



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

CITIZEN SCHOOL Reference Number: 73038

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Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

Failure to submit all the information required may mean that we are unable to consider your application.

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

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

Application checklist

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

<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within the window below?</p> <ul style="list-style-type: none"> 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

Declaration

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

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

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

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

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

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

Signed:

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

Print name:

Date:

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

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

Section A: Applicant details

Please see the Excel application form.

Section B: Outline of the school

Please see the Excel application form.

Section C: Education vision

A. OUR AIM

The Citizen School will be a three-form entry, all-through school (Reception to Sixth Form) based in Deptford, Lewisham. It will be a school where all will strive for excellence and where staff will do whatever it takes for pupils to achieve their full potential. Our school will place success, leadership, and enjoyment at its heart.

We will encourage our children and their families to play an active role in shaping our community for the better. We will nurture our pupils' enthusiasm and passions, and develop them to become leaders who can have a positive impact on their own lives and the lives of others. Our school will be a hub for our community and will provide educational opportunities for our young people, and, as we develop, the wider community. It will be a school where pupils, staff, parents/carers and neighbours will work together and celebrate each other's successes and where community values are at the core of our practices. It will be a school whose impact will go beyond its walls, working with other schools and institutions to support our pupils and their families and develop projects that impact positively on the community.

B. OUR MISSION

- *Success*: every child will achieve their full potential, whatever it takes.
- *Leadership*: every child will be a leader in and outside of school.
- *Impact*: every child will understand, feel connected to, and have an impact on their community and beyond.
- *Enjoyment*: every member of our school community will take pride in our collective successes.
- *Sharing*: every member of our school community will work together to improve education locally and beyond.

We expand further on our mission below and in Section D.

C. RATIONALE

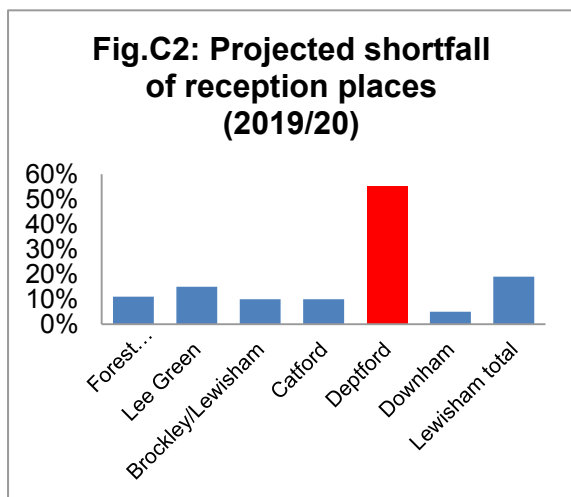
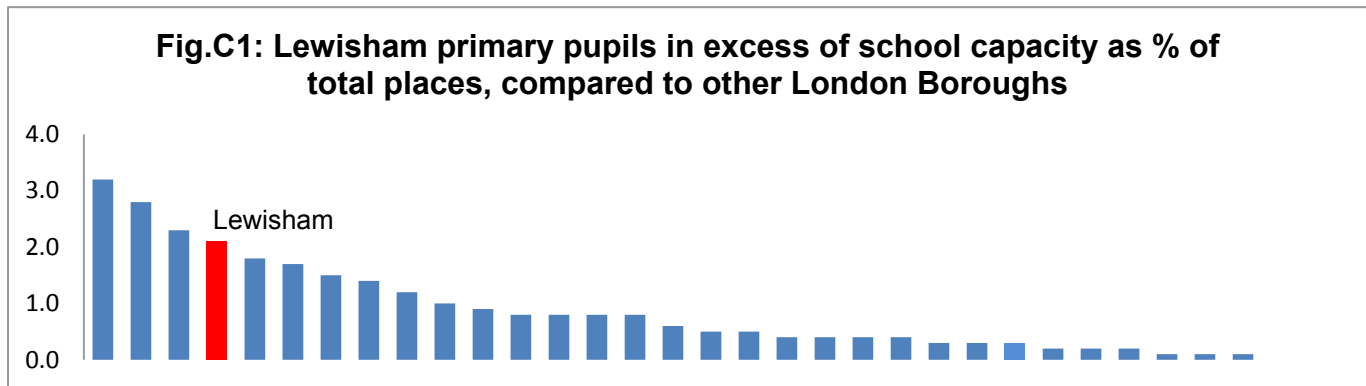
We propose to establish the Citizen School in Deptford (SE8), Lewisham for a number of reasons: i) the lack of school places and growing population; ii) the need to raise educational outcomes and address barriers to learning; iii) low levels of access to higher education and lack of employment outcomes; iv) the need for democratic and community participation.

Lewisham has good primary schools but a severe shortage of places. The evidence indicates that a shortage of places at secondary level is also likely. More importantly for secondary, Lewisham suffers from a significant swing in attainment from good primary results to poor secondary attainment. We aim to address this with an all-through model to provide support at the key transition phases, maintaining high results in secondary and addressing the negative secondary swing in Lewisham, whilst providing the further primary and secondary places the area needs.

i. Lack of places and growing population mean Lewisham needs a new school

Lewisham needs a new school. Between 2001 and 2010, the population of Lewisham grew by 15,700 or 6.2%. Lewisham's Joint Strategic Need Assessment estimates that between 2013 and 2018 the population is expected to grow by 15,000, or 5%, with high growth in the Deptford area of New Cross (12.4%) and Evelyn (10.9%). This continued population increase puts huge pressure on local schools.

At primary level, Lewisham has one of the worst capacity issues in London. In 2011/12 there were 444 primary pupils in excess of school capacity, putting pressure on class sizes with many above the legal limit. Figure C1 shows Lewisham ranking fourth highest in London in need for primary places. By 2015/16 the number of primary pupils is set to increase by 17.6%. This amounts to an additional 3,838 more pupils vying for local primary school places.

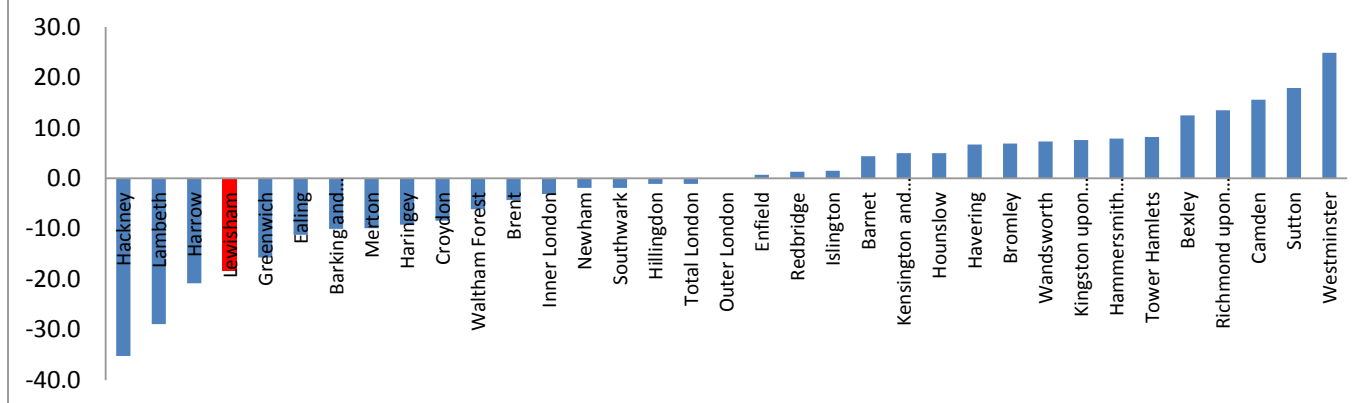


Shortfall is starkest in the Primary Place Planning Locality (PPPL) of Deptford (PPPL 5, our proposed area) where the Lewisham Infrastructure Delivery Plan projects 36% shortfall of Reception places in 2015/16, rising to 55% by 2019. This equates to a shortage of 170 primary school places in 2015 and 249 primary places in 2019, after approved new schools such as a 2FE at Convoy’s Wharf have been taken into account. The shortage at the proposed time of opening in September 2015 will be nearly twice as large than the 90 places we have on offer in Reception.

At secondary level, Ofsted identifies population growth as a challenge to school capacity in Lewisham: ‘[T]he rising numbers of children and young people in Lewisham is a significant issue requiring extra provision within schools and increasing demand on services for children, young people and families’. The number of pupils of secondary school age is forecast to increase by 452 in 2015/16 and 2,299 by 2018/19 (an increase of 17.90%). This increase is higher than the national average and is set to put further pressure on local resources.

Lewisham exports 15.5% (net) of its pupil resident population to other Local Authorities (LA), one of the highest net export rates of any London borough (Figure C3). This exposes the need for a high quality school to attract and retain local pupils.

Fig.C3: Net difference between imports and exports as % of school population



The Mayor of Lewisham aims to retain more secondary school children in the borough. The Council recognises that if he is successful in meeting this objective, there will be a need for 400 to 600 additional secondary places by 2019/20.

In preparing the bid we met with Mayor of Lewisham Steve Bullock and the Cabinet Member responsible for Children and Young People, Helen Klier. Both agreed with us on the need for more school capacity in the borough and better standards in local secondary schools, and were supportive of the all-through model. We continue to work closely with Lewisham Council and welcome their feedback and support.

ii. Educational outcomes need to be raised and the achievement gap closed in the local area

Despite relatively high primary standards in the borough, significant barriers to attainment exist, in particular for children from disadvantaged groups such as those eligible for Free School Meals (FSM) and Children Looked After (CLA). Children in these groups are likely to have fewer resources than their peers, and in many cases are likely to have a less settled home life. We have found that in the area parents often work excessively long hours to make ends meet, and are therefore less able to support their children’s development. DfE Local Authority Performance Tables show the number of disadvantaged pupils in Lewisham is significantly higher than the national average (29%) at 43% and the number of these children achieving Level 4 is only 78% compared to the 91% of non-disadvantaged children in the borough. This exposes an achievement gap that needs to be closed if the prospects of all children are to be improved. Our school’s focus on raising attainment for all pupils, regardless of background, will help address this.

The number of children with English as an Additional Language (EAL) in Lewisham (33.1%) is double the national average for the UK (16%). The number of children with statements of SEN or School Action Plus is also above the national average (11%) in Lewisham at 16%, with implications on attainment. Figure C4 shows Deptford has some of the highest levels of deprivation in the borough. Figure C5 shows the impact this has on children. Much of Evelyn ward within Deptford ranks in the worst 10% in Lewisham for income deprivation affecting children. Combined with population growth in these areas, this puts even greater pressure on already struggling schools and provides a strong rationale for setting up a school in Deptford.

Fig.C4: Index of Multiple Deprivation (Lewisham)

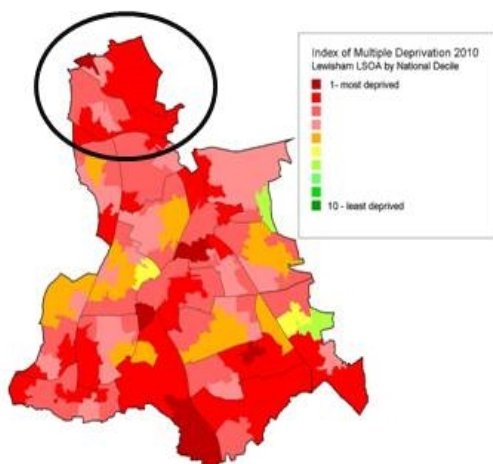
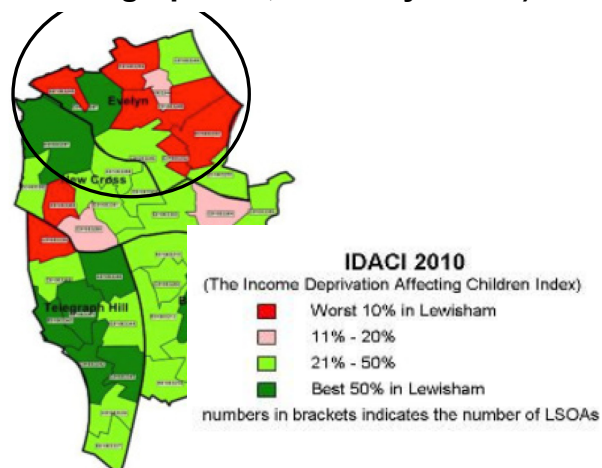


Fig.C5: Income Deprivation Affecting Children Index (Evelyn, New Cross, Telegraph Hill, Brockley wards)

