut term -Post CATS/reading test Spr term - mid term Sum term - pre-exams	Sum term - July
8	Core subjects - Every 2wks Other subjects - Every 4wks	Summer term - June	Termly S/L assess't in Core subjects Half-termly S/L assess't in Eng Formal debate exam - June	Re-assessed termly Targetted pupils weekly	Termly reflection with tutor Annual self-assess't	Aut term -mid term Spr term - mid term	Sum term - July
9	Core subjects - Every 2wks Other subjects - Every 4wks	Spr term - Feb	Termly S/L assess't in Core subjects Half-termly S/L assess't in Eng  Formal debate exam - Feb	Re-assessed termly Targetted pupils weekly	Termly reflection with tutor Annual self-assess't	Aut term -mid term  Sum term - mid term - <b>GCSE TARG</b>	Spr term - Mar - <b>OPTIONS</b>
10	All subjects - Every 2wks	Spr term - Jan		Only weakest students need intervention	Termly reflection with tutor Annual self-assess't	Aut term -mid term  Sum term - mid term	Spr term - Feb - <b>TARG REVIEW</b>
11	All subjects - Every 2wks	<b>Mocks:</b> Aut term - Dec  <b>GCSEs:</b> Sum term - May/Jun				Aut term -mid term  Sum term - 6th form choice	Spr term - Jan - <b>MOCK FB</b>
Notes:	*Based broadly on 6-hr summative feedback cycle.				*National average at GCSE is 10.7 years. Our target is 16		

### Staff Responsibilities

Subject Teacher	Set/mark assessment Data input to SIMS termly Deliver in-class intervention	Marks exams Data input to SIMS	Set/mark assessment Data input to SIMS termly		Reflection with students Sets targets	Writes reports Parent/student meetings	Writes reports Parent/student meetings
HOF/HOD	Monitor data Identify target pupils Deliver ext. intervention	Sets/moderates exams Monitors data				Parent/student interventions	Parent/student interventions
TLR	SENCO - monitor SEN/EAL LITCO - CPD/workshops	SENCO - monitor SEN/EAL	SENCO - monitor SENEAL VERCO* - monitors data and facilitates intervention	SENCO - assess't, monitoring and intervention LITCO - supports SENCO		SENCO - parent interventions	SENCO - parent interventions
SLT	VP monitors data Leads "Standards and Performance Group"	VP monitors data Leads "Standards and Performance Group"	VP monitors data Leads "Standards and Performance Group"	VP monitors data Leads "Standards and Performance Group"		VP - behavioural interventions	VP - behavioural interventions

## Targets for student performance and rationale

Target Description	Target	Target Description	Target
% of total cohort achieving expected levels of progress at KS3 and KS4	<b>100%</b>	% of cohort achieving EEE and above at AS	<b>85% (of original year 7 cohort)</b>
% of total cohort achieving 5 A* to C GCSE including English and mathematics	<b>85%</b>	% of cohort achieving EEE and above at A2	<b>85% (of original year 7 cohort)</b>
% of total cohort achieving 5 A*-G grades including English and mathematics	<b>100%</b>	% of cohort achieving AAB or above at AS	<b>10%</b>
% students achieving A*-A at GCSE	<b>30%</b>	% of cohort achieving AAB or above at A2	<b>20%</b>
% of cohort entering EBacc subjects	<b>93%</b>	Sub-levels of progress end year 7 (transition)	<b>3 sub-levels (all students)</b>
% of cohort achieving EBacc subjects	<b>74%</b>	Sub-levels of progress from years 8 onwards	<b>2 sub-levels (all students)</b>
% of students in employment, education or training post-leaving	<b>100%</b>	Increase in National Curriculum speaking and listening levels	<b>2 National Curriculum levels (all students)</b>

National Curriculum levels, GCSE and A level targets and progress rates		KS2	KS3			KS4					KS5			
		Year 6	Year 7	Year 8	Year 9	Year 10		Year 11			Year 12	Year 13		
Year 6 levels based on Hackney averages	% of cohort	Level	Level	Level	Level	GCSE grade	% of group entering EBacc	GCSE grade	% of group achieving 5 A* to C	% of group achieving EBacc	Level	% of cohort achieving	Level	% of cohort achieving
Low attainers	5	2 or below	3b	4c	4a	F/E	0	E/D	0	0	N/A		N/A	
	3	3c	4c	4a	5b	E/D	70	D/C	40	50	EEE	1	DDE	1
	3	3b	4b	5c	5a	E/D	85	D/C	50	50	DEE	1	CDD	1
	3	3a	4a	5b	6c	E/D	100	D/C	60	50	DDD	2	CCD	1
Middle attainers	19	4c	5c	5a	6b	E/D	100	D/C	85	75	DDC	16	CCC	14
	19	4b	5b	6c	6a	D/C	100	C/B	90	75	DCC	17	BCC	14
	18	4a	5a	6b	7c	C/B	100	B/A	100	75	CCB	18	BBC	13
High Attainers	10	5c	6c	6a	7b	C/B	100	B/A	100	100	BBC	10	BBB	10
	10	5b	6b	7c	7a	B/A	100	A/A*	100	100	BBA	10	AAB	10
	10	5a	6a	7b	8	A/A*	100	A/A*	100	100	AAB	10	AAA*	10
<b>Total % of cohort</b>	<b>100</b>						<b>93</b>		<b>85</b>	<b>74</b>		<b>85</b>		<b>74</b>

## **Assumptions and benchmarking of our performance targets**

For the above tables, we have made the following assumptions and benchmarks.

- The baseline levels at Key Stage 2 are based on the Hackney Borough average results across primary schools for English in 2012. The data obtained did not break down each level into sub levels, so we worked on the assumption of an equal percentage of students in each sub level.
- The EBacc subjects are English language, mathematics, science (double or triple) one humanity (history, geography or religious education/citizenship) and one MFL, which totals six GCSE subjects. Students are classed as achieving the EBacc if they achieve a grade C and above in all six of those subjects (or more).
- KS5 predictions are based on 85% of students staying on at the school from KS4 (the 85% who achieve at least 5 A\* to C grades at GCSE). The school will take in the remaining 15% of the cohort from other schools. For existing HWA students they will be able to stay on for KS5 with a minimum of 5 C grades at GCSE including mathematics and English. For external students they will need five C grades plus a B grade in the subjects they wish to study at KS5. We recognise that the original cohort of students understands the ethos and vision of HWA and therefore will have a smoother transition to the 6<sup>th</sup> form, whereas we need a higher academic barrier to entry for students from elsewhere, who otherwise may struggle to make that transition.

## **Rationale for our performance targets**

We believe these targets are realistic for the following reasons:

- Our progress targets for the end of year 7 are higher than the expected level of progress nationally, which is three sub levels. This is because we have our transition curriculum (V2), combined with our targeted support from university students (V3) and the Debate Mate verbal learning method (V4), which we believe will drive a disproportionate rate of progression for new students coming into the school, allowing students who are behind to catch up. After year 7 we no longer have the transition curriculum so we have set the progress target of two sub levels as an average across the board.
- The percentage of students in each ability band achieving GCSE grades is part calculated and part benchmarked against Mossbourne Academy, the leading school in Hackney. Overall, our target of 85% of students achieving 5 A\* to C grades is slightly below Mossbourne Academy's 89% (which we think strikes the balance between being reasonable yet ambitious, as Mossbourne is a well established school with a reputation that follows).
- The requirement to take EBacc subjects is consistent with our educational plan. Certain low attainers will not be entered for the EBacc, typically those who achieved lower than a level three when they came into the school (as detailed in the pathways in D1). This is a small percentage of the overall cohort and



accounts for our GCSE grade target of 85%. Our percentage of students in each ability band that achieve the EBacc (out of those who are entered for it) is part benchmarked alongside Mossbourne but adjusted because they do not make the EBacc compulsory. For example, at Mossbourne one third of low attainers who were entered for the EBacc subjects achieved those subjects, whereas our target for those low attainers is 50% achievement. This is because it does not seem sensible to enter a group of students into the EBacc subjects if we do not expect that at least half of those students will achieve the subjects.

- Low attainers, however, are all expected to make the same rates of progress as middle and high attainers. Similarly our targets are blind for SEN, EAL and FSM students, so they are expected to make the same rates of progress as other students. We have specific strategies in line with our education plan to ensure that those students meet those rates of progress, making use of the Pupil premium funding for FSM strategies (see Section G)

### **Targets for attendance and behaviour**

Our target for attendance is benchmarked against the borough average (95%), which we believe to be ambitious as it is above the national average for England. We will meet or exceed this average.

We aim to have an ambitious behaviour policy (outlined in D1) which will minimize the amount of exclusions at HWA. In 2012-13, 16.22% of students in state-run secondary schools in Hackney were on fixed-term exclusions, whereas 0.28% were permanently excluded. We aim to have the number of fixed-term exclusions well below the Hackney average and indeed the inner-London average (7.8%), at approximately 5%. We aim to have no permanent exclusions.

Internally excluded students will have to attend school at different hours to the rest of their class to ensure they do not interact with students as they would otherwise.

We believe these targets are ambitious but can be met, and will be monitored effectively. Form tutors will use the School Information Management System (SIMS) to monitor attendance, behaviour and lateness. Classroom teachers will enforce a praise and concern policy according to a stoplight system of green, amber, red and unacceptable. For consistently good behaviour, form tutors will be able to reward a 'student of the week' and at the end of each term overall awards for best behaviour will be awarded in assembly by Heads of House.

The SIMS tracking system will allow for the maximum possible amount of transparency and allow teachers to present evidence to parents of any improper classroom behaviour. In the event of a certain number of concerns, students will have to attend detention on Fridays (as outlined in D1).

In the event that a pupil is internally excluded, we aim to have a system of restorative

discipline (outlined in D1) where the additional support of Graduate LSAs will offer extra pastoral care to students to try to mitigate the incidences of internal exclusion.

### Ofsted inspection targets

We aim to achieve ‘outstanding’ in all categories for our first Ofsted inspection.