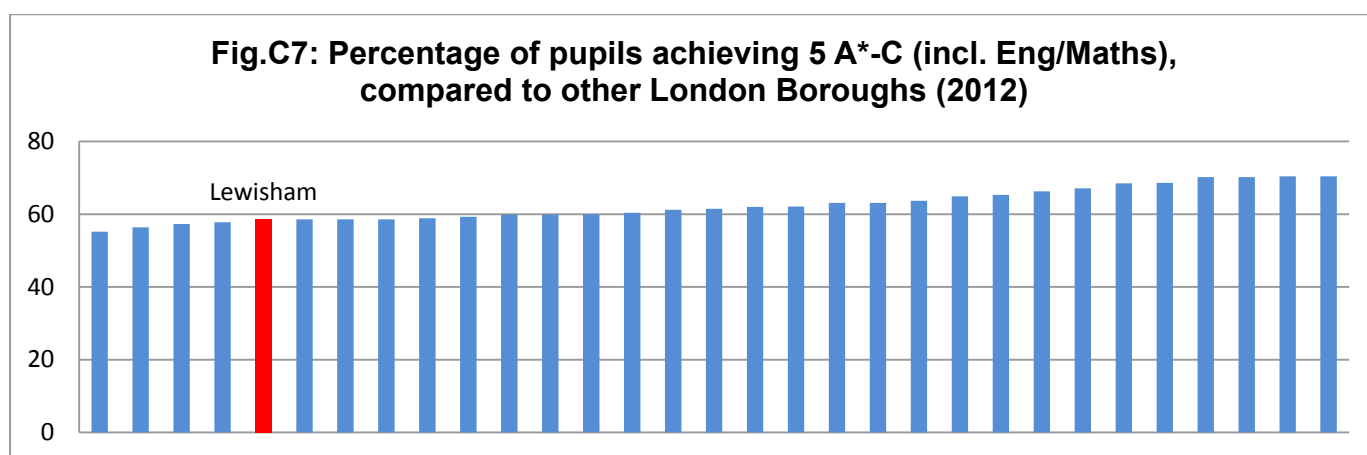


Deptford straddles the Lewisham/Greenwich border. Morden Mount, with 373 pupils, in Greenwich was rated as inadequate by Ofsted in November 2012. Prendergast Vale College, in the wider vicinity with 295 primary pupils, was judged by Ofsted as requiring improvement in November 2012. Similarly, St Mary's Lewisham Church of England Primary School with 259 pupils on roll was judged as Satisfactory in its last inspection in June 2012. This raises the number of pupils attending local under-performing schools to 920, well above our total primary capacity of 630.

The latest KS2 results put two of these schools at well below average in the LA. Prendergast Vale College achieved 67% of pupils on Level 4 and above at KS2 and St Mary's Lewisham Church of England Primary School achieved 78% of pupils on Level 4 and above at KS2. The Lewisham average is 83%.

Secondary attainment in Lewisham is poor. The most recent KS4 results show a lower percentage achieving 5+ A*-C including English and Maths GCSEs (56.0%) than the English average (58.8%). The low performance levels of Lewisham secondary schools partly explain pupil movement outside the borough after primary. Lewisham secondary schools are also poor at teaching the basics, with A*-C grades in English and Maths GCSEs (56.9%) lower than the English average (60.0%). We would address this through our extended day and focus on the core subjects, prioritising depth over breadth. Figure C7 shows that attainment levels at KS4 are the fifth worst for any London LA ahead of only Islington, Waltham Forest, Enfield and Hammersmith & Fulham.

Fig.C7: Percentage of pupils achieving 5 A*-C (incl. Eng/Maths), compared to other London Boroughs (2012)



Deptford suffers from one-dimensional secondary provision – the area is located between an all-boys school to the west and an all-girls school to the east. Two of the three closest secondary schools are rated either inadequate or requiring improvement. There are only two mixed secondary schools within the immediate vicinity (approximately 2km from Sayes Court Park). One of them, Deptford Green School, is currently rated by Ofsted as inadequate and has 920 pupils on the school roll. Nearby St Thomas the Apostle, a boys’ secondary school with 674 pupils on the school roll, was recently deemed by Ofsted as requiring improvement. This means there are almost 1,600 pupils attending weak schools in the local vicinity – more than three times our total secondary capacity.

In the wider vicinity (approximately 3km radius) are two schools (Prendergast Vale College, Prendergast Ladywell Fields College) and Marathon Science School of Excellence, which Ofsted recently judged as requiring improvement. There are 1,265 pupils attending these schools, set to increase as Prendergast Vale expands. Pupil attainment in the local schools is generally low: KS4 results are just above the floor target of 40%; Prendergast Ladywell Fields College does not reach the floor (Figure C8).

Figure C8: Underperforming secondary schools in the local area

Local Secondary School	Ofsted rating	KS4 Pupil attainment (A*-C incl. Maths/English)	No of pupils
Deptford Green School	Inadequate (Jan 2013)	52% (2013)	920
St Thomas the Apostle	Requires improvement (May 2013)	73% (2013)	674 (boys only)
Prendergast – Vale College (all through)	Requires improvement (Nov 2012)	N/A	360 (Y7,8,9)
Prendergast – Ladywell Fields College	Requires improvement (Oct 2012)	37% (2013)	811

iii. Low levels of access to higher education and lack of employment outcomes

Lewisham Council Children and Young People’s Plan 2012 to 2015 details the borough’s high levels of unemployment, with 35% of 18 to 24 year olds unemployed, in the highest third of local authorities in the country.

Our school will focus on enabling our children to gain qualifications and 21st century skills necessary to transition into university and employment, and lead fulfilling lives. We have begun to work with Bright Futures to develop links with high profile businesses, allowing our pupils to undertake high quality work experience during their education at the Citizen School.

iv. Need for democratic and community participation

The way our school will encourage young people to be upstanding, engaged young citizens will help address some of Lewisham’s deepest needs, in terms of community cohesion and community safety. The Institute for Economics and Peace’s UK Peace Index ranks Lewisham as the least peaceful place in Britain with high homicide, violent crime, weapon crime and public disorder rates.

There is a clear deficit in democratic participation in the capital, and particularly in Lewisham. At the last London Mayoral election, the GLA reported, ‘[t]he turnout [in London] [...] was 38.8%. This was a decrease of 6.5 percentage points from the 2008 elections, when turnout was 45.3%’. In Greenwich and Lewisham (which share a London Assembly seat), turnout in 2012

was 37.2% (a decrease of 5.8% since 2008). Our teaching and influence over other schools in Lewisham and beyond will encourage wider democratic participation. Lewisham Council has noted '[t]he young people of Lewisham continue to take their place at the centre of the Council's decision making processes, through the election of the seventh Young Mayor in 2010 with a turnout of 49.27%, or 9,363 young people'. Our aim is to build on Lewisham's innovative practices, using community organising practices to support the council with their work, enabling more students across the borough to have a say about the decisions which affect their lives. Our work would use the Big Society and the Step Up to Serve agendas to encourage young people to participate in community-led initiatives.

D. VISION AND ETHOS

i. Our commitments:

Two clear principles hold our commitments together: i) we will do whatever it takes to enable every single child in our school to achieve their full potential and ii) we will do whatever it takes to enable all our children and their families to play an active role in shaping society for the better, and live fulfilling lives. By this we mean that everyone involved with the school will adopt an attitude of never giving up on our children. Staff and parents will be flexible in both developing new practices to meet the needs of our children and providing extra support where needed to ensure that no one is left behind. This attitude will pervade everything we do as a school.

These principles will inform all our practices, enabling us to reflect and engage with some of the issues faced by many in our current society, locally and globally. Our teaching and learning will take into account the needs of 21st century society, as we aim to enable all involved in the Citizen School to play a key role in shaping society for the better.

Some of our guiding commitments include a strong emphasis on:

1. Communication: English, Languages, ICT. Every child will spend proportionally more time on these subjects than children at other local schools.
2. Active citizenship: preparing our pupils to be leaders who can work together with people in their own community and beyond to make the world a fairer place for all.
3. Outstanding teaching, pastoral care, and extra-curricular provision: our children deserve the best. We will make up for what they might not have at home: sports, music, outdoor activities, visits to museums, holiday provision, weekend activities.
4. Every child will be treated as an individual; every adult will ensure our pupils' passions, enthusiasm and dreams are at the heart of daily practices inside and outside the classroom. Every child will leave school equipped to live a fulfilling life.
5. Collaboration: we will enable our pupils to develop collaborative projects – within and across year groups – that develop their leadership skills. We will build links with other schools (locally and beyond) to share good practice and our resources.
6. Enjoyment: we will constantly celebrate our successes, always engaging people from our local community and from other schools.

ii. How we will use Academy freedoms to innovate

We will use the freedom to set our own school day to ensure that our students are as successful as possible. We anticipate an eight-hour school day that would include time for more focus on core subjects of English, Maths and Computing compared to LA schools, as well as time for citizenship activities and community engagement. We will use our curriculum freedoms to shape a 21st century citizenship curriculum that develops our young people into successful local and global citizens. Finally, we anticipate using our hiring and pay freedoms to shape our children and the community around them, as we recognise that children cannot develop into good

citizens in isolation. We will hire exceptionally well-trained teachers, and at least one community organiser to work with our young people to develop the community around the school.

iii. An all-through school

An all-through school best supports our high aspirations and educational vision. We believe all students should be prepared for higher education and/or high quality apprenticeships and employment when they leave KS5. It is crucial that we are able to provide students with the best teaching and learning opportunities possible from their first to last days with us. Our school will create a community of learners, involving parents/carers from Reception onwards. We will ensure links made at an early stage of a child's education are sustainable, seeing relationships through to KS5. This will impact on families and the community beyond our student population.

Ofsted states that, 'continuity in the curriculum and progression in learning as students move from primary to secondary schools are longstanding weaknesses of the education system'. Our school structure will address those weaknesses by creating a smooth transition between key phases of school life. Children from different year groups and key stages will collaborate in learning and citizenship projects. We will develop links between our students; our teachers will also work across phases and will model collaborative behaviour for the wider community. The needs of children with Special Educational Needs will be addressed through interactions between phases: 'gifted' children will be able to access learning beyond their typical year group and children who need interventions (reading recovery, maths support) will benefit from the teaching of staff in earlier year groups.

Pastoral care in our school will be a continuous effort: we will use our school structure to model behaviours, to ensure children feel valued and recognised by all members of staff, as well as other children, at all levels, across all phases. This will strengthen everyone's confidence, sense of belonging and community. All this will enable our children to feel safe and secure in their aims in life, setting them on a path to increased opportunities and choices.

E. ASPIRATIONS AND OUTCOMES

This section describes what success will look like at the Citizen School, building on our vision and ethos. Key Performance Indicators (KPIs) across all phases of our school are grouped into the same six categories. We will aim for 100% of students to achieve good or better progress at all levels and over 96% attendance. We will also aim for over 90% of local people to comment positively on our work to improve the local community.

i) KPI 1: Academic success: children to achieve their full potential

- Primary target: 95% Level 4s in English and Maths, including over 50% Level 5s and over 25% Level 6s. Outstanding ICT provision and learning. Outstanding Ofsted. Outstanding pastoral care and SEN provision. Effective use of Pupil Premium funding to close the achievement gap.
- Secondary target: Over 90% 5A*-C incl. English and Maths at GCSE. 60% of grades A*-B. 95% A*-B for English and Maths, to compete with Lewisham's independent schools. Outstanding Teaching and Learning, Outstanding Pastoral Care including Safeguarding, Outstanding SEN provision. Effective use of Pupil Premium funding to close the achievement gap.
- Sixth Form target: No NEETs: all students progress to destinations where there are opportunities for success and fulfilment. A Level Attainment: 90% students sitting A Levels attain A-C Grades. 50% of all grades A*, A or B. Effective use of Pupil Premium funding to close the achievement gap.

ii) KPI 2: Leadership potential of all children nurtured and developed

- Primary and general targets: All children will meet basic requirements around attendance, punctuality and behaviour. We will foster opportunities to ensure that 100% of children in the school are able to lead on an aspect of school life that they are passionate about. All primary pupils understand the role of our School Council and fully engage with it.
- Secondary target: Children have an elected voice in the running of the school and the skills and maturity to use this responsibly.
- Sixth Form target: Students see themselves as powerful when acting collectively and have demonstrated initiating, driving and completing such action both internally to the school and externally. Students apply to a position in a leading institution or programme.

iii) KPI 3: Engagement with local community

- Primary and secondary targets: Weekly engagement between our children and the local community (visits to old people's homes, organisation of special assemblies, workshops led by children, concerts, neighbourhood walks).
- Sixth Form target: Older students demonstrate pride in the community through weekly engagement. They can show evidence of sustained relationships they have built with members of the local community.

iv) KPI 4: Sense of place and impact on local neighbourhood

- Primary and Secondary targets: Each child will leave the school site to visit the local area in some way at least once a month. Termly projects developed by our children, identifying areas of need in the local area and aiming to change things for the better. After school, weekend, and holiday provision to be organised by the school. Over 75% of our children to be engaged in extra-curricular activities.
- Additional Secondary target: Over 75% of students engaged in leading community organising projects directed at acting on local decision makers.
- Sixth Form target: In applying for higher/further education or training, all students can cite multiple examples of a positive impact they have had on the neighbourhood, either individually or collectively.

v) KPI 5: Impact on education locally

- Primary and Secondary target: Termly projects organised with other local schools. Aim to gain Teaching School Status by 2019.
- Sixth Form target: Other local providers make use of our post-16 provision where appropriate, and of our links with high profile London employers and institutions.

vi) KPI 6: Engagement with parents/carers, and neighbours

- Primary and Secondary targets: Organisation of weekly classes for parents/carers and neighbours. Over 50% of our parents/carers engaged in weekly classes, workshops, or volunteering opportunities in our school. Building open to the community after school, as well as at weekends and during holidays. Parents/carers engaged in on-going dialogue over curriculum and outcomes for their children. All parents/carers to attend our end of year Graduation Ceremony, joined by families and friends, and neighbours.
- Sixth Form targets: Parents/carers to be fully engaged with their children's work, attending scholarly presentations, musical and drama performances, prize-giving ceremonies delivered by students throughout the year, as well as attending careers and university workshops with them. All parents/carers to attend our end of Year 13 Graduation Ceremony joined by families, friends, neighbours, business partners, local politicians and civil society leaders.

Section D: Education plan – part 1

Figure D1. Education plan - intake

	2015	2016	2017	2018	2019	2020	2021
Reception	90	90	90	90	90	90	90
Year 1		90	90	90	90	90	90
Year 2			90	90	90	90	90
Year 3				90	90	90	90
Year 4					90	90	90
Year 5						90	90
Year 6							90
Year 7	90	90	90	90	90	90	90
Year 8		90	90	90	90	90	90
Year 9			90	90	90	90	90
Year 10				90	90	90	90
Year 11					90	90	90
Year 12						75	75
Year 13							75
Totals	180	360	540	720	900	1065	1065

Section D: Education plan – part 2

Section D1 – An ambitious and deliverable curriculum plan, which is consistent with our vision and pupil intake

A. OUR LOCAL PUPIL INTAKE

Deptford/SE8 is a poor area in Lewisham. In Evelyn ward, which covers a large part of Deptford, FSM average 45-50%. The ward ranks in the worst 10% in Lewisham for income deprivation affecting children (Section C). There is a large achievement gap between FSM and non-FSM children.

Figure D2: Local primary intake and achievement gaps

Primary schools in the proposed vicinity	No of pupils	% pupils eligible for FSM	% pupils with EAL	% pupils with SEN	% Disadvantaged pupils/ non-disadvantaged difference (FSM/CLA) (L4 Maths/Eng.)	% Disadvantaged pupils/ non-disadvantaged difference (FSM/CLA) (L5 Maths/Eng.)
Deptford Park Primary School	611	46.3%	60%	11.1%	-19%	10%
Sir Francis Drake Primary	202	40.6%	48.6%	10.4%	1%	-54%
Grinling Gibbons Primary School	282	42%	54.5%	6%	-6%	0%
James Wolfe Primary	445	27.6%	21.2%	18.2%	-1%	-45%
Prendergast Vale College	295	30%	32.1%	10.8%	0%	-8%
Haberdashers Aske Hatcham	394	23.2%	25.1%	6.7%	-6%	-9%
Morden Mount	362	39.9%	36.7%	18%	-30%	-15%
Lewisham	24,575	24.8%	33.1%	19.1%	-13%	-19%
National	4.3m	18.1%	18.1%	17.4%	-16%	-16%

Figure D2 shows that for local Deptford Primaries the average percentage difference in Level 4 achievement between disadvantaged pupils (FSM/CLA) and non-disadvantaged pupils is -9%. At Level 5 this gap widens to an average difference of -15%.

Figure D3: Local secondary intake and achievement gaps

Secondary schools in the proposed vicinity	No of pupils	% pupils eligible for FSM	% pupils with EAL	% pupils with SEN	% Disadvantaged pupils/ non-disadvantaged difference (FSM/CLA) (5+ A*-C Maths/Eng. GCSEs)
Deptford Green	911	41.1%	38%	13.9%	-13%
Prendergast – Ladywell Fields	828	35.9%	38%	9.8%	-13%
Prendergast Vale College	120	30.5%	32.1%	10.8%	n/a
St Thomas the Apostle	692	26%	23%	13%	-4%
Haberdashers Aske Hatcham College	1,418	23.2%	25.1%	6.7%	-26%
Lewisham	14,427	24.1%	26.7%	20.8%	-13.6%

National	3.2	15.1%	13.6%	19%	-26.2%
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Figure D3 shows that at secondary, the average difference in GCSE achievement between disadvantaged and non-disadvantaged pupils is -14%, significantly higher than the -9% gap at L4.

In Evelyn ward, 45% of the population is Chinese, Black African, Caribbean or Black British. More than 40% of children have EAL and 30% have a mother tongue other than English. French is the most widely spoken language in Lewisham. Figures D4 and D5 show the high concentration of French and Chinese speakers in the area.

Figure D4: French speakers in Lewisham schools

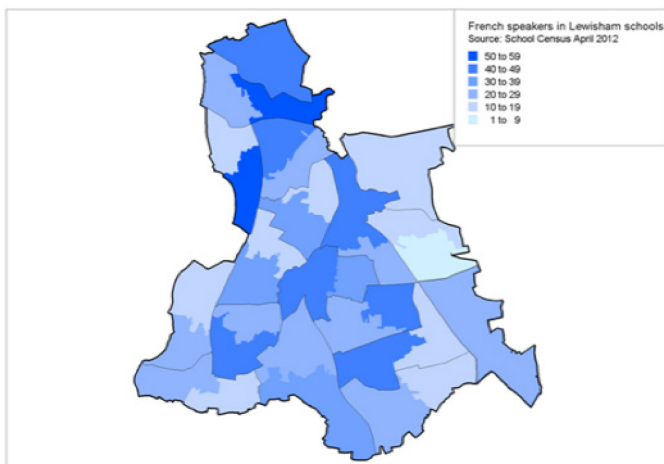
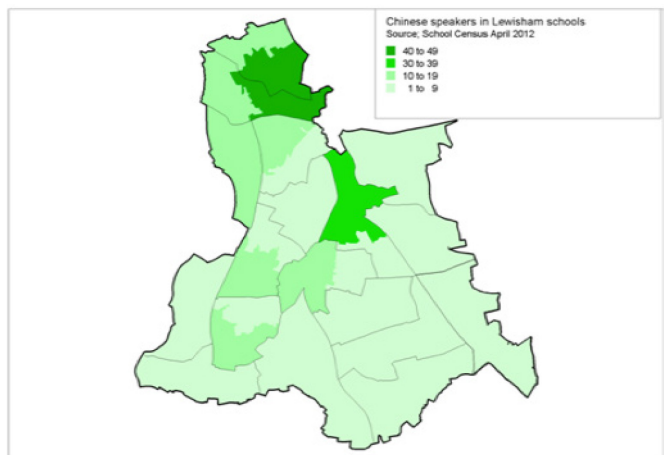


Figure D5: Chinese speakers in Lewisham schools



Lewisham suffers from above average exclusion rates. At secondary level, it ranks 7th worst out of all LAs in London for permanent exclusions, and 17th worst for temporary exclusions. At primary, it is worse: 252 children temporarily excluded, making Lewisham the 6th worst LA in London. This context of deprivation coupled with often poor outcomes demonstrates the vital importance of our emphasis on *success*.

Lewisham has high levels of youth unemployment. Council data shows that 35% of 18 to 25 year-olds are unemployed. Lewisham has higher than average levels of violent and gang-related crime. The Institute for Economics and Peace lists Lewisham as the least peaceful place in England and Wales (see Section C). There is therefore a clear need for our school to have a positive *impact* on the local area.

To be responsive to local needs, our school needs to focus on:

- Closing the achievement gap between disadvantaged/non-disadvantaged pupils,
- Supporting the transition from KS2 to KS4,
- Recognising the linguistic and cultural diversity of the area, incorporating inclusive practices to accommodate the various needs of the community,
- Putting strategies in place to avoid truancy and exclusion,
- Preparing pupils for university and the world of work,
- Providing a safe environment for pupils and the community, promoting good citizenship and community cohesion.

B. OUR CURRICULUM

We will create active, responsible and articulate citizens, by placing citizenship at the heart of learning inside and outside the classroom. In order to realise our vision, we will focus on communication skills to enable our students to articulate their thoughts clearly in English and in other languages. For children in this area, with high levels of EAL levels, communication is a vital prerequisite for everything we need to achieve. This will be achieved through:

1. A whole school focus on communication skills,
2. A core focus on language, to enhance discreet communication and literacy,
3. Embedding citizenship into the school day and beyond,
4. Real life skills at the heart of the curriculum.

To enhance their learning, our children will constantly be supported to focus on the notions of 'Leadership', 'Collaboration', and 'Citizenship'. Our children will feel a sense of ownership over their learning and the way it impacts our community. Thus, 'Citizenship' is to be seen as a thread that runs through our entire curriculum as opposed to a separate subject. We will make sure that they constantly work with others (within their class, across their year group, across year groups, and in our wider community). Our teaching and learning strategies will be devised so that these core notions always play a central role. Focusing on these core notions will allow us to shape the children into the good citizens that the area needs, ensuring we will have the impact we are aiming for. We will make sure that our children understand how every lesson will contribute to their future success, and we will look to make sure that every lesson is as enjoyable as possible.

i. Curriculum aims

Our curriculum is rooted in our Mission (see Section C, Sub-section E: Aspirations and Outcomes) and will be designed to address the issues faced by children in our community. It will follow the National Curriculum to equip pupils with a wide range of knowledge and skills, enabling them to succeed and preparing them to be active citizens and leaders. The curriculum will ensure that all pupils achieve their full potential, through:

- Academic success: by providing a broad, balanced and inspiring curriculum that promotes real life learning and excellent progress in school and beyond,
- Leadership development: by providing opportunities for learners to develop self-confidence through excellent reading, writing, speaking and listening skills,
- Engagement with our local community: by promoting collaboration, respect for other cultures, and responsibility for themselves and others in school and beyond,
- Impact on our neighbourhood: by providing real-life experiences which are directly connected to our children's lives and that of their families,
- Impact on education locally: by always seeking to build partnership with other local schools and local civil society institutions,
- Engagement with parents/carers and neighbours: by involving parents/carers and neighbours with our children's learning to ensure that success for all is always maximised.

ii. Curriculum principles

In order to achieve our aims, the curriculum will be:

- Broad and balanced: our curriculum will introduce learners to a wide range of knowledge, understanding, skills and experiences. Each pupil will be allocated sufficient time relevant to their age and experiences.
- Relevant: subjects will be taught in a way that relates to learners' lives and experiences, now and in the future.

- Memorable: our curriculum will provide memorable experiences and opportunities for active learning for richer personal development and well-being.
- Well-matched: subjects will be taught in a way that matches learners' individual needs, aptitudes and learning styles, adequately challenging/supporting them.
- Community-based: being rooted in the needs of our community, our curriculum will provide for our children's needs, but also for that of their families and neighbours.

Recognising local needs, we will focus on languages and communication skills. From KS1, pupils will develop core language acquisition skills through Literacy, Mandarin and French. This will enable them to access French, Mandarin and Spanish at KS3, complementing core language and communication skills. The curriculum, in line with our core values, will equip pupils with communication skills for the real world so that they become confident, articulate and active citizens.

Citizenship (developing leadership and collaboration) is core to our vision. As already suggested, rather than seeing it as a stand-alone subject, we will place it at the heart of all that we do. Every subject will be taught within a framework that enables children to reflect on the role of their achievement and learning in improving social mobility and the local area. The key questions that will guide teachers and children are, 'how can our learning help us make our community a better place?' and, 'what do we need to learn in order to be able to have a positive impact on society?' A belief in the value of citizenship will drive our pupils' achievement.