### Measuring and improving teaching

In order for HWA to meet the targets that we have set for the school and the students, it is important for us to measure and improve teaching. We will do this by giving teachers an opportunity for CPD (outlined in D1 and below) over the course of the academic year. We will achieve this in a number of ways

:

<b>Subject Focus Week</b>	<b>Department Observations</b>	<b>Teaching Week</b>
<i>SLT will complete a focus week for every department in the first term and a half.</i>	<i>Heads of Faculty, Heads of Department or Deputies will complete an observation of everyone in their department at least once a term.</i>	<i>During this week, which happens twice during an academic year, every teacher in the school should use one of their free periods to observe another teacher (one from their department and one from another department).</i>
<b>Performance Management</b> <i>Every staff member in the school will have a performance management meeting twice during the academic year. Targets are set with their line manager and are regularly reviewed. Each member of staff will also have two performance management meetings over the course of the academic year.</i>	<b>Mentoring</b> <i>Every member of staff at HWA will be assigned a buddy from another department who can offer support and guidance. They will also be encouraged to observe each other. During staff meetings and CPD sessions there will be an opportunity for buddies to catch up and feedback on their learning.</i>	<b>CPD</b> <i>This will be organised by the Vice Principal in charge of teaching and learning. There will be a range of opportunities for training available to staff – both in house twilight and full day training, and external training.</i>

### Subject Focus Weeks

We will have SLT focus weeks for every department in the school over the first term and a half. This will include a short learning walk on the Monday to get a feel for the department. This would then be followed by formal hour-long observations of each

teacher in the department with detailed feedback time for each individual. During the week there will also be a chance for senior members of the department to present their plans and vision for the department over the coming year. In addition, the SLT will organise focus groups of teachers within the department to have an opportunity to speak to individuals about their experience in the department and how they can be supported by the senior team. This will allow the SLT to have a clear idea of departmental focuses, their strengths and possible areas for development that they may need support with over the coming year. A report will be shared with the Heads of Faculty and a department plan for progression will then be put into place. These will be organised by the Vice Principal of Data and Performance.

### **Department observations**

In addition to the SLT observations during the department focus weeks, senior members of the department will complete observations of everyone in their department at least once a term. These will be full hour long observations with opportunities for detailed feedback. This will allow teachers to be supported in continual reflection on and improvement of their teaching. HOD and HOF will provide support to their department in using the Debate Mate method of verbal learning as well as other school wide initiatives. Senior members of the department will feedback to their line managers on the outcomes of these observations and may use the high Planning, Preparation and Assessment (PPA) time we are giving all staff to do this (outlined further in D3).

### **Teaching Weeks**

A HWA Teaching Week is an opportunity for good teaching and learning to be celebrated and shared between departments. Teaching Weeks will happen twice during the academic year. During the first week teachers will observe an outstanding teacher from another department, and in the second week they will observe an outstanding teacher from their own department. Feedback from staff will be shared in staff CPD sessions and a document created which shares good practice of teaching and learning that has been observed through the school. This is a great opportunity for staff to have an opportunity to observe people in other departments which supports cross curricular teaching and learning. Teaching Weeks will be organised by the Vice Principal in charge of teaching and learning.

### **Performance management**

Every teacher in the school will have two performance management meetings – one early on in the first term to set targets and one in the last term to review the targets. These meetings will be run by line managers who will also observe each teacher twice over the academic year. The teaching and learning targets will set ambitious goals which strive to raise the standard of teaching and learning across the school.

## **Mentoring**

Mentoring is part of HWA's vision point 3 (V3) and we strongly believe that this should be something that happens with the staff as well as the students in the school. Each teacher in the school will be buddied up with another teacher from a different department. They will have an opportunity to offer support and guidance and also observe each other. There will be an opportunity for buddies to meet at staff CPD sessions and share best practice with the rest of the staff. This will be overseen by the Vice Principal in charge of teaching and learning and the buddy pairs will be introduced at the first whole staff CPD session.

## **CPD training**

There will be an opportunity for continuing professional development of all staff in the school. This will be both through internal and external training sessions. The programme of CPD will be put together by the Vice Principal in charge of teaching and learning with the input of the Principal and also a group which will be put together to share best practice in terms of teaching and learning. It is important that the CPD programme is shaped with the support of outstanding teachers. In this vein, we ensure that all teachers observe an outstanding teacher model a lesson. This will be a requirement for all and not just for remedial purposes.

We will also have individual teachers and groups of teachers from different departments leading twilight CPD sessions which will provide an opportunity to empower all staff and make them feel included in pushing up the standards of teaching and learning within the school.

## **Section D3**

### **How have we approached it**

The approach to the staffing for HWA was two-fold. We began with a calculation of the number of teaching staff that we would need. We created a spreadsheet to work out how many staff we would need to teach each subject, which meant that first we had to decide the curriculum; including the number of subjects on offer to each age group, as well as the number of hours for each subject and the number of periods for PPA (see below). This was also determined by the number of students and therefore the number of forms in a year. The next step was to put the teaching staff into the budget to see whether the calculated number of teachers was affordable. We calculated on a year by year basis, starting with year 1, and each year being cumulative on the previous year.

The second part of the approach was to take the calculation and consult with the experienced members of our team to sense check our calculations. This was particularly the case with regard to the experience level of the teachers. We also had other practical considerations such as whether it would always be possible to hire an M2 teacher or how often a good candidate who is an M4 teacher on the payscale could

be found. We also consulted with our team with regard to the hierarchy and departmental structure, drawing upon their experiences in previous schools and best practice. All along we were checking that the staffing structure fitted with our vision and curriculum, making sure that we have adequate staff to facilitate aspects of our vision, for example careers (V5), the community (V6) and enrichment (V4).

The approach to support staff was not something that could be as easily calculated, as it is not as directly related to student numbers and tutor groups in the same way as teaching staff is. This meant that we went straight to the second approach, consulting our team based on their experiences at previous schools and best practice, in some cases benchmarking against comparable schools. Again we were constantly checking that our support staff structure fitted with our vision and curriculum, as well as checking it with the budget make sure that it was affordable. With support staff we had a double approach of building it up from year one, but also benchmarking against schools at full capacity.

We have chosen this staffing structure to provide excellent leadership, direction and commitment to quality and experience, in line with the school ethos and vision.

### **Planning Preparation Assessment**

Teaching staff will not teach more than 17 out of 25 periods per week (68%), leaving 32% of their time for Planning, Preparation and Assessment. We recognise this is higher than normal PPA time in schools (which is usually around 20%). We have put this in place for a number of reasons. The first is that due to the school operating an extended day staff will be expected to oversee homework club, breakfast club, enrichment and Friday detention on a rotational basis. Therefore they need more time during the day for PPA. The second is that we want to ensure that teachers can plan and assess work to a high standard so that every lesson can be delivered to the highest standard that teacher can deliver. This will in turn improve staff morale as teachers will be more prepared for lessons. High quality teaching and teachers is the single biggest factor in driving up educational standards, according to much research including a recent report by the IPPR, particularly for the most disadvantaged students. The third reason is that we want sufficient time for the SLT and middle leaders to be able to support and guide other teachers, including sharing best practice, departmental planning, performance training and internal CPD. This will mean that much of the PPA time will be internally structured and led by SLT and middle leaders.

## Phasing

	Number of Teachers						
Faculty/department	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022
English	3	5	6	7	8	10	10
Mathematics	2	3	4	6	7	9	10
Science	1	2	3	5	6	7	9
Humanities	1	4	5	7	8	10	12
Visual and Performing Arts	2	3	3	5	7	7	9
MFL	1	3	3	5	7	7	8
Computing	1	1	2	3	3	3	3
D&T	0	1	1	2	2	2	3
PE	1	2	2	3	3	3	3
<b>Total teaching staff</b>	<b>12</b>	<b>24</b>	<b>29</b>	<b>43</b>	<b>51</b>	<b>58</b>	<b>67</b>
<b>SLT</b>	2*	3	4	5	7	8	8
<b>Total plus SLT</b>	<b>14</b>	<b>27</b>	<b>33</b>	<b>49</b>	<b>58</b>	<b>67</b>	<b>75</b>

\*In year one there are 2 members of the Senior Leadership team but one is on a teaching timetable.

	Number of Support staff						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022
<b>Education support staff</b>							
SENCO	1	1	1	1	1	1	1
LSAs	4	5	7	9	11	11	11
Behaviour mentor	0.5	1	1	2	2	2	2
Librarian		0.5	0.5	1	1	1.5	2
School nurse		0.5	0.5	1	1	1	1

Counsellor and Psychologist		0.1	0.2	0.4	0.4	0.4	0.4
IT manager			1	1	1	1	1
Technicians	0.7	2	4.2	6	7.5	8	8
language assistants	0.1	0.4	0.6	0.6	1.2	1.2	1.2
<b>Total</b>	<b>6.3</b>	<b>10.5</b>	<b>16</b>	<b>22</b>	<b>26.1</b>	<b>27.1</b>	<b>27.6</b>
<b>Business management staff</b>							
Business manager	1	1	1	1	1	1	1
Office Administration	1	2.5	6	8.5	10	10	10
<b>Total BM staff</b>	<b>2</b>	<b>3.5</b>	<b>7</b>	<b>9.5</b>	<b>11</b>	<b>11</b>	<b>11</b>
<b>Total non teaching staff</b>	<b>8.3</b>	<b>14</b>	<b>23</b>	<b>31.5</b>	<b>37.1</b>	<b>38.1</b>	<b>38.6</b>

### Senior Leadership Team

The Senior Leadership team will grow accordingly as the school reaches full capacity. In the first year, the Senior Leadership Team will comprise of the Principal who will oversee the remit of careers and community, performance and pastoral care; and the Vice Principal, who will be Head of Teaching and Learning, including the Debate Mate method (in the first year this role includes taking on the role of the Verbal Learning Co – ordinator). In the first year, however, the Heads of Faculty will support the small Senior Leadership team in order that they can cover these areas without too much strain. For example one Faculty Head will lead with co-ordinating the careers workshops or community volunteering- another with collating the performance data for the Principal to review. This applies particularly to the Head of Visual and Performing Arts and Head of Modern Foreign Languages as they have fewer teaching hours for their subject in year 1. As the school grows, their responsibilities will be divided up more amongst the rest of the Senior Leadership Team. In the second year they are joined by an Assistant Vice Principal who will be responsible for careers and the community. A second Vice Principal in charge of data and performance will join the team in third year. In the fourth year another Assistant Vice Principal, responsible for pastoral care, joins the team. In the fifth year two additional Assistant Vice Principals will join the team, one as head of sixth form for the incoming year 12 the following year, and another to take charge of the enrichment programme. In the 6<sup>th</sup> year the final Assistant Vice Principal will join, who will oversee the responsibility for transition (year 7, primary liaison, and year 12 transition). This will remain the Senior Leadership team at steady state capacity.

## **Middle Leaders**

In the first year there will be heads of faculty in English, mathematics, science, Humanities, Visual and Performing Arts (inc. Music) and Modern Foreign Languages (MFL). Sport Science and Computing will be led by Heads of Department (Subject Leaders). In the second year a Department Head for MFL joins to head up one language and a Department Head joins for Design and Technology (part time). In year 3, a Department Head of Science for Key Stage 3, an English Head of Key Stage 3 and Head of Transition (English or Humanities teacher) will join.