Our teachers and children will constantly reflect on their learning and connect it to this purpose. When issues arise locally or globally – a typhoon in the Philippines, lack of warm clothing for some in our local area or litter on our streets – everyone will be encouraged to work together to respond, seeing change as something everyone is responsible for.

With citizenship the driving force behind our teaching, our aim is to equip children with a passion for positive change and the skills to make it happen in their own lives and in others'. As we do so, our students will connect to the world we live in and which they will enter as adults.

iii. Curriculum outcomes

Our children's success is our first value. We aim to ensure our children leave school ready for outstanding careers. We want our children to live fulfilling lives and will expand on the National Curriculum through:

- Teaching the knowledge necessary to achieve: emphasis on Maths, English and other languages, and ICT. We will spend more time on these subjects than other local schools.
- Providing the environment necessary to flourish: a longer school day, up to 38% longer than at local schools, and emphasis on enrichment and holiday provision.
- Providing staff necessary for our students to be challenged and guided: emphasis on outstanding teaching, accountability, pastoral care, values-based leadership.
- Placing emphasis on citizenship values and practices: active projects will encourage our pupils to make change in their own lives and have a real impact in their community.
- Focusing on real life skills for active, responsible citizens: the curriculum will encourage pupils to take the initiative, make links between their studies and recognise the transferability of their skills. Students will be supported to develop resilience in the face of challenge, reflection skills to succeed as rapidly as possible and a growth mindset to understand that abilities can be developed through effort, good teaching and persistence. Based on Guy Claxton's 'Building Learning Power' concept, the KS3 curriculum will prepare young people for the life after school by helping them to build up the mental, emotional, social and strategic resources to enjoy, challenge and cope well with uncertainty and complexity. Embedding the

4Rs (reciprocity, resilience, resourcefulness and reflectiveness) into our teaching will foster a culture of independent learning and growth.

iv. Curriculum entitlements

Every child at the Citizen School is entitled to a curriculum that:

- Provides well-planned and meaningful learning,
- Is enjoyable, challenging, engaging, motivating, and encourages aspiration and ambition,
- Responds to individual needs, personalising learning to enable all children to achieve to the highest level,
- Gives access to new technologies that enhance learning and encourage independence and self-motivation,
- Develops high levels of skills in all areas of learning,
- Enables children to be leaders, in order to play a positive role within our community.

Teachers will be constantly supported and monitored in terms of these entitlements through coaching and performance management.

v. Curriculum overview

Figure D6: Curriculum Overview

	Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
R	Phonics	2.5	Mandatory	
	Free play and activities (child-initiated learning)	6	Mandatory	
	Maths	2.5	Mandatory	
	PE	2.5	Mandatory	Some elements of French and Mandarin will be introduced.
	Snack and storytime	1.5	Mandatory	
	Adult-led activities (including art, music, gardening)	6	Mandatory	
	Singing	1	Mandatory	Some songs will be taught in English, French, and Mandarin.
	Fruit and milk time	1	Mandatory	
	Text-based work (including speaking and listening, reading and writing) + drama	3	Mandatory	
	ICT (with links to maths and English, and educational games)	2	Mandatory	
	Enrichment	1.5	Voluntary / Mandatory	Voluntary in Autumn and Spring terms, 20% mandatory in Summer
KS1 & KS2	Physical activities and games	1.5	Mandatory	Lessons will be taught in Mandarin and French (only 1 language per lesson).
	Choir	2	Mandatory	Some songs will be taught in English,

				French, and Mandarin.
	English (including Writing, Spelling and Grammar) + Reading and Drama	5.75 for KS1; 4.25 for KS2; 1.5 to be replaced by MFL	Mandatory	
	Philosophy for Children	1	Mandatory	
	Maths (including Maths Mastery classes)	5	Mandatory	
	ICT (including computing)	1.75	Mandatory	One of the key skills for success is digital literacy. We will go beyond teaching ICT and introduce students to a range of key computing concepts that underpin ICT, basic programming techniques and tasks.
	Music	1	Mandatory	Lessons taught in Mandarin and French (not in the same lesson).
	PE	1	Mandatory	Lessons taught in Mandarin and French (not in the same lesson).
	Science	2.5	Mandatory	
	Project work (including art, DT)	3	Mandatory	
	Go4it – (Friday afternoon activities involving all children and non-teaching staff based on the talents in our staff team)	1.75	Mandatory	
	Assemblies	1.5	Mandatory	
	MFL (French and Mandarin)	1.5	Mandatory	Taught in two separate 45 min blocks from KS2.
	Enrichment	7.5	Mandatory in KS2, 60 % mandatory in KS1	Children in KS1 will choose 3 afternoons out of 5. They can stay for more if willing.
KS3	English language and literature, including Drama	6	Mandatory	1.5 hours per day, four days a week
	Maths (including Maths Mastery)	5	Mandatory	
	Science	4	Mandatory	Maths Mastery lessons applied to science examples
	Computing	2	Mandatory	
	Art	1	Mandatory	One lesson a fortnight, alternates with music. Complemented by compulsory enrichment activities
	Music	1	Mandatory	As above
	Languages: French, Mandarin	4	Mandatory	Two separate 2 hour blocks

	Spanish	2	Optional	
	History	2	Mandatory	
	Geography	2	Mandatory	
	Citizenship projects	4	Mandatory	
	Sport	2	Mandatory	Statutory requirement
	Design, Technology, Graphics	2	Mandatory	
	Philosophy for children	1	Mandatory	
KS4	English language and literature	6	Mandatory	
	Maths	5	Mandatory	
	Science (Double/Triple as appropriate)	3	Mandatory	
	Computing	1.5	Optional	
	Art	1.5	Optional	
	Music	1.5	Optional	
	Drama	2	Optional	
	History	1.5	Optional	
	Geography	1.5	Optional	
	Politics	1.5	Optional	
	Sport	3	Mandatory (no formal GCSE)	1.5 hours a week mandatory
	Design, Technology, Graphics	1.5	Optional	
	French	1.5	Mandatory	
	Mandarin	1.5	Mandatory	
	Spanish	1.5	Optional	
Citizenship Projects	4	Mandatory		
KS5	Maths	5	Voluntary	
	English Literature	5	Voluntary	
	Physics	5	Voluntary	
	Biology	5	Voluntary	
	Chemistry	5	Voluntary	
	Geography	5	Voluntary	
	History	5	Voluntary	
	French	5	Voluntary	
	Mandarin	5	Voluntary	
	Computing	5	Voluntary	

Art and Design	5	Voluntary	
Music	5	Voluntary	
Politics	5	Voluntary	
Philosophy	5	Voluntary	
Religious Studies	5	Voluntary	
Leading Citizenship Projects	2	Mandatory	Sixth form students will be expected to lead teams of younger students
Contributing to School life	2	Mandatory	Sixth form students will spend this time eg managing/supervising the canteen, library, etc
Enrichment classes	2	Mandatory	Students will have to follow a programme of enrichment that prepares them for their chosen destination(s)
Work Experience	Variable	Mandatory	We expect our Sixth Form students to undertake at least four weeks of full time work experience during their time with us. Hours variable depending on time of year and opportunities available

As described above, the fact that our school will have high levels of EAL means that our staff will focus heavily on communication skills. Our students will receive more English lessons compared to other local schools. We will ensure that our students speak – and then read and write – as much as possible at school to make up for the language deficit which deprived communities tend to suffer from

Our expectations of our students' use of English will be clear: they will be expected always to speak in full sentences. When asked a question, they will answer fully, and not in one or two word sentences. Group work will enable them to speak and verbalise their thinking. Children will be encouraged to debate and present their work orally. Visits to the Deptford Lounge library will be organised regularly to promote a love of reading. The children's written work will always be used to support their projects and be shared in real-life contexts, giving our students a sense of pride and making it clear that their community impact depends on their ability to convey their thoughts clearly.

All our teachers will be English teachers: by this, we mean that writing will be a key focus in all subjects and we will expect our teachers to make sure that children work on their writing targets in other subjects. Books will be monitored regularly and the quality of English will be checked across the curriculum. Regular Assemblies will be organised with our students speaking in front of their peers, parents/carers, neighbours, and visitors.

We will also focus on soft skills, such as family dining at lunch-time. Family dining will be the norm, with teachers eating with the children and encouraging discussions. Our children will be ambassadors for the school and, whenever people wish to visit our school, our pupils will show them around.

More targeted support will also be provided if necessary (as developed in our SEN section below). This does not mean that EAL will be directly equated to SEN. Our focus on

communication skills will ensure that our students – EAL or not – become confident speakers, readers, and writers.

Our work with parents will also be targeted: we will organise regular workshops for parents to develop their English skills (speaking, reading, and writing) as we believe that, for our community to truly succeed, parents need the tools necessary to support their children. Whatever support we offer parents should have an impact on our children's educational attainment. In the section on parental engagement below, we discuss our partnership with English for Action, a charity that develops community-based ESOL classes in schools.

vi. Grouping Policy

For the primary phase, pupils will be taught wholly within mixed ability groups. We will ensure that each class is broadly representative of the community we serve, so that children learn the key citizenship skill of collaborating with people from all backgrounds. This principle will be carried over into the secondary phase. For the core subjects, pupils will be set by ability where this will help advance their success, again with the proviso that all groups are broadly reflective of the community.

Pupils will be grouped for citizenship projects according to their interests, and encouraged to develop leadership by starting and forming their own groups to work towards citizenship goals.

C. CURRICULUM BY STAGE

i. EYFS curriculum

We will follow the mandatory Early Years Foundation Stage (EYFS) statutory framework. Our learning cycle will be child-centred and pupils will develop a passion for learning and success.

Teachers will introduce theme-based learning to create a sense of excitement for learning: stories, drama, costumes, surprises, new classroom environments, visitors, trips, and so on will draw children in and enable them to become curious about the chosen topic. Children will then engage in practical exploratory activities, including songs, rhymes, malleable play, research (using books, computer-based resources), dressing up and physical activities. In keeping with our values, there will be emphasis on cooperation and sharing. As children explore different aspects of the topics, teachers will plan a variety of activities for children to record their learning, for example through written work, artistic work, DT or performances. To conclude each topic, children and teachers will reflect on their learning, to identify how they have been successful, what they enjoyed and what could be improved. Teachers will support children to discuss what topics they wish to explore next.

Achievement through citizenship. A reception teacher invites local people in to tell the children stories from a range of cultural backgrounds. People come dressed up in costumes (traditional or representative of the stories they were reading) and, as well as reading the stories, act them out, showing the children relevant cultural artefacts. The children then spend a week drawing links between what they have heard, before inviting in parents to hear them retell the stories. To conclude, the children do a few circle-time sessions to reflect on what they had enjoyed and how they were able to work collaboratively.

In EYFS/KS1, we will follow the DfE programme of phonics 'Letters and Sounds'. Practitioners will be expected to take a VAK (Visual, Auditory and Kinaesthetic) approach to teaching phonics to support all learning styles.

Given the expected percentage of EAL children in our school, throughout the year we will model speaking and listening skills to our children, reading to them, getting them to speak in full

sentences, learning songs and rhymes. We will ensure that they have adults (and older children) speak to them in one-to-one settings, as well as in small-group settings. We will make time for whole-class reading and drama experiences, to enable children to develop their confidence and mastery of English.

ii. KS1 and KS2 Curriculum

We will organise our children's learning thematically. Topics will enable teachers to cover all aspects of the National Curriculum and will connect children's learning to real life situations in keeping with our citizenship ethos. We will ensure that the local context is used as much as possible in teaching (Traditional Stories, My London, Local Area), so children explore topics in a practical way. The curriculum will provide opportunities for children to engage with a variety of learning experiences (Dinosaurs and the Natural World, Ancient Egypt, Extreme Environments). Our thematic approach will enable cross-curricular activities. We expect teachers to make use of an integrated approach to English and communication, whereby writing, reading, and speaking and listening are a key focus of all lessons.

Year 6 children will have a chance partly to shape their learning, by discussing their preferred focus and considering the transition to KS3. We will support pupils to devise revision plans in preparation for SATs and discuss with teachers how to ensure core areas of Maths, English, Science, key knowledge and skills are covered. Primary and secondary colleagues will plan some lessons and activities together and will work together with children to prepare for the KS2-KS3 transition. We will encourage KS3 children to prepare presentations for Year 5 children about their experience. This will ensure that children develop independence and become more familiar with subject-specific teachers. We will prepare our children for Level 3 to 5 end of Key Stage tests, and expect a proportion to sit Level 6 tests (95% Level 4s, 50% Level 5s, and 25% Level 6s).

In order to ensure we lay a strong foundation for our pupils' future success, we will adopt the Maths Mastery programme (originally developed by the Singapore Ministry for Education and credited with Singapore's consistently high performance in international league table for Maths). Our curriculum aims to give pupils a thorough understanding of mathematical concepts, rather than a set of routines to get to the right answer. We will use a 'mastery' approach, in which teachers do not move on until all pupils have acquired a basic understanding of the current topic. The course is designed so more able pupils can explore each topic in depth and remain engaged.

Mandarin and French will be taught through immersion in Music (including Choir) and PE at EYFS/KS1, with additional lessons in KS2. We will keep success in English as a priority and, if necessary, will remove these two additional lessons if children need more support in English. This focus on other languages will enable our children to learn about two of the key languages within the SE8 area but also engage with more global issues, thus supporting their citizenship focus. Focusing on these languages will enable us to invite parents/carers to join in some of the learning taking place at school, while also encouraging them to attend the English workshops we put on. The focus on languages will also enable our children to develop a curiosity and enthusiasm for languages which, we believe, will benefit them as they grow up and engage with the world of work.

iii. KS3 curriculum

Our KS3 curriculum aims to ensure:

- a smooth transition from KS2 to KS3,
- that students gain mastery of the core curriculum,
- that students continue to develop real life skills,

- that students develop as citizens, become strong leaders and make good choices for themselves.

The drop-off in academic achievement between primary and secondary schools in Lewisham demonstrates the need for smooth transition from KS2 to KS3, when students are acknowledged as young adult citizens. Our curriculum will allow pupils to be taught by subject specialists to develop expert knowledge. We will complement the National Curriculum with subjects taught as part of wider faculties, to address real life skills and our values. Each faculty will have a citizenship focus project which will be embedded into each term's schemes of work.

Figure D7: Citizen School KS3 and KS4 faculties

Faculty	Subjects	Example Citizenship project	Real life skills and core values
Investigate	Maths, Science	Investigating the impact of the living wage on Londoners	<ul style="list-style-type: none"> • Resourcefulness (problem solving, critical thinking, leadership) • Reciprocity (communication, reading, writing and collaboration) • Resilience (Flexibility and adaptability) • Reflectiveness Common learning processes in all lessons: <ul style="list-style-type: none"> • Reading • Writing • Speaking and listening • Problem solving
Explore	History, R.E, Geography	Analysing the impact of different religions/ cultures on creating a local community	
Create	English, Drama, MFL	Creating a 'speak-out' campaign for community issue	
Design	Art, Design, Technology, Music, P.E.	Designing brochures on understanding different cultures/religions in Lewisham.	

In order to develop mastery in the core curriculum subjects, students' weekly timetables will be heavily weighted towards these core subjects:

English: Through six hours of English lessons a week, students will continue KS2 learning to become fully literate members of society. Students will apply concepts from English language to real life citizenship problems in order to master a range of writing styles (such as analysis, commentary, persuasion, poetry) as well as the needs of formal communication (such as letters and applications). Each term will focus on breaking down reading, writing and speaking listening skills and applying these to a range of non-fiction and fiction texts using project-based learning.

Figure D8: English theme-based long term plan

	TERM					
	1	2	3	4	5	6
Title	Beasts, Heroes, Myths and Legends	The Shocking Gothic	Faithful Family	Crazy Conflict	Kooky Culture	Powerful Pitches
Reading	AF1 +2	AF2+3	AF5	AF4	AF6+7	All AFs
	Greek Myths Beowulf Modern quests	Macbeth	Oliver Twist	WW2 Poetry	<u>Non fiction</u> news	Huck Finn
Writing	AF1+2	AF5+6	AF7+8	AF3+4	All AFS	All AFs
	Creative writing a quest	Newspaper report	Script	Writing poetry	Persuasive Speech	Pitch
S+L	AF3	AF2	AF3	AF1	AF1	AF1+2
	Role play	Debate	Script performance	Poetry slam	Speech	Presenting
'Create' Citizenship project (English, Drama, MFL). To join up with 'Design' and 'Explore' faculties where appropriate.	Exploring and creating a visual presentation of how different languages and cultures that have influenced Lewisham over last 50 years.	Explore newspaper archives from local history and create presentation of how media has changed. To present in local library to public.	Explore and create a presentation of how family demographics have changed in the local area.	Explore and create a presentation of how war affected the local area.	Creating a 'speak-out' campaign for community issue	Explore and create powerful pitch about a local issue that is important to you.

Maths: We will devote five hours a week to Maths, including Maths Mastery. By the end of KS3, students will have secure grounding in the national curriculum themes of basic arithmetic, algebra, trigonometry, statistics, probability, and geometry. Examples will be drawn where possible from the students' own context.

Learning in context. Key Stage 3-4 students were tasked with figuring out the effects of low wages on the community, and analysing the effect of certain employers paying the London Living Wage. Given a range of information about family expenditures and the wages paid by different employers in the area, students used algebra to model the finances of average local families. Based on this work, students developed suggestions for saving money and investigated the effects of large local employers paying the London Living Wage.

Science: Students need to have an appreciation of the role that Maths plays in context, from scientific endeavour to the digital world. We will teach Science by applying key concepts and tools from Maths to national curriculum science themes.

MFL: We will build on the modern foreign language (MFL) provision undertaken in primary in line with our values. Our focus will remain on French and Mandarin Chinese, as well as Spanish as an additional option. We will support this by working with French and Chinese speakers in the local community and with the International Academy in Greenwich. We have established a link with a Primary School in Lyon (Ecole Publique Les Anes, situated in a similar context to ours) and we aim to send our Year 9 students there for ten days to teach pupils subjects (such as art, sports, music) to develop their linguistic and leadership skills.

Alongside the core curriculum, we will deliver outstanding provision for the arts, humanities and sports. Intrinsically important themselves, these subjects will also be used to foster feelings of community belonging and citizenship.

Active citizenship: Our curriculum will ensure students develop as citizens. At KS3, this will take three forms:

1. Most subjects will base teaching examples on features of the students' own lives and the local area.
2. Students will be encouraged through a pastoral approach to collaborate in each other's social well-being and academic achievement, for instance by co-leading enrichment activities.
3. Each student will be part of a small team that runs a series of citizenship projects throughout the course of each year, in order to develop their leadership skills and have a tangible impact on the local community. These projects will be introduced through curriculum time in faculties (see Figures D7 and D8 above) and continued through the extended school day enrichment.

Developing active citizenship. KS3 students developed a project that had a direct impact on their and their neighbours' lives. To get started, the students ran a 'listening exercise' to identify the key issues students felt frustrated about. Students designed surveys, worked on interview skills - including filming to record 'vox pop' interviews - and reached out to all students in their school. The issue identified was the fact that there weren't enough buses at the beginning and end of the school day. They developed a campaign - using their English lessons - to produce video testimonies, presentations and poetry, which they shared with their community. Once ready, they met with the local bus company to convince it to work with them to resolve the issue.

v. KS4 curriculum

At KS4, our students will sit a full complement of GCSEs, and aim to achieve the English Baccalaureate (EBacc). We will continue to place emphasis on the core curriculum subjects, devoting more time to them than to students' options. We will aim for each student to take subjects from the EBacc range of choices: Maths, English, two of Biology, Chemistry or Physics, Geography or History, and two compulsory languages. In addition to EBacc courses, we will also offer Computing, Art, Music, Citizenship, Sport, Design and Technology and Religious Studies. We will ensure that every pupil aims for the highest academic qualifications in order for them to access a further education of their choice.

Students in KS4 will continue to participate in citizenship projects. The key stage will start with children reflecting on how far they have developed as active citizens, assessing what they need to develop next, and how this can be done in a way that supports their GCSE study. We will explore how students' citizenship projects can be accredited by external boards. Among students nearing the end of KS4, we expect a proportion of students to want to pursue more vocational options. For these students, we will look to use our strong strategic partnerships with local FE providers to ensure that, by splitting their time between the school and an appropriate provider (such as the Royal Greenwich University Technical College), they study the right mix of courses to enable them to succeed. We will work to ensure that those students who wish to pursue vocational routes can progress to institutions and qualifications that are sufficiently rigorous.

vi. Sixth Form curriculum

Post-16, we will offer an A Level curriculum. Students will sit a minimum of four full A Level subjects to ensure they progress from the school with an appropriate breadth and depth of learning for the future. They will be taught five hours a week for each subject, which, combined

with citizenship work, enrichment classes, and work experience, will take advantage of our longer school day to ensure students are given a well-rounded education.

At A Level we will offer the Russell Group facilitating subjects (Maths, English Literature, Physics, Biology, Chemistry, Geography, History and Languages), complemented by Computing, Art, Music, Politics, Philosophy and Religious Studies. We aim to offer this combination of academic courses in order to give our young people the best chance of progressing to high-quality University places. We will seek to ensure that staff teaching on A Level courses have a degree in that subject, or one closely related to it, so that they are equipped to induct our students into the pursuit of that subject at a higher level. Teaching on these courses will move more towards a university style model, with students expected to read widely outside of class time, and be prepared to discuss what they have read in class at regular seminar-style lessons.

Contributing to the workings of the school, and taking a lead on the school's local citizenship work, will be mandatory in order to maintain our ethos and ensure that our older students set a positive example for younger ones. They will take a lead in school citizenship projects, leading teams of younger students in their work. By the end of their time in the Sixth Form, we expect our students to have developed a portfolio of leadership skills. They should be able to co-ordinate and inspire others, interact with members of the community, and challenge and make requests of people in positions of power.

Our emphasis on the core curriculum combined with active citizenship will enable our students to progress to the institutions of their choice. We will use our strong relationships with universities and other providers to ensure students gain excellent impartial information, advice and guidance for future choices. Should our KS4 students decide not to move on to our sixth form or wish to study a mixed A Level and vocational programme, we will partner with local providers to enable them to do so. We have established links with Royal Greenwich University Technical College, an employer- and university-led institution (including meeting [REDACTED]), which can offer:

- A Levels: Business Studies, Engineering, Electronics engineering.
- BTEC Level 3 Certificate, Diploma and Advanced diploma: Construction and the Built Environment (Certificate-Extended Diploma), Engineering (Certificate-Extended Diploma), Business (Certificate).
- City & Guilds Level 3 qualifications: Certificate in Principles of Construction and the Built Environment, Principal Learning in Construction and the Built Environment, Certificate in Principles of Engineering Design, Principal Learning in Engineering, BTEC Level 3 Certificate in work skills.

We will develop a group of professionals to act as mentors to Year 13 students, enabling them to see themselves as professionals and supporting work with Bright Futures. As A Level graduates move on to further study, training or work, we will ensure that they stay in touch with us through our Head of Sixth Form.

For students joining us in throughout the year and in Year 12 from other schools, we will organise a week-long induction to familiarise them with our ethos and methods. We will pair up new students with peer mentors who have been with us for a few years, following methods developed in institutions such as Cambridge University, where students join 'families' to support them throughout their initial time.

We will do whatever it takes in order to ensure our students succeed. If after KS4 or KS5 any of our students are not in education, employment, or training, we will be proactive in reaching out

to them, in keeping with our community ethos, offering them further guidance and support to get back on track.

vii. Exposure to the world of work

Lewisham suffers from high levels of youth unemployment. Many young people have little exposure to work, even through their extended family. In keeping with our aim to for all students to succeed whatever it takes, we will incorporate exposure to the world of work throughout the Key Stages. At KS1 and KS2 we will invite talks from local business people, parents and volunteers. In secondary, we will work with the charity Inspiring the Future to ensure employees come into school on a regular basis to talk about their jobs and sectors. All students will undertake work experience in Year 10. This will be facilitated by a staff member with particular responsibility for work-based learning, and will be overseen and supported by a member of the governing team from the business world.

In the Sixth Form we will build strong partnerships with local businesses to provide our students with a sustained experience of work. We will aim for all our students to undertake the equivalent of four weeks’ full time work experience during their two years in the Sixth Form. We aim to work with Bright Futures (██████████, part of the Future Leaders network), to develop long term and regular work experience for our students with high quality employers in a range of industries across London. Bright Futures has found this model succeeds at raising aspirations and fostering a strong work ethic, and that students a) achieve or exceed their target grades while adding a portfolio of skills, b) have increased aspirations for HE as a result, and c) build their self esteem and confidence, and leadership skills.