In the fourth year we introduce a Head of Department for Humanities, a Department Head of Science for Key Stage 4, an English Head of Key Stage 4, Mathematics Head of Key Stage 4, Mathematics Head of Key Stage 3, another Department Head for MFL and two Department Heads for Visual and Performing Arts. In the fifth year we have a final Department Head for Humanities, and in the sixth year we have Heads of Key Stage 5 for English, Mathematics and Science.

## **Teaching**

There will be four more teaching staff in year 1, with two English teachers and one humanities teacher who will teach the transition curriculum and also the first year form tutors. There will be another mathematics teacher and a part-time (3 days a week) arts teacher (responsible for music provision). 15 more teachers will join the staff across years 2 and 3, building up the Key Stage 3 curriculum to its full capacity, spread across all departments.

Another 14 staff join in year 4 and eight more staff in year 5, making a total of 51 teaching staff including Heads of Faculty and subject leaders (but excluding SLT). This year on year increase is higher to reflect the addition of Key Stage 4 – as more teachers are needed to teach more subjects that are on offer. The teaching allocation is calculated in a spreadsheet and due to hours, groups and timetabling, in some years a greater increase of teachers is needed. In years 6 and 7, another 16 staff join the team due to the growth of Key Stage 5, bringing the total teaching staff (excluding SLT) to 67.

## **Teaching and Learning Responsibilities**

In the first year there will not be formally appointed positions of Teaching and Learning Responsibilities other than HOFs, form tutors and head of year 7. One of the transition curriculum teachers will be the head of year 7. As the school grows more co-ordinators will be introduced on a gradual basis until they are at the full list (see Teaching and Learning Responsibilities below).



## **Support staff**

There will be two Graduate Learning Support Assistants in the first year, supported by two Qualified LSAs as they will both be new to the school. Each year we will hire two more LSAs until year 5 of the school, when we will remain at a steady state of 11 Graduate LSAs. This is in addition to mandatory LSAs who are allocated to statemented children. The school will open with one full time SENCO and one part time Behaviour Mentor, who in the first year we envisage will also be able to fill the role of a third learning support assistant. The Behaviour Mentor goes full time in year 2 and is joined by a second behaviour mentor from year 4. The school nurse will join part time in year 2 and go full time from year 4.

A librarian joins part-time in year 2, becoming full-time in year 4, and is joined by a part-time assistant in year 6 who goes full-time in year 7. The school will open with two part-time technicians in IT and Science, who both go full-time in year 2 and are joined by two part timers in year 3 (who go full time in year 4), with a third IT technician joining in year 4 part time, who goes full time in year 5. Technicians in DT and Art join in year 3 part time, with Sport and Food also joining in year 3 one day a week each, who gradually build up to full time posts by year 7. A language assistant will come for a half day a week in year 1, joined by two others in year 2, who will build up to teaching 2 days each week at full capacity.

## **Office staff/premises/other**

In the first year the office staff will comprise of the Business Manager and an office assistant, and in year 1 one of them will double up as the school nurse (a candidate with suitable first aid credentials). This is based on our teams' experience and knowledge from previous schools that have started with one year group, and is also the most cost effective office staffing. In the second year, an HR and office manager will join, along with a part time Personal Assistant to the Senior Leadership Team (who will go full time from year 3). Also in year 3 they will be joined by a full time finance officer, full time data officer, part time finance assistant and part time receptionist (who will both go full time in year 4). A full time office administrator and a part time exams officer will also join in year 4, with another office administrator joining in year 5 and the exams officer going full time at that stage.

In year 1 the premises are overseen by a full-time premises manager, who will be joined by a part-time caretaker in year 3 (who will go full-time in year 4). A minibus driver will be there for one day a week in years 1 and 2, moving to 2.5 days in year 3 and full time in year 4. One lunchtime supervisor will join in year 3 for two hours a day, a second in year 4 and two more in year 5, a total of 4 at full capacity. A counsellor will join in year 2 for a half day a week, increasing to one day a week in year 4, with a psychologist joining for half a day a week in year 3, increasing to one day a week in year 4, which remains the status at full capacity.

## **Staff structure, roles and responsibilities at full capacity**

### **Senior Leadership Team**

The Principal will be the person responsible for leading the school. They will manage the teaching staff as well as the Business Manager. They have a seat on the Governing Board of the school and are accountable to the Governors, the parents, the Department for Education and the wider public for the performance and management of the school (including financial performance - see section F for more detail). In the HWA they would also form part of the teaching team, teaching approximately four periods a week, so that their own teaching practice remains up to date and models best practice.

The school will have two Vice Principals who will report directly to the Principal and will teach up to eight periods per week, so that they can embody and model best practice in their own teaching. The first will be Head of Teaching and Learning including the Debate Mate method (central part of the school's vision); the second will be Head of Performance and Data. They will manage and monitor the teaching staff of the school under the Principal. They will performance manage the Assistant Vice Principals and step up to lead the school in the event of absence of the Principal.

The Head of Teaching and Learning will oversee and manage the teaching of the curriculum across all faculties and departments. The Head of Performance and Data will oversee and monitor all student data and progress across the school, ensuring that the staff and students are meeting the school's performance targets as stipulated in section D2. The data officer (in the Business Management staff) will assist them in terms of collating the data.

The Assistant Vice Principals are responsible for careers and the community, pastoral care, sixth form, enrichment and transition. They will performance manage relevant teachers in their area of responsibility, but their role will be more similar to that of a project manager. They will teach between eight and twelve periods a week.

The Assistant Vice Principal for pastoral care will oversee behaviour and well being at the school. They will performance manage the school nurse, behaviour mentors, counsellor, psychologist, as well as form tutors and heads of year. They will implement school-wide behaviour strategies and supervise Friday detention. Finally, they will oversee and implement school-wide mentoring programmes, such as the prefect system.

The Assistant Vice Principal for enrichment will oversee the after school enrichment programme at the school in line with the school vision point 4 (V4), including any relevant day trips, summer schools and other weekend and evening activities. They will manage the staff in charge of individual enrichment activities, either where this is run by a member of teaching staff at the school or contracted to external providers. They will

manage and be supported by an enrichment co-ordinator and enrichment second in charge (see Teaching and Learning responsibilities).

The Assistant Vice Principal for careers and the community will oversee all of the careers services provided by the school, including careers advice, work experience and internships, in line with the school ethos of ensuring students are prepared for work (through vision points 5 and 6). They will also oversee the community volunteer programme that every student will undertake, according to the school's vision and as outlined earlier in this section. They will manage the Careers Co-ordinator and Community Co-ordinator and any second in commands for those roles (see Teaching and Learning responsibilities).

The Assistant Vice Principal for sixth form will perform the role of head of year for both years 12 and 13, with both a pastoral and academic focus. They will supervise the subject selection for A Levels and university application process, as well as working closely with the Assistant Vice Principal for careers, so that students leave the school truly prepared for the world of work as per our ethos and vision point 5 (V5).

The Assistant Vice Principal for transition will oversee the transition to the school from year 7 as per the vision for the transition curriculum (V2). This includes managing the Department Head for the transition curriculum, and also acting as a primary liaison with local primary schools, working with them to ensure that the school is prepared for the students and the students are prepared for the school. They will co-ordinate events with local primary schools, bringing them into the school, and working with Debate Mate to ensure that the Debate Mate core programme is also used in the local primary schools.

## **Heads of Faculty**

The school will have the following positions for Heads of Faculty:

Head of English  
Head of Mathematics  
Head of Science  
Head of Humanities  
Head of Modern Foreign Languages  
Head of Visual and Performing Arts

They will each manage the teachers in their department including the Department Heads who sit beneath them. They report directly to the Vice Principals (and Assistant Vice Principals where relevant). We have chosen these subjects to have faculty heads rather than subject leaders or just department heads as they are the core subjects (English, mathematics, science) plus the EBacc subjects (humanities and MFL) which are compulsory up until GCSE. Visual and Performing Arts (VPA) has a faculty head as

it spans three departments (music, art, drama) so will be a large faculty and we envisage that much of their work will be collaborative.

Design and Technology, Sport Science and Computing will be led by Subject Leaders (as opposed to the Heads of Department who sit under Faculty Leaders). These subjects are not compulsory nor do they have as many hours given to them, so consequently will be smaller departments. They report directly to the Vice Principals (or Assistant Vice Principals where relevant) and performance manage other teachers in their department.

### **Heads of Department**

The following subjects have Heads of Department, who sit under the Faculty Leaders of their relevant faculty and report directly to them. They are in charge of the specific subject within a faculty or specific Key Stage and performance manage other teachers in their department.

English – KS3, KS4, KS5

Mathematics – KS3, KS4, KS5

Science - KS3, KS4 plus speciality, KS5 plus speciality

Heads of Mandarin and Arabic

Heads of Geography, History, RE and citizenship

Heads of Art, Music, Drama

For the core subjects, English, Mathematics and Science, we will have Department Heads for the Key Stages as the subjects do not divide necessarily before Key Stage 5. The Science Department Heads for KS4 and KS5 will also have a speciality that they will lead at A Level (dependent on the speciality of the individual for Faculty Head). The Faculty Head for MFL will be Spanish as in the first year only Spanish is taught for year 7, so subsequent Department Heads will be for Mandarin and Arabic. For Humanities and VPA the Department Heads' speciality will depend upon the speciality of the Head of Faculty.

### **Teaching and Learning Responsibilities**

Certain teaching staff will have additional Teaching and Learning Responsibilities (TLRs) in addition to their main teaching duties, which will be both pastoral and academic. The main pastoral duties are Form Tutors, Heads of Year/Houses (vertical tutoring) and pastoral assistants. Some of the TLRs are directly related to aspects of the school vision and ensuring that they are implemented, such as:

Verbal Learning co-ordinator (V1)

Community co-ordinator (V6)

Careers co-ordinator (V5)

Enrichment co-ordinator (V4)

These co-ordinators will each have assistants on recruitment and retention allowances (like smaller TLRs) of [REDACTED] each.

There will be other school wide co-ordinators as the school grows including: Literacy co-ordinator, Numeracy co-ordinator, English as an Additional Language (EAL) co-ordinator, PSHE co-ordinator.