D. TIME IN SCHOOL

i. Length of the school day/year

Our school will use its Academy freedom to have a longer school day. We believe that every minute counts and that every aspect of our school day should be an opportunity for staff to deliver our mission and values. We aim to reduce students’ exposure to negative external distractions that might pull them away from regular attendance at school. Our school day will run from 8.30am to 5:30pm, with students able to arrive from 7.45am, making it easier for working parents to drop off and collect their children.

Figure D9: Extended provision

	EYFS and Primary	Secondary	Sixth Form
07:45-8:30	Breakfast club and games	Breakfast club, study time	Study time
08:30-9:00	Physical activities and games or choral singing	Tutor Groups and Assemblies	Study time
09:00-16:00	Lessons	Lessons	Lessons
16:00-17:30	Enrichment (some optional, some compulsory)	Compulsory Enrichment	Compulsory Enrichment unless students have a job

A longer school day will enable us to cover aspects of children’s learning in greater depth, and provide more time to be creative and challenging, with more personal feedback from teachers. Our children will spend up to 9 hours per day at school, compared to an average of 6.5 hours in other local schools. That's an extra 38%, an additional 475 hours or 53 days per academic year and an additional 700 to 770 days (or four academic years) for a child from Reception to Year 13.

In primary, we will begin the day with physical activities or choral singing, which will be supported by Music Leaders and Sports Leaders from our secondary and Sixth Form phases. We believe that children learn best when they are alert and have the right learning attitude, and that learning habits are taught and developed. Consequently, our school day will start at 8:30am with 20 minutes of Physical Activities three times a week, involving all children and adults. Activities such as Tai-Shi, Speed-Stacks challenges, Zumba, Gymnastics and Aerobics will be used to model a healthy lifestyle. Fruit and water will be provided to encourage healthy behaviour. For the other two days of the week, we will sing together. A primary children's choir will be formed as well as a choir with parents/carers and teachers.

ii. Holidays

Our school year will be similar to other LA schools. However, holiday clubs will be provided throughout the year to enable our children to experience activities that they might otherwise not access. We aim to enable our children and their families to enjoy better quality time together: outdoor sports and games, as well as visits to museums, reading and writing challenges punctuated by drama performances, instrument learning and language activities will be provided. We will invite children from other local schools to participate, and work with local institutions that provide holiday activities. This will enable us to address the summer attainment dip which many children in low-income communities face. We will work with [REDACTED] ([REDACTED] London Youth) who will provide Youth Workers to staff holiday activities.

iii. Enrichment Activities

Our school day will finish with opportunities for children to engage in enrichment activities from 4pm to 5.30pm, where enjoyment, sharing, and leadership development will be used as guiding principles. Whilst we have been gathering evidence of demand and interest in the local area, parents/carers have commented positively on our approach to extra-curricular learning. Parents/carers in Lewisham often find it difficult to enrol their children in after-school activities, due to financial and time pressures. We will provide space and staff for all our children to engage in activities that will enhance their life chances. This will allow working parents to manage their time and spend a better quality of time with their children.

At primary level, enrichment activities will include competitive sports, arts and crafts, eco-clubs and gardening (based on Forest School activities), science clubs, gardening, computing (including coding), photography and video making, languages, music, dance, drama and other activities suggested by parents in our pre-opening consultation. Secondary pupils will play sports competitively against other local schools, help to run clubs for primary pupils, and work on their citizenship projects.

E. MEETING THE NEEDS OF ALL STUDENTS

All our children are expected to make good or better progress at each stage of their education so they can live successful lives. We recognise that some children need more support with their learning. Our systems will ensure that all children's progress and well-being is monitored and that interventions are put in place to ensure everyone's success, including children on our SEN register.

i. Assessment and monitoring

Our evaluation process will begin with an initial month-long assessment for all students at the start of Reception and Year 7, or whenever a child joins the school. Children in Reception will be assessed on English language skills, awareness of themselves and their surroundings –

including assessment of physical and emotional development through games, independent and teacher-led activities – and reading and writing skills.

Throughout Reception and KS1, children will be closely monitored in terms of their Phonics to ensure they are successful. In Year 7, children will be given Maths, English, and Science tests to assess their skills and levels of understanding, based on Year 6 targets. These will enable us to establish practices that maximise the potential of all students. Teachers will interview students to assess speaking and listening. For students joining in Year 12, there will be a thorough assessment for us to check their English and Maths levels. This will identify students with special educational and other needs, so teachers can support them and ensure that their identified needs are being met. Regular formal and informal assessments will enable us to diagnose needs and plan interventions required. Reviews will take place at half-termly intervals and will involve teachers, students, agencies, and families as and when required. Our provision for gifted and talented children will follow the same process. We will put a particular emphasis on the possibility of using our whole school team, whereby secondary school teachers could support primary school staff develop challenging activities for primary children, for instance.

ii. Special educational needs (SEN)

As a school, we commit to identify and respond to the special needs of students at an early stage to ensure all students succeed. We appreciate that there is a significant difference between the differentiation needed for those with special educational needs (SEN) and learning difficulties and disabilities (LDD), and for students who have English as an additional language (EAL).

Support will be provided to all our students with SEN, linking with a range of specialist support services if necessary. These will include educational psychologists, health and social care specialists and voluntary support groups. We will follow the national guidance as set out in the SEN Code of Practice and the Disability and Discrimination Act, but have also drawn up a full SEN policy which states that, in addition to the general aims and objectives of the school, we will:

- Provide best available learning conditions for each pupil, promoting development in understanding and social maturity alongside their peers wherever possible.
- Provide a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.
- Ensure early identification of needs.
- Provide necessary support over and above that which can be reasonably provided by the class teacher.
- Involve parents/carers and children in discussions about any difficulties, and plan appropriate action with them.
- Ensure that pupils are as successful as possible.
- Encourage the integration and inclusion of all pupils.
- Review regularly the effects of arrangements on students, as part of our regular evaluation cycle.
- Adjust provision as required.

The Principal will work with the SENCo to ensure that all staff fulfil the requirements of this policy, which will be reviewed annually.

Anticipating that we will receive a similar proportion of students with SEN to the local average (approximately 9.5%), we will invest in a full-time SENCo from the beginning. Our SENCo will be one of our SLT members, to reflect the importance we place on supporting our SEN students. The SENCo will work across the whole school, with the capacity to take actions to

support our SEN students that are both tactical (such as inspecting classroom provision or dealing with SEN students directly) and strategic (such as planning SEN provision, and liaising with external support and agencies). They will oversee the delivery of our support to other non-mainstream students, such as students with physical, emotional, behavioural, communication or learning disabilities. Students with behavioural difficulties will receive additional support from our Vice Principals. Our SENCo will also deal with issues regarding our EAL students, with the support of our Vice Principals. In our third year of operation, we will employ a second SENCo to support our efforts in a more flexible way.

We will seek the advice of external support agencies to support us in our provision, including Speech and Language Therapy, Occupational Therapy, Educational Psychology Service, the Hearing Impairment Service, Clinical psychology, the Physiotherapy Service, Centre for Micro-Assisted Communication, Child and Adolescent Mental Health Services, The School Medical Team, Downs Syndrome Association, The Autistic Spectrum Disorder Outreach Service and social services. We will also work in partnership with Lewisham's education, health and care services to ensure adequate support for all pupils.

iii. English as an additional language (EAL)

Our intake is likely to have a high proportion of children with EAL. We see this as something to be celebrated, to raise our children's achievement and emphasise the pride we feel for our community. We will work with local people to recruit them as teachers, TAs or other staff members, and involve them in training so that they can support us with languages within our school. We will regularly celebrate our linguistic diversity by organising cultural heritage days and events.

We will use a system of early identification in our assessment and monitoring – facilitated by our SENCo – to diagnose children's Stages of English. We will follow the Assessment Guidance produced by NASSEA, particularly their Next Step assessment tools. Our aim is to intervene early in primary to ensure the highest impact on pupils' English language acquisition. Our Teaching Assistants will provide in-class support and, if necessary, children will be withdrawn from class for intensive support with English lessons. Teachers will be provided with training and resources (including bilingual books and videos, writing prompts, computer-based programmes such as LEXIA) to assist children's linguistic development. From time to time when possible, we will encourage children to work in their own language – involving local people, whether parents/carers, staff or other children, as interpreters – to enable them to use higher thinking skills, which they might otherwise keep dormant. We will support parents/carers by organising ESOL classes for them, where we have the capacity to do so. We see our work on English acquisition as a vital way in which we can have an impact on the community.

iv. Gifted and talented (G&T)

Across our school, we will focus our Gifted and Talented (G&T) provision in four areas: increased depth, breadth, accelerated pace, and reinforcing their own learning and communication skills through coaching others. In order to stretch and challenge our pupils, we will provide the following support:

- Differentiated activities, which will ensure that G&T students are stretched.
- Practical projects to enable children to apply their knowledge across a wider variety of topics.
- Enrichment activities that encourage deeper exploration of academic subjects to support End-of-Key-Stage tests, GCSEs and A-levels. These will include a range of clubs focusing on activities such as debating, writing/journalism, and STEM.
- Trips to elite Universities from year 7 onwards.

v. Looked after children (LAC)

We will ensure that looked after children (LAC) are allocated a member of staff with counselling skills who will support them through their education. This member of staff will be our Principal or SENCo and will review the child's success regularly, at least half-termly, and will work closely with teachers.

Following the guidance developed by the National Institute for Care and Health Excellence (NICE), we will establish clear communication channels between relevant services and professionals. We will provide stability but will also enable looked after children to become more and more independent, particularly throughout our secondary and sixth form phases, whilst liaising with relevant agencies, particularly social care and health care services.

vi. Children on Free School Meals (FSM)

It is difficult to foresee what particular needs our children on Free School Meals (FSM) will have. As part of our monitoring cycle, we will monitor the progress made by children on our FSM register. Our approach to our use of the Pupil Premium will be based on their particular needs and might include 1:1 support (for example on Saturday mornings) to accelerate learning, as well as mentoring support with the assistance of organisations such as City Year London. We will use the Pupil Premium to run workshops to help families support their children better, which has a positive impact on learning (as outlined by a recent DFE report, DFE-RR156).

F. PASTORAL CARE

Our school recognises the importance of relationships of trust and mutual support in making society better. Our school will be a microcosm of what we are aiming to achieve across our community and beyond. Our staff will know each child and their family personally. We will invest a considerable amount of time at the beginning of Reception and Year 7 building relationships between Senior Leaders and families, for instance through home visits and neighbourhood walks, so that staff appreciate more fully our children's circumstances and can better target interventions. Our emphasis on citizenship will therefore be crucial to our model of pastoral care.

Consultation with parents has shown that families believe their children need positive role models. We will work with City Year London, who provide schools with teams of dynamic mentors to spend four days a week supporting children during lessons, at playtime, and at the beginning and end of the school day. They will welcome children at the school gates in the morning to encourage punctuality and attendance, provide in-class support for teachers and teaching assistants to boost attainment, support groups of children with particular needs ranging from literacy or numeracy to building confidence. They will be there at break-times, eating lunch with the children and playing with them, reducing disruptive behaviour and reinforcing non-bullying cultures. They will also lead breakfast and after-school clubs.

Pastoral care in our primary phase will be grounded on Philosophy for Children principles. Children will discuss issues connected to our vision to enable them to articulate their thoughts, dreams, hopes and worries about the world we live in. Key questions used by teachers in their lessons will include: 'What does it mean to live in the world we live in? What are our rights and responsibilities? What is our contribution to society?' We will enable our children to become leaders in the school, giving them roles such as peer mediators or eco-monitors to empower them. We will train our staff in counselling through organisations such as Counselling in Schools.

The tutor group will form the foundation for pastoral care at secondary. It will provide space for students to monitor their own and each other's success with their form tutor. We will use the tutor group to ensure that pupils know what they are working towards academically and focused

on attaining those goals. The tutor group will be a core tool in addressing the weaknesses Ofsted has identified in current secondary schools in Lewisham: uneven feedback, target setting and academic success.

With individual children who have difficulty succeeding at school, we will support them with great care and engage that child's family in any intervention, in keeping with our community ethos. A dedicated Education Welfare Officer with experience dealing with families in inner cities will work with families and pupils on the issues they face in accessing education. Our focus on involving parents/carers will enable us to identify potential interventions we could put in place to support the whole family.

We will ensure that older children are trained to deliver workshops, empowering and supporting them in their leadership development. Issues of safety (including e-safety) and bullying will be discussed on an ongoing basis. As children grow up, workshops and discussions will explore sexual health, healthy relationships and drugs.