### **Teaching staff**

There will be 33 additional qualified teaching staff who sit under the Faculty and Department Heads. They will have a range of experience mostly from M2s to M6s and some on the upper pay scale, although we envisage most on the upper pay scale will be Heads of Department. As a school we are keen to give opportunities to younger, aspirational teachers who demonstrate excellent teaching. In addition there are two NQTs and 8 Unqualified teachers from the Teach First programme (or Schools Direct) who will be mentored by senior teaching staff in their relevant departments. Staff numbers are based on a lessons and staffing allocation spreadsheet and there will be a total teaching staff of 67 excluding SLT. This allocation takes into account the 32% PPA time, when the school is at full capacity, meaning most staff will teach 17 out of 25 lessons a week. Newly qualified teachers, Senior Leadership Team, and middle leaders will have reduced teaching time to allow them more time to fulfil their respective management roles or training obligations. In the growing years some members of staff will have higher a PPA to teaching ratio whilst we are under capacity;

### **Teaching Hours**

As already outlined, teaching staff will have a contact hours to PPA ratio of 68% which equates to 17 out of 25 lessons. The table below outlines the average teaching hours per teacher and by department as the school grows to full capacity. As you can see, the average staffing hours are 14 out of 25 lessons a week, for a number of reasons.

Firstly, this takes into account TLRs, of which there are many at the HWA at full capacity. TLRs can be worth one to three lessons depending on the tier, with the total number of hours dedicated to TLRs at 97. We also need to factor in that the SLT will also teach some hours: no more than four hours for the Principal, eight hours for each of the Vice Principals, and twelve hours for each of the Assistant Vice Principals). After this there are approximately 55 hours left, equating to an average of five per department which is just under one hour per staff member.

Secondly, the school timetable has 2.5 hours per week of tutor time. At full capacity there are 35 form tutor groups, meaning 87.5 extra hours of teacher contact time per week. This is not factored into the table below but would push the average teaching hours up to 15.3. In addition, we have some Newly Qualified Teachers and Unqualified

Teachers at full capacity, who would be capped at 12 out of 25 hours (20% less than other staff) and 15 out of 25 hours (10% less than other staff) respectively. There are two NQTs and eight Unqualified Teachers (Teach First) at full capacity. If they are not factored in to the calculation, the overall average would increase by just over half an hour per week, bringing the average contact hours up to 16.

As explained in the PPA section, we also expect each member of teaching staff to undertake an average of 4 hours of enrichment work or homework clubs per week.

During the phasing period of the school's development, teaching hours are often much lower than 16 or 17 out of 25. This is normal for schools as they build up, as you need a certain number of staff to sustain the curriculum plan on offer (i.e. the range of subjects) and timetabling. As there are not formal TLRs in the first year, and there is not a full SLT, staff will take on many additional responsibilities, including helping out with the office administration for example.

We calculated the staffing based on the upper band of 17 out of 25 lessons – see the narrative in Section G for more details. However, due to the number of lessons required this can mean that it doesn't divide up perfectly. For example, if there are 24 drama lessons per week we will need two teachers teaching 12 hours each, as we couldn't have one member of staff teaching 24 out of 25. As you can see again in Section G this model is affordable.

Faculty/department	Teaching Hours											
	2015-16			2016-2017			2017-2018			2018-19		
	Tot. Req.	No. Teachers	Ave. Staff	Tot. Req.	No. Teachers	Ave. Hours	Tot. Req.	No. Teachers	Ave. Hours	Tot. Req.	No. Teachers	Ave. Hours
English + Transition	40	4	<b>11</b>	55	6	<b>9</b>	70	8	<b>9</b>	90	9	<b>10</b>
Mathematics	20	2	<b>10</b>	35	3	<b>12</b>	50	4	<b>13</b>	70	6	<b>12</b>
Science	15	1	<b>15</b>	30	2	<b>15</b>	45	3	<b>15</b>	60	5	<b>12</b>
PE	10	1	<b>10</b>	20	2	<b>10</b>	30	2	<b>15</b>	39	3	<b>13</b>
Art	10	1	<b>10</b>	10	1	<b>10</b>	15	1	<b>15</b>	25	2	<b>13</b>
Drama	5	N/A	<b>N/A</b>	10	1	<b>10</b>	15	1	<b>15</b>	17	1	<b>17</b>
Music	5	1	<b>10</b>	10	1	<b>10</b>	15	1	<b>15</b>	19	2	<b>10</b>
D&T	5	N/A	<b>N/A</b>	10	1	<b>10</b>	15	1	<b>15</b>	21	2	<b>11</b>
Humanities	0	0	<b>N/A</b>	25	3	<b>8</b>	50	3	<b>17</b>	65	5	<b>13</b>
MFL	10	1	<b>10</b>	25	3	<b>8</b>	40	3	<b>13</b>	61	5	<b>12</b>
Computing	10	1	<b>10</b>	20	1	<b>20</b>	30	2	<b>15</b>	36	3	<b>12</b>
Total/average		12	<b>11</b>		24	<b>11</b>		29	<b>14</b>		43	<b>12</b>

Faculty/department	Teaching Hours									
	2019-2020			2020-21			2021-22			
	Tot. Req.	No. Teachers	Ave. Hours	Tot. Req.	No. Teachers	Ave. Hours	Tot. Req.	TLR	No. Teachers	Ave. Hours
English + Transition	110	10	<b>11</b>	122	12	<b>10</b>	134	5	12	<b>12</b>
Mathematics	90	7	<b>13</b>	106	9	<b>12</b>	122	5	10	<b>13</b>
Science	75	6	<b>13</b>	99	7	<b>14</b>	123	5	9	<b>14</b>
PE	49	3	<b>16</b>	48	3	<b>16</b>	48	5	3	<b>18</b>
Art	45	3	<b>15</b>	49	3	<b>16</b>	53	5	4	<b>15</b>
Drama	19	2	<b>10</b>	19	2	<b>10</b>	19	5	2	<b>12</b>
Music	27	2	<b>14</b>	31	2	<b>16</b>	35	5	3	<b>13</b>
D&T	27	2	<b>14</b>	31	2	<b>16</b>	35	5	3	<b>13</b>
Humanities	80	6	<b>13</b>	108	8	<b>14</b>	136	5	10	<b>14</b>
MFL	82	7	<b>12</b>	94	7	<b>13</b>	106	5	8	<b>14</b>
Computing	42	3	<b>14</b>	46	3	<b>15</b>	50	5	3	<b>18</b>
Total/average		51	<b>13</b>		58	<b>14</b>			67	<b>14</b>

## **Education support staff**

### SENCO

This will be an experienced member of staff with a teaching record who will oversee provision for children with Special Education Needs across the whole school. As detailed in Section D1; they will co-ordinate provision for Statemented, School Action and School Action Plus. This role is particularly important as we anticipate that 10% of the students will need provision for SEN.

### Graduate LSAs

As detailed earlier in this section, the school will have eleven recent, highly motivated university graduates as learning support assistants. This is in addition to mandatory LSAs who are allocated to statemented children.

### *Behaviour mentor/youth worker*

This role is to offer guidance to the whole school on behaviour, and also forms part of the mentoring team working with specific groups of students who struggle with behaviour, bullying and other welfare issues. The two people in this role would run the school programme of conflict resolution and act as a mediator for disputes between students, staff and parents. They will not be a teacher but probably a youth worker, as it is important that they are approaching situations from a neutral perspective. They will report to the Assistant Vice Principal for pastoral care. We envisage this role will be filled by someone who has a strong presence and track record working in the local community.

### *Librarian*

The Librarian will manage the library and related learning resources for the school. They will report to and be line managed by the Vice Principal for Teaching and Learning who will work with the Librarian to implement the school strategy for the Library. They will manage the Library Assistant and will work closely with all Faculty and Department Heads and the Literacy Co-ordinator.

### *School nurse*

This will be a qualified nurse who will be on hand to deal with children who are unwell, absences due to sickness, school wide health and hygiene, and form part of the team administering PSHE provision at the school. They will also manage school lost property. They will report to, and be line managed, by the Assistant Vice Principal for pastoral care.



### *Counsellor and Psychologist*

They will be qualified professionals, who we envisage will work on a contract basis and will work elsewhere in the local community. They will report to the Assistant Vice Principal for pastoral care. Form tutors and Heads of Year will refer students to the counsellor and psychologist where relevant. They will also work with the school nurse on aspects of the PSHE provision at the school.

### *IT Manager*

They will oversee and implement the IT facilities across the school, for both teaching and the office. They will have technician and systems experience including building networks and computer repairs. They will manage the IT technicians and will report directly to the Business Manager and Heads of Faculty where relevant.

### *Technicians*

In addition to IT the school will have technicians for Science, Design and Technology, Art and Sport. They will set up, prepare and maintain the relevant equipment for their departments. They will report to each relevant Head of Faculty or Department.

## **Business management staff**

### *Business Manager*

This is a crucial role to the school and they will report directly to the Principal. They will oversee the financial running and logistical management of the school and performance manage all office and premises staff. They will be very experienced in business management and accounting, and have previous experience of working in a school.

### *Office administration*

Beneath the Business manager sits the Financial Officer and the Human Resources and Office Manager. They in turn manage the other office administrators, assistants, receptionist, finance assistant, data officer and exams officer. They will have relevant financial and Human Resources experience and qualifications. The office administrators will have some experience, but the office assistant, receptionist and finance assistant need not be experienced individuals.

The Personal Assistant to the Senior Leadership Team will mainly assist the Principal but also the Vice Principals, and occasionally Assistant Vice Principals. They will have previous assistant or administration experience. They will be co-managed by the Senior Leadership Team.

The Premises Manager also reports directly to the Business Manager. They supervise the running of the school premises, including the grounds, caretaking and maintenance, security, cleaning and catering. They will manage the school caretaker, lunchtime supervisors and all relevant external contractors for the other services. They will have previous facilities management and securities experience.

**DIAGRAMS CURRENTLY APPEAR ON PAGES (87 and 88)**

**Section E: Evidence of need – part 1**

	2015				2016			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	150	163		109%	150	138		92%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

## Section E: Evidence of need – part 2

### Section E1

As indicated above, the HWA team made a concerted effort to target the relevant age groups for the initial two intake years, although we were also able to gather support from a wide variety of parents with both younger and older children. Apart from the data listed below, we have approximately 80 additional signatures of support from parents of students outside the 301 listed above. (N.B. information accurate as of 22 November 2013).

The HWA pre-opening team underwent two general phases of gathering evidence of need and ensuring parents were making an informed choice. The first stage was in summer between approximately May – August 2013 where members of the pre-opening team went out to local primary schools, supermarkets, clothing stores, family days, youth clubs and other various events to distribute flyers and other promotional material. The aim of this exercise was to introduce parents to our school and enhance existing links with the community.