G. PUPIL TRANSITION

Getting transitions between school phases right is essential for students' success. Our Principal will visit all families of children in Reception and in Year 7, and families of newcomers, to ensure that parents/carers fully understand our vision and processes. Principals who conduct home visits (such as at School 21 and Reach Academy Feltham) report a positive impact on children's behaviour as well as home learning and attendance. This will enable us to assess families' needs and develop plans to support them. In the summer, visits to local nurseries and information sessions will be organised for children to familiarise themselves with our school, including coffee mornings and activities between parents/carers and Reception teachers. This will support teachers to identify children's interests.

Our students will enter KS3 in a smooth transition from primary. An all-through school removes the hard and fast 'jump' from primary to secondary and prevents students from falling behind academically as a result of the transition. In Year 6, students will begin to have more structured lessons with teachers other than their class teacher, in order to prepare them for the transition to a secondary mode of lesson delivery. Year 6 children will be able to work with their teachers at both primary and secondary to develop their Year 6 curriculum. This will enable them to research what secondary school life is about and how best to prepare for their transition. Year 7 and 8 children will support them and act as mentors. Pupils will remain in form groups throughout Year 7, to foster a sense of cohesion and community during the transition.

Children in KS3 and KS4 will be given taster sessions and presentations from older students and professionals about subjects on offer. Visits to employers will be organised so that students can ask questions about career choices. We will ensure a Careers Advisor sees all students regularly when they start to consider their options. We will also set up an Alumni Association, with an annual Gala dinner for our students to stay in touch and further enhance their professional opportunities through connections with people from our networks.

H. WORKING WITH PARENTS AND CARERS

Section C sets out some of the factors that contribute to poor secondary educational attainment in Lewisham. Consultation with parents in and around the proposed area has highlighted barriers to pupil attainment that include superficial relationships between parents and schools, and a lack of coordination between the educational efforts of parents and teachers. This reflects research into the connections between school-parent engagement and pupil behaviour and the correlation between parent involvement and higher student achievement outcomes (Avvasati et al; Jeynes). In keeping with our community and citizenship ethos, we will establish relationships

with every parent, guardian or carer, both to achieve our educational vision and ensure that all pupils are supported to succeed academically.

i. Parental involvement

Parental involvement will enable parents to support pupils' success. Through close, flexible working between staff and families, teachers will coordinate their efforts to overcome barriers to learning with parents' efforts to support their child's development. This will demonstrate to pupils that their achievements at school are valued. Our approaches will include:

- Stay and Play sessions for reception parents when they drop off children.
- Stay and Read sessions for KS1 and KS2 parents.
- Parent and pupil after-school and weekend homework clubs; working with parents to complete a homework diary.
- Joint parent and pupil workshops on key aspects related to the curriculum.
- Flexible parent evenings to enable all parents to attend.
- Training and support to staff to ensure they can effectively engage with parents.

ii. Parental engagement

We will engage with parents to encourage them to take an active role in the running, development and governance of the school. Influence over aspects of school governance will empower parents and lessen barriers to trust, enabling parents and the school to cooperate in children's learning. We value the skills, experience and ideas of parents, and recognise their role in improving the educational outcomes. We are already working with local parents to ensure that their needs and views are central to the vision of the school. We will establish a committee of parents to work with leadership teams and the governing body; at least two parents from this committee will be elected to sit on the governing body. Parents' views and ideas will be gathered through regular engagement events, including coffee mornings, monthly parent assemblies, community lunches, neighbourhood walks and meetings.

iii. Parental outreach

We will reach out to parents to identify and respond to their specific needs and particular barriers to students' educational attainment. We will target parents facing particular disadvantage or marginalisation, whether through socio-economic status, ethnicity, or their position as single parents. Dedicated community liaison staff will offer a variety of support packages, depending on need. These packages would include working with English for Action to offer ESOL classes, parenting support workshops, and health education. We will work with parents/carers and local services to plan and run events, workshops and support sessions for families, including job fairs and employability training. We will work with the Education Endowment Foundation (EEF) to evaluate the impact of projects and their effects on families, pupil behaviour and educational achievement.

Our commitment to parental engagement is reflected in our approach to working with the local community. Since September 2013 we have developed and supported a committee of local parents who are involved in shaping the vision and direction of the school, in gathering demand locally, and in engaging with the wider community. This committee is comprised of seven parents and community members who are actively engaged and meet regularly to plan activities, and a broader group of parents and community members who support and attend activities. As we continue to gather demand and develop plans for the school, we will hold a series of open meetings to ensure that community members and local families are able to feed into the vision and influence the practice of the school.

Section D2 – measuring pupil performance effectively and setting challenging targets

We want our pupils to be highly successful, whatever it takes, in keeping with our emphasis on leadership, citizenship and collaboration. We will aim for:

- At all levels, for all students, 100% good or better progress.
- Over 95% Level 4s in English and Maths, over 50% Level 5s, over 25% Level 6s.
- Over 90% 5 A*-C including English and Maths at GCSE. 60% of grades A*-B. 95% A*-B for English and Maths, to compete with Lewisham's independent schools.
- Over 90% of those sitting A Levels attain A-C Grades. 50% grades A*, A or B.
- Over 96% attendance.
- Over 90% of local people comment positively in feedback on our work to improve our local community.

This how we wish to achieve in comparison to other local schools and nationally:

Figure D10: Comparative tables of academic achievement

Primary schools in the proposed vicinity	No of pupils	% pupils eligible for FSM	% pupils with EAL	% pupils with SEN	% Disadvantaged pupils/ non-disadvantaged difference (FSM/CLA) (L4 Maths/Eng.)	% Disadvantaged pupils/ non-disadvantaged difference (FSM/CLA) (L5 Maths/Eng.)
Deptford Park Primary School	611	46.3%	60.0%	11.1%	-19%	10%
Sir Francis Drake Primary	202	40.6%	48.6%	10.4%	1%	-54%
Grinling Gibbons Primary School	282	42.0%	54.5%	6.0%	-6%	0%
James Wolfe	445	27.6%	21.2%	18.2%	-1%	-45%
Prendergast Vale College	295	30.0%	32.1%	10.8%	0%	-8%
Haberdashers Aske Hatcham	394	23.2%	25.1%	6.7%	-6%	-9%
Morden Mount	362	39.9%	36.7%	18.0%	-30%	-15%
Lewisham	24,575	24.8%	33.1%	19.1%	-13%	-19%
National	4.3m	18.1%	18.1%	17.4%	-16%	-16%
Citizen School	630	47.4%	40%	20.8%	0%	0%
Secondary schools in the proposed vicinity	No of pupils	% pupils eligible for FSM	% pupils with EAL	% pupils with SEN	% Disadvantaged pupils/ non-disadvantaged difference (FSM/CLA) (5+ A*-C Maths/Eng. GCSEs)	
Deptford Green School	911	41.1%	38.0%	13.9%	-13%	
Prendergast – Ladywell Fields	828	35.9%	38.0%	9.8%	-13%	
Prendergast Vale College	120	30.5%	32.1%	10.8%	n/a	

St Thomas the Apostle	692	26.0%	23.0%	13.0%	-4%
Haberdashers Aske Hatcham	1,418	23.2%	25.1%	6.7%	-26%
Lewisham	14,427	24.1%	26.7%	20.8%	-13.6%
National	3.2m	15.1%	13.6%	19.0%	-26.2%
Citizen School	630	47.7%	40%	20.8%	0%

Progress across our primary and secondary phases will be good or better. Within three years, we aim to have the highest Contextual Value Added score of local schools. We expect our FSM children to achieve as highly as our non-FSM children. We expect our EAL children to reach age-expected levels by the time they get to the end of Year 1, considerably accelerating the narrowing of the gap between EYFS and end of KS1 results present in local schools. Currently, there is a gap of 7% between non-EAL and EAL children (57% and 64% respectively). By the end of KS1, we expect all our children (if they have been with us since the beginning of Reception) to have overcome initial barriers to academic achievement they faced, and to have acquired and mastered the skills necessary to pass the Phonics Screening Test.

A. ASSESSMENT CYCLE AND PROCESSES

We will have a robust system to track children’s progress that will drive our success. Our approach to success is evidence-led: our assessment system will ensure staff are held accountable for children’s success and supported to make use of interventions that are most effective for each child, using numerical measures for clarity. All data will be connected to our central system and teachers will be provided with a tracking software/spreadsheet to input their own information. Teachers will be held accountable for pupils’ learning outcomes, will be expected to use data tracking systems to identify under-achievement, and will be responsible for addressing under-achievement when it is identified.

Figure D11: Example progress visual snapshot

Name: Eric Yaksiba		Class: 6A		Subjects studied (GCSEs/A Levels): n/a	
Attendance	Behaviour	Progress	Contribution to vision	FSM, SEN, EAL, G&T	Actions
100%	2 Spitting in playground Shouting in class	English: Good Maths: Outstanding	Eco-club, recycling on local estate	FSM, EAL	Talk to playground staff and City Year to ensure he’s supervised on playground

Features of the visual snapshot:

- A weekly percentage for attendance will be clearly visible.
- To monitor behaviour, the number of incidents reported and key summary of each incident will be clearly visible.
- To monitor success, a breakdown of subjects will be visible, with progress colour-coded and labelled according to progress data available.
- Key words will be used to identify improvements made to our school or community in accordance with the vision of the school.
- Colour-coding will be used to ensure that it is easy to spot trends or issues, ranging from red indicating an identified concern, orange a potential concern, to green for expected progress and blue for outstanding progress.

To have a clear picture of what goes on in our school, we intend to use an electronic system to:

- Collect data about student performance, success and behaviour.
- Analyse these data rigorously to draw trends, patterns and diagnose issues.
- Enable teachers to make use of these data to inform their teaching (using assessment for learning approaches), as well as ensure that teachers assess and evaluate their lessons daily, using their findings to inform their next lessons.
- Enable parents/carers and children to access relevant parts of these data to understand their performance and how to improve it.
- Develop a collaborative environment – using coaching methods – where all staff feel accountable to one another and responsible for the overall success of our school.

Teachers will be supported by our SLT in how to provide effective feedback and how to manage targets and children’s progression. Key targets for children, both academic and those relating to our values, will be shared with all staff in the school to guide their discussions and interactions with all children throughout the school day.

Our assessment cycle follows Ofsted’s approach, whereby progress, the quality of teaching, and the quality of the children’s books are our basis for judgment. All cases will be logged electronically and will be linked to our database of information, which our SLT will refer to constantly as part of their strategic meetings. The yearly timetable for monitoring progress is set out below.

Figure D12: Yearly timetable for monitoring progress towards success

	Pupil targets	Testing	Book scrutiny	Teaching scrutiny
August	<p>Setting targets for children based on summer results (in September, or whenever a new child joins our school).</p> <p>Allocation of support for children needing extra help.</p>			
September	<p>Initial month-long assessment for Reception and Year 7 (when children are new to the school and no direct previous knowledge of the child).</p> <p>Targets for all children in all subjects. New targets set every other week.</p> <p>Pupil interviews to assess understanding of targets.</p> <p>Interventions begin.</p>		<p>Weekly learning walks. Formal monitoring of all books every other week.</p> <p>Half termly cross moderation of books across year groups (KS1-KS2) and subjects (KS3-Sixth Form) to enable accountability between all staff.</p>	<p>Weekly coaching sessions.</p>

October	<p>Targets for all children in all subjects. New targets set every other week.</p> <p>Pupil interviews to assess understanding of targets.</p> <p>Review of interventions provision.</p>	<p>Formal testing across the school - half termly review of progress</p>	<p>Weekly learning walks.</p> <p>Formal monitoring of all books.</p> <p>Half termly cross moderation of books across year groups (KS1-KS2) and subjects (KS3-Sixth Form) to enable accountability between all staff.</p>	<p>Weekly coaching sessions.</p> <p>Formal observations.</p>
November	<p>Targets for all children in all subjects. New targets set every other week.</p> <p>Pupil interviews to assess understanding of targets.</p>		<p>Weekly learning walks.</p> <p>Formal monitoring of all books.</p>	<p>Weekly coaching sessions.</p>
December	<p>Targets for all children in all subjects. New targets set every other week.</p> <p>Pupil interviews to assess understanding of targets.</p> <p>Review of interventions provision.</p>	<p>Formal testing across the school - half termly review of progress</p>	<p>Weekly learning walks.</p> <p>Formal monitoring of all books.</p> <p>Half termly cross moderation of books across year groups (KS1-KS2) and subjects (KS3-Sixth Form) to enable accountability between all staff.</p>	<p>Weekly coaching sessions.</p> <p>Formal observations and half termly update on appraisal targets.</p>
January	<p>Targets for all children in all subjects. New targets set every other week.</p> <p>Pupil interviews to assess understanding of targets.</p>		<p>Weekly learning walks.</p> <p>Formal monitoring of all books.</p>	<p>Weekly coaching sessions.</p>
February	<p>Targets for all children in all subjects. New targets set every other week.</p> <p>Pupil interviews to assess understanding of targets.</p> <p>Review of interventions provision.</p>	<p>Formal testing across the school - half termly review of progress</p>	<p>Weekly learning walks.</p> <p>Formal monitoring of all books.</p> <p>Half termly cross moderation of books across year groups (KS1-KS2) and subjects (KS3-Sixth Form) to enable accountability between all staff.</p>	<p>Weekly coaching sessions.</p> <p>Formal observations and half termly update on appraisal targets.</p>
March	<p>Targets for all children in all subjects. New targets set every other week.</p> <p>Pupil interviews to assess understanding of targets.</p>		<p>Weekly learning walks.</p> <p>Formal monitoring of all books.</p>	<p>Weekly coaching sessions.</p>