During this stage we made contact with several prominent members of the Hackney community including school governors and primary school teachers, as well as youth organisations such as Hackney Quest and Hackney Youth Council to assist us in raising awareness. Through these key liaisons we were able to gain access to youth club events and promote our school in local businesses that parents frequent. Some of the individuals who agreed to help us with our outreach campaign were:

- 
- 
- 
- 
- 
- 
- 



#### *HWA promotional material and petition*

We modelled our school petition on the guidance sheet provided by the New Schools Network, and have clearly indicated on both our hard copies and online that parents are expressing interest in selecting our school as their first choice. Furthermore, our promotional material, such as our A5 leaflets below, was designed to inform parents as best of our educational ethos and vision of our school and was adapted three times over the course of our campaign.

School petition text:

*We are currently collecting surveys to measure support for a new school in Hackney Wick. We may share this information with the Department of Education as part of our application for a new school.*

*Debate Mate ([www.debatemate.com](http://www.debatemate.com)) is proposing to open a new 5 form entry secondary school in Hackney Wick, The HWA ([www.hackneywickacademy.com](http://www.hackneywickacademy.com)), with a total student population of approximately 1050. The initial intake, in year 7 only, will be 150 students and the school will open in 2015. Statistics show an overwhelming need for higher performing schools in Hackney Wick and a lack of adequate places for students that are leaving primary school. It will be open to all students regardless of students' particular educational needs, background or academic ability. Our aim is to establish a school which will combine elements of the traditional English National Curriculum and use the Debate Mate method of verbal teaching to raise students' standards of achievement regardless of students' needs, background and educational ability.*

*Please register your interest by completing the form below. You can indicate here that you would choose this school as the first choice for your child, should the school open. If you provide us with your contact details we will keep you updated on the progress of the application.*

The information above and below has been identical on both the hard copies distributed to parents in Hackney and online at [www.hackneywickacademy.com](http://www.hackneywickacademy.com).

Name	Child's date of birth	First line of address & postcode	I would select this school as first choice for my child(ren)  <i>Please sign</i>	<b>OR:</b> I am interested in finding out more information	Email Address





A new secondary school for years 7-13  
to open in September 2015

Contact Us  
www.hackneywickacademy.com  
info@hackneywickacademy.com

## About Hackney Wick Academy

Educational charity Debate Mate is very excited to be submitting a bid to open a new free school in 2015: Hackney Wick Academy. The school will be a five form entry secondary school, with an intake of 150 year 7 pupils in the first year, organically growing to a full 7 year groups with a sixth form.

Our aim is to establish a school which will combine elements of English National Curriculum and use the method of verbal learning to raise standards of achievement and equip students with essential 21st century skills, regardless of students' needs, background and educational ability.

## Our Educational Vision: 6 distinctive features

The Hackney Wick Academy school vision is to provide an outstanding education for students regardless of socio-economic background, race, sex or religion. The aim is simple and bold: we want to promote excellence within our young people to become Britain's future community, business and political leaders.

To ensure that we achieve this vision, we prioritise six clear distinctive features of our school:

- 1) Every pupil learns via a unique method of verbal learning, using activities such as debating
- 2) Year 7 taught cross-curriculum in a special "transition year"
- 3) Targeted personalised support and mentoring
- 4) An innovative enrichment programme including the Debate Mate core after school programme
- 5) High career aspirations
- 6) Strong links to the community

### Our track record in Hackney

Debate Mate has been working in Hackney for 4 years and has run its after school programme in the following primary and secondary schools:

- De Beauvoir Primary
- Orchard Primary
- Queensbridge Primary
- Randal Cremer Primary
- Southwold Primary
- St. Paul's with St. Michael's Primary
- The Bridge Academy
- Cardinal Pole RC School
- Clapton Girls' Academy
- Haggerston School
- Stoke Newington School
- The Petchey Academy
- The City Academy Hackney



A new secondary school for years 7-13  
to open in September 2015

Contact Us  
www.hackneywickacademy.com  
info@hackneywickacademy.com

## About Debate Mate

Debate Mate is an educational charity whose mission is to solve the problem of social immobility amongst young people from disadvantaged backgrounds by teaching them key skills - communication (speaking and listening), teamwork, leadership and higher-order thinking - and thereby creating exceptional young leaders from areas of high child poverty.



### Our Results

How students have improved through debating in school  
Source: 2012-2013 DM core programme evaluation

- |  |  |  |  |
|--|--|--|--|
| <p><b>88%</b><br/>said their ability to make a clear and structured argument increased</p> | <p><b>84%</b><br/>said their ability to speak fluently and with confidence increased</p> | <p><b>76%</b><br/>said their ability to work as a team increased</p> | <p><b>89%</b><br/>said their ability to prepare for a discussion increased</p> |
|--|--|--|--|

## Debate Mate and Hackney Wick Academy

Debate Mate's team of educational experts will be the driving force behind the application to open Hackney Wick Academy. Our team has been established by the CEO of Debate Mate, Margaret McCabe, and is supported by the following organisations:

- New Schools Network
- GEMS Education
- Simmons and Simmons Law Firm
- Brunswick Group PR
- Cisco Systems

In addition, here's what others are saying about Debate Mate:

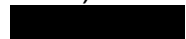
"Debate Mate is a wonderful organisation which inspires children. The debating groups and training programmes are first class." - Sir Michael Wilshaw, Ofsted Chief Inspector of Schools

"Students agree that the [Debate Mate] sessions are fun, that they have given them confidence and that they also help to develop their listening skills." - 2011 Ofsted Excellence in English Report

"I think speaking out has absolutely changed me. Before I was really inactive and timid. Debating has completely boosted my self-esteem because English is not my first language." - Pupil, year 8

The second stage was in autumn where the pre-opening team arranged for several meet and greet sessions, as well as information sessions at libraries in the E9 postcode. During this phase we started to gather more detailed input from parents through our parental surveys, as well as continuing to collect signatures.

Map showing the postcodes of our evidence of need (accurate as of 22 November 2013):



**A) Current or forecast shortage/surplus of places** - The number of students forecast to be on roll in the 2015/16 academic year is set out in Section C. There stands to be a deficit of 2,274 school places in 2015/16. Moreover, there were a plethora of unsuccessful applicants to secondary schools in Hackney in 2012, particularly in the E9 postcode.

**B) Demographics and KS4 performance of local schools in Hackney**

Hackney E9 Secondary Schools Data Table (Performance)					
School Name	% Achieving GCSE 5 A*-C incl. English and Mathematics	% Achieving KS4 Progress Measures English	% Achieving KS4 Progress Measures Mathematics	Overall Truancy %	Ofsted Overall Effectiveness
Cardinal Pole RC High School	63	87	78	5.9	2
The Urswick School	49	80	71	6.5	2

The demographics and performance of schools in Hackney suggest that there is a need for higher performing secondary schools, particularly in E9 where we aim to locate our school. City Academy Hackney had 325 unsuccessful applications for places while the Urswick School and Cardinal Pole RC High School had 0 (these were also the only two schools in the borough that had no unsuccessful applications).

Moreover, demographic data suggests that the population increase in Hackney will result in a possible shortage of school spaces as outlined in Section C.

**Section E2**

From the outset, the HWA team has made a concerted effort to engage as much of the local community as possible. To ensure we have reached a diverse group of parents, we engaged the following stakeholders in our gathering demand phase:

- Local primary schools

- Petitioned and raised awareness outside all primary schools in the E9 postcode as well as other neighbouring primary schools in E5, E2 and E8
  - Overall we visited over 25 primary schools in Hackney, 8 of which were in the E9 postcode.
- Organised “meet and greet” sessions for parents to learn more about the school at primary schools such as De Beauvoir Primary School
- Met with Headteachers at all E9 primary schools to sign them up for the Debate Mate Core programme, with a high uptake
- Religious groups
  - Petitioned and flyer dropped at the following religious institutions, as well as spoke to religious leaders about our plans for the school:
    - Calvary Church of God in Christ Hackney Wick
    - Immaculate Heart Of Mary & St Dominic R C Church
    - Greek Orthodox Church Of St John The Theologian
    - Frampton Park Baptist Church
    - Saint John of Jerusalem Church
    - St. Michael’s and all Angel’s CofE Church
    - Al-hudaa Islamic Centre
- Youth groups and community centres
  - Frampton Park Community Centre
  - Hackney Youth Council
  - Hackney Quest
  - Hackney 1000
  - Hackney Support: One Housing Group
- Other shops and locations
  - Morning Lane Tesco
  - Well Street Tesco
  - Well Street Lidl
  - London Fields
  - Hackney Downs Funfair
  - Hackney Town Hall
  - Buggies and Bikes shop on Broadway Market
  - True Tex Schoolwear on Broadway Market
  - Homerton Library

Most of the campaigning we did was in person, rather than online or through social media as many of the parents we spoke to had English as an additional language and did not often communicate via email or other online platforms. Throughout our gathering evidence phase, we also encouraged parents to complete a questionnaire asking their opinions on key aspects of our educational vision. The aim of this exercise was to ensure that our application was consistent with the preferences of the local community and to respond to negative feedback if necessary. The results of the survey were as follows:

**1. Do you feel like there are a lack of suitable options for secondary schools in Hackney Wick?**

*75% of those surveyed believe there are a lack of suitable options for secondary schools. The remaining respondents either indicated 'I don't know' or 'No', suggesting that the majority of parents surveyed believe there is a need for more suitable secondary schools in the area.*

**2. Do you think the following skills – communication, teamwork, critical thinking and public speaking – are important for a child's education?**

*100% of those surveyed believe the above skills are important for a child's education. However, 64% of parents believed schools were not doing enough to teach these skills. This heavily reinforces our educational vision and focus on using the Debate Mate method of verbal learning in one third of lessons.*

**3. Would you like to be more involved in your child's school community?**

*100% of those surveyed would like to be involved in their child's school community. Some suggestions of how parents would be more involved were as follows:*

- Parent workshops with their children*
- After school and weekend activities*
- Parents evenings and homework assistance workshops*

*These suggestions are consistent with HWA's focus on making the school a hub for community activities and providing parents with additional support.*

**4. Extended school day**

**We are planning on having an extended school day with an optional breakfast club in the morning starting at 8:00 AM. We will have five lessons per day, as well as homework club and after school clubs, with the day ending at 5:30 PM. Do you like the idea of an extended school day?**

*70% of those surveyed indicated that they support the idea of the extended school day, while 15% said they did not know and 15% said they did not support the idea. Based on feedback from parents so far, we have decided to adapt part of our educational vision to not include an extended school day on Mondays and Fridays, as well as ensuring that there are adequate means of transportation for younger students that stay at the school late (i.e. provision in the financial plan to have a minibus that can*



*drive students home after hours.*

## **5. Education Vision**

**Below are our educational vision points. Do you think these vision points are currently lacking in existing secondary schools? These are yes or no questions**

N.B. The bold percentages in brackets indicate the percentage of parents that answered yes.

- Every student learns verbally through speaking and listening exercises in one third of classroom lessons **(100%)**
- Specific focus in year 7 on literacy and numeracy where year 7s are taught humanities and English with the same teacher (15 hours a week of contact) to ease the transition from primary school **(84.6%)**
- Targeted, personalised support and mentoring **(84.6%)**
- An innovative enrichment programme including Debate Mate after school debating clubs **(84.6%)**
- High career aspirations and work experience opportunities **(76.9%)**
- Strong links to the local community **(69.2%)**
- Environment that is safe, enjoyable and welcoming to parents **(84.6%)**

*Based on the above results, especially the 100% agreement with V1, the majority of parents support all aspects of our educational vision. We suggest from the above information that we have successfully engaged parents in our plans for the HWA.*

# Section F: Capacity and capability

## F1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████		██████████	██████████	15
██████████	Y	██████████	██████████	15
██████████	Y	██████████	██████████	15
██████████	N	██████████	██████████	10
██████████	N	██████████	██████████	5
██████████	Y	██████████	██████████	15
██████████	Y	██████████	██████████	10
██████████	Y	██████████	██████████	10
██████████	Y	██████████	██████████	10
GEMS Education Solutions**	N	██████████	GEMS Education has opened 30 new schools in the last 10 years.	30

[REDACTED]	N	[REDACTED]	[REDACTED]	30
Debate Mate	Y	Debate Mate has agreed to provide access to its Programme Directors to aid with logistical support and supporters. Key roles will be creation of promotional materials and social media delivery.	The team has a high level of expertise in social and digital media, video, poster and flyer production.	25

[V] - Volunteer

\* [REDACTED]

\*\* Our relationship with GEMS extends back to 2008 and they have provided their services in the application phase and have agreed to provide project management services post-approval. Until now, GEMS have acted as consultants on school finance and governance structures. GEMS have so far provided support free of charge but they would incur a fee should we be approved and GEMS win the contract. The partnership will be formalised and contractual in the pre-opening stage. We appreciate the need to follow proper procurement regulations, (PMES).

\*\*\* [REDACTED]

The structure that the pre-opening team will take is as follows:

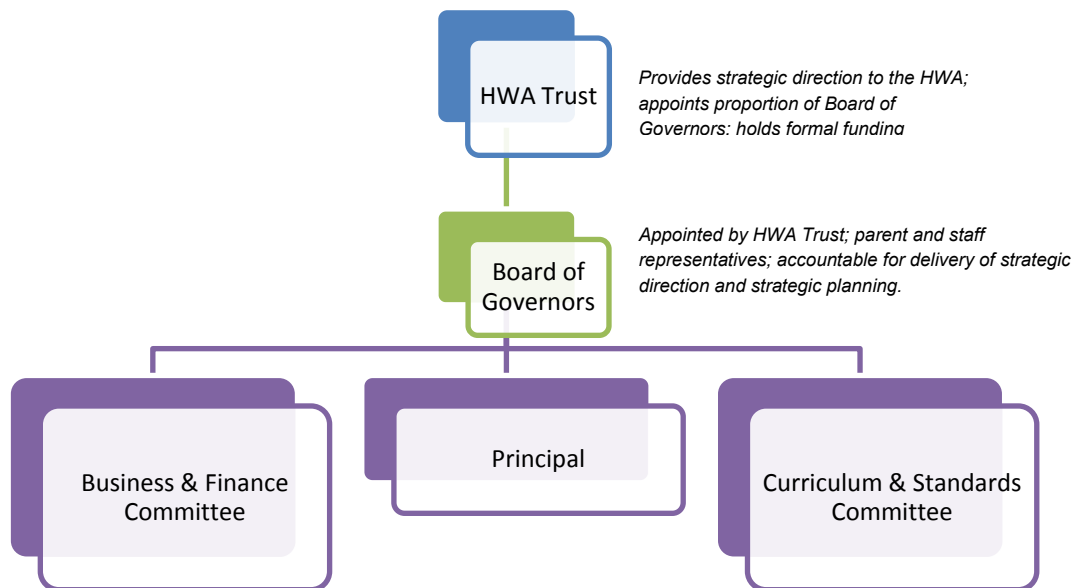
The Trustees will oversee the entire HWA project, including the procurement of services from external organisations to deliver their vision. This project management company (PMC) will take direction from and be accountable to the Trust in all aspects of the project. The Trustees will hold the PMC to account through regular formal meetings with the lead project manager and any other external contractors where necessary. The delivery of educational direction will come from ██████████, with support from the principal-designate (whom will be appointed at least two terms in advance), ██████████, the core applicant group and the PMC wins the contract. The PMC will provide most other services, excluding premises, and the rest of the team listed above will be called upon to help the delivery of the project as and when their relevant expertise are required.

F1 (b) Skills gap in pre-opening

For all of these roles, we have already approached various individuals will actively continue to do so after submission.

Skills/experience missing	How you plan to fill the gap
Project Management	We intend to put out a contract to tender. The PMC would assist with admissions and consultation strategies. They would be responsible for sourcing systems, resources and logistics (e.g. catering) As listed above, we have a strong existing relationship with GEMS Education but would follow PMES to find the best value for money provider.
Community Outreach Lead	We have been grateful to receive the wonderful support of individuals and organisations (Listed in Section E) during the application phase. We would hope to employ one of them as a designated person, either paid or voluntary, to oversee the community liaison aspect of the pre-opening phase.
Marketing	We would have a dedicated marketing volunteer whom we would source from within the Debate Mate network. We have had significant experience marketing an international charity and are confident that we can find an appropriate person.

## Section F2



### Overview

The HWA governance structure is intended to strike a balance between constructive challenge and support. The lines of accountability are intended to reflect this and enable each group, department and individual to function efficiently and effectively. One key premise is that each level of governance will understand their role, both individually and collectively, and have the adequate knowledge and tools to exercise it optimally.

The HWA Trust will be the ultimate arbiter of strategic planning and decision making in the pre-opening stage and will continue to do so once the Academy is open. The Trust will retain control over the school by having 2 members on the Board of governors, and power to appoint three more. This represents a majority of the Board of Governors, who in turn will appoint the Principal and SLT (with the exception of the first year). The Principal is responsible for the day to day management of the school and will report periodically to the Governors, who in turn will report to the members of the Trust.

### The Trust

The HWA will be governed in accordance with the above structure and in compliance with the regulations outlined in the Academies Act 2010.

The HWA Trust is registered at Companies House as a company limited by guarantee. The Trust will be comprised of members who provide the ultimate oversight for the running of the school. The HWA Trust membership will be three strong.

The Trust will ensure the charitable endeavours of the school. It will sign off all accounts to the Department for Education. The Trust sets the strategic direction of the school, both in pre and post-opening stages. The Trust is responsible for appointing 3 members of the Governing Body and the *first* Principal. It also has the authority to dismiss Governors who do not fulfil their duties, including the Chair of Governors.

### **Selection of Governors**

The Trust will select 3 of the 9 Governors, which in addition to the two *ex officio* places reserved for Debate Mate SMT members and proposers, will ensure that it retains control over the strategic planning and implementation of its goals. This will ensure that the key values of the HWA, plus its focus on verbal learning and career-readiness are woven into the fabric of the school and consistently promoted.

At the same time, there will be a necessary degree of separation to ensure that the Trust can effectively hold the Board of Governors to account.

### **The Board of Governors**

The Governing Body of the HWA will primarily focus on three core strategic functions:

1. Ensuring the adherence to vision, ethos and strategic direction of the school
2. Holding the Principal to account for the educational performance of the school and ensuring that it meets the needs of all students
3. Overseeing the financial performance of the school and making sure that it gets value for money in all aspects.

It will seek and collate a holistic view of the Academy by bringing together data, samples of students' work, conducting observations, analysing case-studies and collecting students' and parents' views.

It will also have the power to control admissions policy and employ staff at any level. It may also come to own the land on which the school premises sits. It will carefully select a highly-skilled, paid Clerk to manage the Board's business and ensure its smooth operation.

As such the Board of Governors will be organised in the following way:

		<b>Board of Governors</b>		
<b>Ex-officio</b>	<b>Ex-officio x 2</b>	<b>Trustee Appointed</b>	<b>Elected by staff</b>	<b>Elected by parents</b>
Principal	Debate Mate Senior Management Team	HWA Governor 1 (Education Specialist)	Staff governor	Parent governor
	Proposer Group	HWA Governor 2 (Finance Specialist)		Parent governor
		HWA Governor 3 (Trustee Appointed)		
		Clerk to the Governors (no voting power)		

## **Constitution**

Of the 9 governors, 3 are appointed by the trustees, three are *ex-officio*, and three are elected. This represents a good balance between the desire to implement the Trust's vision and the necessity for it to be able to hold itself, the Principal and SLT to account.

Details of the current core members are given in F3. We envisage that these governors will continue to serve in the long term. In the event that vacancies arise, we intend to work with the School Governors' One Stop Shop (SGOSS) and the National Governors Association (NGA) as well as within our extended network, to identify and recruit further governance capacity.

Simply put, the Board of Governors will act as a 'critical friend' of the school and its leadership. The governors must be proud of the school and be advocates for the school and its students in the wider community. The primary role of the Governing Body is to implement the strategy devised by the Trust and to hold the school to account. The constitution of the HWA Board ensures that our two key themes – verbal learning and career-readiness are deliverable. The *ex-officio* post reserved for a Debate Mate Senior Manager, plus the two positions reserved for Trustees, mean that the core values and direction of the HWA are consistently and properly represented throughout, regardless of whom the persons filling the roles are.

The Governors must provide the Principal with sufficient knowledge and support so that s/he can exercise their responsibilities properly. At the same time, they will have systems of scrutiny and constructive challenge to ensure that performance targets of both the school generally and the students are being met. In the event that they are not and the Principal is not performing their duties, the Governing Body will have the power to remove the Principal.

### **Practical Application**

The Governing Body will be formed of highly-skilled and experienced individuals with expertise that complement one another. They must also be able to criticise and challenge one another. The effective functioning of governing bodies relies on the ability to ask the right questions of the right people. As such, the HWA Board will play an active role in the school, especially in the early stages. Governors will, where possible and relevant, do the following:

1. Have first-hand knowledge of all aspects of the school in order to consider ways to improve the school. For example, attend enrichment sessions, observe classes and meet teachers.
2. Periodically sit in on meetings of all management teams within the school, not only SLT but also security, catering, administration etc.
3. Attend parent and community meetings.

An effective way to do this is to have a link governor system where governors have responsibility for specific subject and areas of the school, thus building good relationships.

Any governor participation will be open and transparent, and all stakeholders will be informed of the reasoning behind it. This is to avoid the perception of 'spying' or 'snooping' and makes for much better information gathering. Governors will carry out the above functions in line with a mutually agreed schedule.

All of this is to be done to a level at which the Governors decide is suitable, so as to not appear to be micro-managing the school. A fine balance must be struck between gathering experience and information and not taking on too much responsibility.

If this is successful then we can formalise 'link governors' to all aspects of the school.

The first-hand information gathered, plus consultation with outside experts, will equip the governors with enough information to properly challenge and support the Principal, as well as provide accurate reporting to the Trust.

To ensure the receipt of impartial and accurate data, the Board will have an external advisor who will be an education professional who is a specialist in data control and



assessment. This 'School Improvement Officer' (SIO) will become particularly important as the school grows and the first intake starts to take external examinations. In terms of practical considerations, the SIO will work on average one day per month and work alongside the data manager and Vice Principal for Education to ensure that the school is progressing correctly.

We will require the Principal and SLT to report directly to the Board on all major matters related to the school. These will include, but are not limited to, the following:

1. Termly student attendance figures, including breakdown of FSM, looked-after children and any other particularly vulnerable group.
2. Student performance – in line with the best practice systems of the time.
3. The satisfaction of staff, parents and students, according to best practice qualitative and quantitative analysis. This could include a parent questionnaire for example.
4. Financial position and strategy.

Governors will intervene if and when it is necessary. For example, if a teacher has been consistently underperforming, and has received an informal support package from their line-manager, SLT and Principal, it will fall to the Governors to initiate a formal competency review and training programme.

## **Organisation**

The Board of Governors will meet at least once a term (once every half term in the first few years). There must be above two-thirds attendance to be quorate. Each member will have equal voting rights. In addition, governors will be aware of their duties at the beginning and throughout their tenure. The following steps will be taken:

- Each Governor will be given an induction pack.
- Our proposed board includes experienced school governors, but we are aware that governors need continual training and appraisal. As such, all governors will attend governor training and the Chair will attend the National College's leadership programme.
- Each Governor will go through the Debate Mate training programme to ensure that they are all well versed in the Debate Mate method.
- The Governing Body will review itself once a year, according to the self-evaluation best practice of the time, and the Chair of Governors alongside the Trustees will conduct a skills audit every 2 years to ensure that the Board remains robust and able to deal with the increasing size of the school and any new challenges that arise.
- There will be terms of reference and Articles of Association that must be adhered to.
- The Clerk will form a link between the Board and the Principal and liaise with the Principal's Executive Assistant.

- The Chair of Governors will have a transparent 360 degree appraisal system, whereby s/he encourages critical challenge. The Board and the Trustees must be willing to dismiss a Chair that is not fulfilling their role optimally. This process will be codified.
- Especially in the first 2 years, the Chair and the Principal should meet on a regular (fortnightly) basis. The Principal should be willing to travel to meet the Chair at their mutual convenience.

### **Committees**

- The two committees below will report to the overall Governing Body. Both will meet at least twice a term roughly a fortnight before the full Governors' meeting.
- All Governors will have the ability to call on outside counsel and expertise to advise them and/or any committee. These people can also sit on committees but cannot vote (should one be called). Any governor can attend any committee meeting and therefore details of each meeting should be published and circulated in advance.
- Each governor will sit on a committee and each committee will be chaired by a Governor and not exceed more than five persons. Each committee will have a representation of majority governors.

### **Curriculum & Standards**

Chaired initially by the education specialist governor. The Principal, Vice-Principal (no voting power) plus at least two other governors will sit on the committee. It will primarily monitor performance data for students and staff, with particular focus on progress and meeting all needs.

### **Business & Finance**

Chaired by the Chair of Governors and comprised of the finance specialist, Principal, Business Manager (no voting power) and at least two other governors. It will focus on all aspects of spending, regularly monitoring and ensuring value for money.

In addition to these two permanent committees, the Board will have the power to convene other committees on an ad hoc basis. For example to consider exclusions. These can comprise governors and other interested parties.

### **Conflicts of Interest**

The HWA is aware of potential conflicts of interest that may arise and will take necessary steps to mitigate and minimise them. The HWA does not intend to have direct conflicts of interest between the Academy Trust and external organisations. Where the HWA's existing relationship with external organisations comes in to possible

conflict, the following strategy for avoiding and/or minimising conflicts of interest is as follows:

Organisations will sign a tripartite agreement detailing the following: That the organisation cannot derive any profit from any programme involved with the HWA Trust

- Any services cannot be provided at a profit including staff or other personnel, though they can be provided at cost.
- Members of the governing body that have affiliations with external organisations will be required to be in the minority on the Board of Governors and any policies directly affecting the governors' external affiliations will be voted on without voting power held by those governors

In our particular case, HWA is aware of potential (actual or perceived) conflicts of interest.

1. Debate Mate will potentially provide the enrichment and teacher training services to HWA. This means that Debate Mate must enter into a tripartite agreement with the Secretary of State (on behalf of the Department for Education) and the HWA Trust.
2. Debate Mate must provide services at cost.
3. Decisions taken to procure services from Debate Mate must be transparent and in line with standard public procurement process and cannot include any Governor or Trustee with official ties to Debate Mate Ltd (e.g. the *ex officio* Governor or ██████████)
4. The provision of these services cannot accrue profits (beyond costs) for either Debate Mate Ltd. or any individual involved.

The Trustees will hold a register of potential conflicts of interests for all governors and must insist that where a conflict arises, the Governor(s) involved are absent in the decision making process. For example, ██████████) would not be able to contribute to the decision making process about the provision of external debating and teacher training services.

Governors should also absent themselves from any decision making process where a close acquaintance, family member, spouse etc. may benefit. If any benefit is accrued it must be properly recorded and assessed by the Trustees. At the beginning of each Board meeting, there will be time set aside for Governors to declare any interests that relate to agenda items. Likewise, the Trustees will keep a register of financial and other relevant interests of governors.

This aspect of the application is being managed by ██████████ and the HWA is fully committed to acting with complete integrity and also appearing to do so.

**F3 (a) Proposed governors**

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	12
██████████	██████████	██████████	██████████	8
██████████	██████████	██████████	██████████	5
██████████	██████████	██████████	██████████	10
██████████	██████████	██████████	██████████	5
Principal				
Staff Governor				
2 x Parent Governor				

### F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
Education and School Governance specialist	Advertise for the position on the School Governance One Stop Shop (SGOSS) as well as utilize links with existing teachers and primary/secondary schools in Hackney involved in the Debate Mate core programme.
Community experience	Work with the Hackney Learning Trust to identify members of the community that can appropriately represent their interests, as well as utilize links with local primary and secondary schools currently taking part in the Debate Mate programme.

#### Section F4

#### Explanation of the Role of the Principal

The HWA intends to secure a high-quality Principal with excellent educational credentials and expertise in how to run a high-performing secondary school. The ideal candidate will have a proven track record in senior leadership and preferably have experience leading a school from an initial opening stage to full-capacity.

The Principal will sit on the Governing Body. However, s/he will also be accountable to it. The Principal of HWA will be held accountable by the Governing Body in ensuring the educational targets are met and, crucially, ensuring that the HWA vision is delivered and that the ethos of the school is properly promoted. The Principal will be responsible for the implementing the strategic direction of the school and will provide professional leadership to all staff and students to ensure a high quality of education. Their main responsibilities will centre on the following:

A) Strategic direction and development of the school

As part of managing the strategic direction and development of the school, the Principal will be responsible for working with the Governing Body and parents of the school to ensure its ethos is maintained. This will mean ensuring that the educational plan effectively caters to all students regardless of their educational needs and backgrounds, as well as high-level strategies for addressing the expected high-intake of students with SEN. In practice, this will include responsive and effective use of pupil premium funds. Ultimately, performance review targets and monitoring of staff will be the Principal’s responsibility, as will ensuring that the Academy is familiar with the statutory requirements of the English National Curriculum, since the school will be following it, and Ofsted.

### B) Ensuring high quality teaching and learning

The Principal will ensure that the quality of teaching and learning remains high throughout the school year and ensure that all teachers are implementing the unique Debate Mate method of verbal learning to achieve this end. Part of this responsibility will be ensuring that the levels of pastoral care in the school are high and that students feel the environment of the school is welcoming and inclusive. Since the Academy will begin with an intake year group of only 150, this will require more rigorous monitoring of teaching standards by the SLT and Principal as outlined in Section D and higher than average meetings with parents and members of the local community to ensure the school is catering to their needs. This will also mean ensuring that the HWA's robust plans for the extended school day effectively supplement teaching and learning (i.e. through making sure homework club is benefitting all students and supplementing their classroom learning). During the first intake year, the Principal will also be expected to teach lessons.

### C) Managing staff and SLT relations

The Principal will ensure systems of performance management are in place to assist teachers with their teaching strategies. This responsibility will also make sure SLT are committed and on-board with the educational ethos of the school as well as consulting with SLT on the best ways in which Continuing Professional Development courses can be incorporated in to the yearly inset day schedule. In particular, strategies to ensure higher-than-average amounts of CPD related to behaviour management and using verbal learning techniques (i.e. the Debate Mate Teacher Training Programme) will be crucial.

### D) Transparency and accountability

Since the Principal will be accountable to the Governing body, all educational initiatives will be detailed to the Governing body in a transparent fashion so as to give the best possible context for performance review of the Principal's activities. This will include not only ensuring an excellent educational delivery, but also ensuring that school funds are allocated and budgeted in a responsible fashion and that the financial template of HWA is adhered to strictly. The Principal will also be responsible for being the chief representative of HWA to parents, community organisations, the LEA, Hackney Learning Trust, Ofsted and other organisations invested in the high performance of the school. The Principal will be required to attend all meetings conducted by the Board of Governors.

## **Skills required of the Principal**

Given the unique educational ethos of HWA, the ideal Principal will be required to have the following skills and expertise:

### Required experience

- Significant experience (minimum 3 years, ideally 5+) in senior leadership at a non-selective comprehensive school with a diverse intake, or an outstanding record of achievement at an independent school
- Qualified Teacher Status with recent teaching experience and National Professional Qualification for Headship (NPQH)
- Experience in financial management of school budgets and revenue forecasts
- Experience in whole-school evaluation and meeting effective performance targets set by SLT including academic targets and Ofsted
- Experience of managing and implementing effective pupil tracking systems including Fischer Family Trust, RAISE online and Alps.

### Preferred experience

- Experience with competitive parliamentary debating, ideally at university, and a comprehensive understanding of the soft skills taught through parliamentary debating
- Experience in leading a newly opened school to full capacity

### Skills

- Strong knowledge of school and education policy, particularly the new Education Act and policy governing Free Schools
- Strong knowledge of education research
- Excellent team-building, organisational and leadership skills including a proven track record of training new teachers and CPD
- Experience managing community, and parent relations, as well as, ideally, PR and local media experience
- Excellent interpersonal skills
- 

### Personal specification

- Desire to improve educational standards in disadvantaged areas
- Commitment to celebrating multiculturalism, inclusive learning environments and a diverse intake of students and parents alike
- Passion for addressing issues that prevent social mobility and desire to increase social mobility in Britain
- Hard working, motivational and empowering role model for both staff and students

### **Timeline for hiring a Principal**

HWA will undertake a rigorous process for selecting the Principal over the following rough timetable:

<b>Time Period</b>	<b>Objective</b>	<b>Strategy</b>
Approval Stage (approx. May 2014)	Putting together a full job description of the Principal's roles and responsibilities	Work with members of the HWA pre-opening team including [REDACTED], and [REDACTED] to draft an appropriate job description and person specification
May 2014 – Summer 2014	Advertising the opportunity through various educational networks and affiliates of HWA	Advertise the opportunity within the Teach First Ambassador Network. Work with GEMS Education to come up with an effective recruitment strategy. We will also advertise the opportunity in the Times Education Supplement (TES) to ensure a diverse number of applicants
July 2014 – August 2014	Interview stage	Work with the HWA pre-opening team and other educational experts affiliated with the bid to design and manage a rigorous interview process including a case study interview, teaching simulation interview and formal panel interview
End of August 2014	Hiring	As per the above, once a diverse and qualified pool of applicants are identified and interviewed, the Board of Governors will select the most qualified candidate and undertake standard due diligence procedure leading to a formal contract offer. We would expect them to start two terms in



		advance of school opening which allows for the mandatory notice period of 3 months for head teachers.
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### **Why HWA can find an appropriate Principal**

HWA’s team of educational experts and connections with educational organisations make us well suited to find an appropriate Principal. Firstly, members of our Governing Body will have direct experience as former or current Principals and can effectively advise on the best strategies to go about recruiting and selecting a Principal. The job description will be informed by direct experience and will ensure the roles and responsibilities of the principal will be clear and deliverable.

Secondly, HWA’s links with educational organisations and management companies such as GEMS Education and Teach First will ensure that the public procurement process will be conducted across a wide variety of channels. We will utilise our connections with GEMS to have them undertake a procurement strategy and advertise the opportunity through the Teach First Ambassador Network.

Thirdly, the excellent track record of Debate Mate in the 220 schools we work in across the country means that the “brand” of the Academy will be recognisable and appealing to candidates that have experience working in schools with similar student profiles. Our links with over 350 schools that have had experience with the programme means that we can cast a wide net in terms of advertising the opportunity from all across the country.

Lastly, through our links with professional organisations such as Deutsche Bank, McKinsey & Company as well as magic circle law firms, we will ensure the interview standard is rigorous and comprehensive. This will allow the interview panel and the Board of Governors to make an informed decision on which candidates best fit our person specifications.

## **Section G: Budget planning and affordability**



1) 







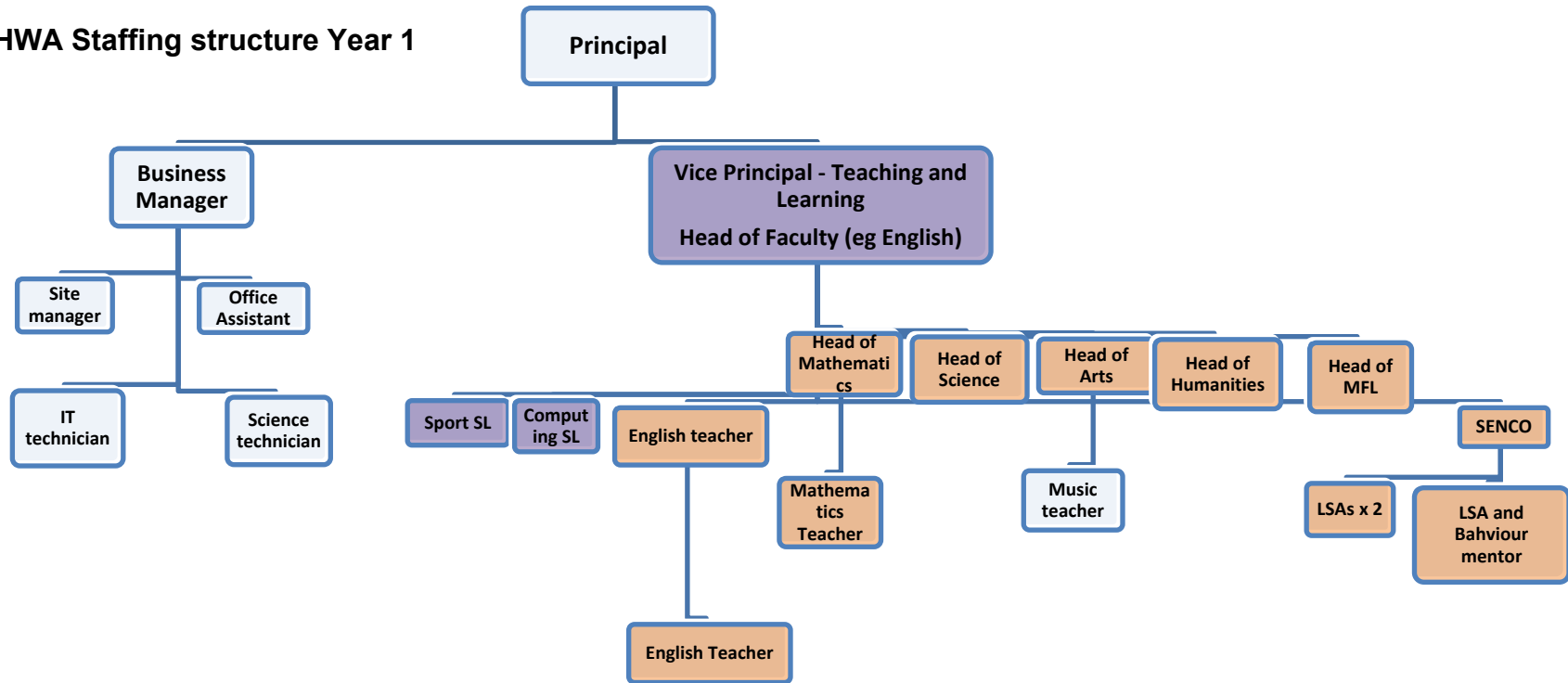








# HWA Staffing structure Year 1



### G3 Financial resilience to reductions in income

Sensitivity over the growth of the school

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

Below is a more detailed breakdown of the savings year by year:

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████

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



1. Please fill in details for each of your preferred sites, taking care to complete every section.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk). Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if possible.</p>	<p>Hackney Wick/Homerton/Lower Clapton - London Borough of Hackney. We would be flexible in terms of location.</p>
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<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p>	<p>&lt;Redacted&gt;</p>
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**Preferred site**

<p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	
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<p>In which local authority is the site?</p>	<p>Please select</p>
--	----------------------

<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	<p>Please select</p>
--	----------------------

<p>If the preferred site is near to the boundary with a third local authority, please say which:</p>	<p>Please select</p>
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<p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p>	<p>Please select</p>
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<p>Please tell us how you found the site:</p>	
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<p>Please confirm the tenure:</p>	<p>Please select</p>
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<p>If other, please explain further:</p>	
--	--

<p>Please include information on purchase or lease price if known:</p>	
--	--

<p>Who owns the site?</p>	<p>Please select</p>
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<p>Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if available)</p>	<p>Please select</p>
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<p>Name and contact details of owner:</p>	
---	--

<p>Name and contact details of agent or local authority representative where available:</p>	
---	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

**Second choice site**

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
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If other, please explain further:	
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Who owns the site?	Please select
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Please include information on purchase or lease price if known:	
---	--

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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**Third choice site**

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
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If other, please explain further:	
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Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
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Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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**Fourth choice site**

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------



What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freescchools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freescchools@education.gsi.gov.uk:	
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**For independent school convertors**

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
----------------------------	--

Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
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Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
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## Appendices (CVs)

### CV template: [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	▪ [REDACTED]
		▪ [REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as</li> </ul>	

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

## CV template: [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	▪ [REDACTED]
		▪ [REDACTED]
		▪ [REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	
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	<p>point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and mathematics results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• [REDACTED]</li> </ul>
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

**CV template:** [REDACTED]

CV template	
1.	Name [REDACTED]

2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	<ul style="list-style-type: none"> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> <li>▪ [REDACTED]</li> </ul>
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	years you were in post, if applicable	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and mathematics results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	Please see section 6.
8.	Reference names(s) and contact details	██████████

## CV template: ██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e.	██████████

	education or finance)	
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	<div style="background-color: black; width: 100px; height: 15px;"></div>
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	<p>include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and mathematics results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
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6.	Brief comments on why your previous experience is	

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

## CV template: ██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	<ul style="list-style-type: none"> <li>▪ ██████████</li> </ul>
		<ul style="list-style-type: none"> <li>▪ ██████████</li> </ul>
		<ul style="list-style-type: none"> <li>▪ ██████████</li> </ul>
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	

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## CV template: ██████████

CV		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	██████████
		██████████
		██████████
6.	Brief comments on why your previous experience is	██████████

	relevant to the new school	
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CV template		
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		██████████

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5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest</p>	

	<p>school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and mathematics results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	
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8.	Reference names(s) and contact details	██████████

## CV template: [REDACTED]

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3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	▪ [REDACTED]
		▪ [REDACTED]
		▪ [REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including:	N/A
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available):	N/A
5.b	<b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):	• [REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	• [REDACTED]
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8.	Reference names(s) and contact details	[REDACTED]



## CV template: [REDACTED]

CV template		
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		- [REDACTED]
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	GCSE including English and mathematics results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications	
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1.	Name	██████████
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		<ul style="list-style-type: none"> <li>▪ ██████████</li> </ul>
		<ul style="list-style-type: none"> <li>▪ ██████████</li> </ul>

	position	
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	<p>results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and mathematics results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	
	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██████████</p>
	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
	<p>Reference names(s) and contact details</p>	<p>██████████</p>