April	<p>Targets for all children in all subjects. New targets set every other week.</p> <p>Pupil interviews to assess understanding of targets.</p> <p>Review of interventions provision.</p>	<p>Formal testing across the school – half termly review of progress.</p>	<p>Weekly learning walks.</p> <p>Formal monitoring of all books.</p> <p>Half termly cross moderation of books across year groups (KS1-KS2) and subjects (KS3-Sixth Form) to enable accountability between all staff.</p>	<p>Weekly coaching sessions.</p> <p>Formal observations and half termly update on appraisal targets.</p>
May	<p>Targets for all children in all subjects. New targets set every other week.</p> <p>Pupil interviews to assess understanding of targets.</p>		<p>Weekly learning walks.</p> <p>Formal monitoring of all books.</p>	<p>Weekly coaching sessions.</p>
June	<p>Targets for all children in all subjects. New targets set every other week.</p> <p>Pupil interviews to assess understanding of targets.</p> <p>Review of interventions provision.</p>	<p>Formal testing across the school - review of annual progress.</p>	<p>Weekly learning walks.</p> <p>Formal monitoring of all books.</p> <p>Half termly cross moderation of books across year groups (KS1-KS2) and subjects (KS3-Sixth Form) to enable accountability between all staff.</p>	<p>Weekly coaching sessions.</p> <p>Formal observations and half termly update on appraisal targets.</p>
July		<p>Teachers meet to discuss action plan for next year. Discussions take place to ensure teachers know about the children that will join their class(es) in September.</p>	<p>Weekly learning walks.</p> <p>Formal monitoring of all books.</p>	<p>Weekly coaching sessions.</p> <p>Staff appraisals.</p>

We will also measure our success in terms of our citizenship ethos, based on our KPIs (Section C, Sub-section E: Aspirations and outcomes). We will do so by:

- Monitoring attendance and punctuality, and behaviour.
- Establishing how our students are actively involved in the life of our school (either leading on an aspect of school life on their own or through collaboration, e.g. being a peer mentor, a school council, an eco-monitor, a co-facilitator of learning).
- Seeking the views of our local community to assess how our school and the work of our students is perceived.
- Seeking the views of key stakeholders, including businesses we have established links with and local public officials whom our students have met with as part of their work.
- Establishing the number of local projects going on locally, involving other schools and civil society institutions, thus reflecting our aim to build bridges with others.
- Seeking the views of parents/carers with regards to the way we are enabling them to join workshops that are relevant to their lives and that of their children.
- Establishing the number of successes achieved locally, based on the issues identified by our children, staff, parents/carers, and neighbours (e.g. are bins collected more regularly, if that wasn't the case before? Is our neighbourhood safer?)

- Seeking the views of local schools in terms of our collaboration with them.

These views will enable us to constantly update our ethos-related action plans to ensure that we meet our objectives.

B. FORMATIVE ASSESSMENT

All our assessment practices (with the exception of external exams and school leaver reports) will constitute assessment for learning. Formative assessment in general encourages pupils to take responsibility for their own learning. We will insist on a high degree of specificity in the targets that teachers set and the targets that pupils set for themselves. Specifically, our assessment and data tracking systems will include: a) Progress and level trackers for all subjects, with an expectation that all our children make good or better progress all the time; b) Attendance and punctuality; c) Rewards and sanctions data; d) Internally developed tracking of real life skills.

What we do for our children, our staff will do for each other. Teaching and Learning will be constantly monitored and used to inform the development of teaching staff. Following the example of King Solomon Academy, we will put a collaborative system of coaching in place, whereby every teacher will be visited by a member of the SLT at least once a week for 15 minutes to identify areas for development which can be addressed immediately. Feedback and coaching will be given no later than 36 hours later, and each coaching session will last no more than 20 minutes. Teachers need to reflect constantly on their practices to be most effective. In addition, teachers in similar year groups will be expected to plan together and review and challenge each other's work. All teachers will be expected to work in triads across year groups to identify areas they to focus on and improve, sharing ideas and good practice amongst themselves. Peer observations will be a norm.

To support our staff with coaching methods and styles, our team will attend an annual internationally recognised training delivered by [REDACTED] ([REDACTED]). We will also have a robust induction system, taking up to two weeks, where every member of staff working at our school will discuss expectations, routines and targets, building a collegiate sense of accountability and a collective sense of purpose. We will use the Future Leaders network to build collaborative links with schools judged to be outstanding to provide learning opportunities.

C. CONTINUING PROFESSIONAL DEVELOPMENT

Substantial continuing professional development (CPD) sessions will take place on alternate Fridays. Staff will meet every week on Mondays from 4pm to 5.30pm. No enrichment activities will involve teachers on Mondays. Following models developed by Greenwich Free School, Ark, and other successful schools, we will use our team meetings in the following way:

- Once a month: whole-phase INSET to update people on whole-phase and whole school targets.
- Twice a month: teachers across each phase practice skills in small groups, share good teaching methods and model/rehearse them to reach mastery.
- Once a month: teachers from across all phases discuss and develop their citizenship work, focusing on strategies they could develop to further strengthen collaboration across the school.

i. Formal monitoring

We will also monitor Teaching and Learning through more formal means. Pupils' books will be monitored weekly through learning walks, when SLT members will carry out book scrutiny sessions. Formal lesson observations will take place initially half-termly, and then termly for

teachers who are constantly rated outstanding. External monitoring will also take place. Exemplars of outstanding work, drawn from our own children as well as from other schools where outstanding practice has been recognised, will be produced and used as benchmarks. At least once a term books will be put on display for all staff to look at. This will enable teachers to become more aware of expectations in lower and higher year groups, and will help to ease the transfer between primary and secondary phases.

We have high expectations in terms of behaviour and attendance, aiming to be outstanding (more than 96% attendance and punctuality). Our values will be used to assess our behaviours and reinforce our expectations, through the rewards and sanctions system outlined below. We will share routines across the school and ensure that everyone understands them, to give children a sense of safety and stability. Routines will be taught to staff and children and explained in connection with our mission in order to achieve 100% compliance. For instance, when children eat at lunch, they will be expected to follow set table manners clearly explained to them by our staff, to ensure that children value such 'soft skills'.

D. REWARDS AND SANCTIONS

Every action should be connected to our values. Our Principal and our Governors will formulate a clear policy, developed in consultation with parents/carers and children, to establish accountability structures for behaviour. Everybody will be expected to understand that good behaviour and achievement are rewarded, and that poor behaviour and a lack of effort are penalised. Should a child do something that contradicts our values, they will be held to account. Challenging behaviour will not be tolerated as it becomes an obstacle to others' learning and well-being. Our citizenship projects will help inculcate responsibility, leadership, and collaboration.

Daily lessons will enable children to reflect on why we exist as a school and what our role as citizens is. Lessons will be assessed using typical Ofsted criteria, and will also be judged in terms of our ethos. The key questions, as far as our ethos is concerned, will be, 'what has this lesson enabled children to reflect on in terms of what we stand for?' and, 'as a result, are children better equipped to be change-makers in society?'

A clear structure will enable all staff and students to be clear about what behaviour is/is not acceptable, and why. Rewards for good behaviour will be gradual, building up from praise from teachers and peers, through praise in weekly assemblies, to recognition in annual community assemblies. Parents/carers will be kept informed of their children's behaviour and a record will be kept on our central system to monitor children's efforts. Should children not show progress in terms of our values, we will support them in smaller mentoring groups to enable them to engage more fully with our vision as a school. Sanctions for poor behaviour or a lack of effort will be gradual:

- Teacher and peers expressing disappointment,
- Card sent home to inform parents/carers,
- Formal meeting between teacher and pupil,
- Formal meeting between teacher, pupil, and Principal,
- Formal meeting between teacher, pupil, and parent/carer,
- Formal meeting between teacher, pupil, parent/carer, and Principal.

Steps will not necessarily be to be taken in that order. Depending on the severity of an action, a more formal meeting can be arranged immediately.

In addition to these sanctions, children might be expected to write a letter of apology or reflection, miss a break, be kept out of class to work on their own with adult supervision, do

community work such as tidying up the playground (from KS3 onwards), or stay after school for detentions (from KS3 onwards). As much as possible teachers, with the support of form tutors from KS3 onwards, will deal with behaviour issues, in discussion with our Vice Principals who will have overall responsibility for behaviour across the school.

We will ensure that plans are put in place should a child find it difficult to live up to our expectations. In most cases, we will use restorative justice practices to enable them to reflect on their actions and the importance of our values, in connection to the impact we wish to have on the lives of community members. This has been shown to be a more effective method than punishment alone in many schools.

Instances of bullying and harassment (including sexual, verbal, physical and emotional harassment) will be dealt with immediately by teachers and, when necessary, our Vice Principals, and will be recorded. We expect staff to ensure all children discuss both the bullying policy and their own experiences of bullying, so children become used to talking openly about personal experiences and take responsibility for maintaining a careful watch on the well-being of other members of the school community. Cyber bullying is included in this and we will ensure that our children are fully aware of their rights and responsibilities. We will follow the Child Exploitation and Online Protection Centre (CEOPC) guidelines. The school will regularly agree with parents/carers and children which items will not be allowed in school. Children bringing banned items to school will face having them confiscated and will receive a sanction proportionate to the severity of the offence.

Parents/carers should be able to see teachers whenever possible: flexible surgeries, regular coffee mornings and information evenings will be organised for parents/carers to meet teachers and SLT members. All staff will work with parents/carers to ensure that practices at home and at school complement and reinforce each other.

E. ATTENDANCE

Attendance will be monitored following typical school guidelines, including punctuality registers. Should barriers exist between school and home – for example where children are not supported by their families – we will develop strategies with the support of Lewisham Council to ensure that we can put in place structures that support children and families with some of the issues they might be facing at home. In the unfortunate event that families do not adequately support or prevent their child from attending school, we will initiate penalty notices or court proceedings. City Year will support us with attendance and punctuality, meeting children at bus stops and organising walking buses.

F. COMMUNICATION WITH PARENTS/CARERS ACROSS ALL PHASES

Parents/carers will have a clear understanding of what their child is working on and their progress. We will provide as much support to families as possible to enhance the performance of our students. All parents/carers will be expected to sign up to a Home-School Agreement, which sets out clearly the respective roles of teachers, students and parents/carers. This agreement will cover behaviour, attendance, homework, standards of teaching, learning goals, communication and school dress. Parents/carers in all phases, particularly in primary, will be invited to attend lessons.

Reports on children's success will be shared with parents/carers on a termly basis. Cards will be sent home to praise children for their good work and to highlight negative behaviour. Teaching staff will call to update parents/carers on their child's progress, and will take the lead in organising home visits and meetings as required. Action plans for children's progression will

be shared and, whenever possible produced, with parents/carers to enable them to support their children.

Termly meetings will be organised for parents/carers to see their child's teacher(s). These meetings will be flexible to enable working parents to attend and ensure there is adequate time for parents/carers and teachers to discuss their child's progress. An end-of-year report will be produced in June by teachers and will be discussed at a meeting with parents/carers to draw up a plan for the summer break. Looking at trends across the schools, special summer provision will be planned according to the needs of the children and their families. This process will be overseen by our SLT.

Section D3 – A staffing structure that will deliver the planned curriculum within the expected income levels

A. STAFFING VISION

We believe that all children can succeed. The development of children's leadership is an essential ingredient in our school's provision of the best learning experience possible. We also believe that leadership and knowledge of the world we live in is essential when it comes to making society better, and that politics – as in 'the well-being of our city' – is the best way to rid our neighbourhoods of violence.

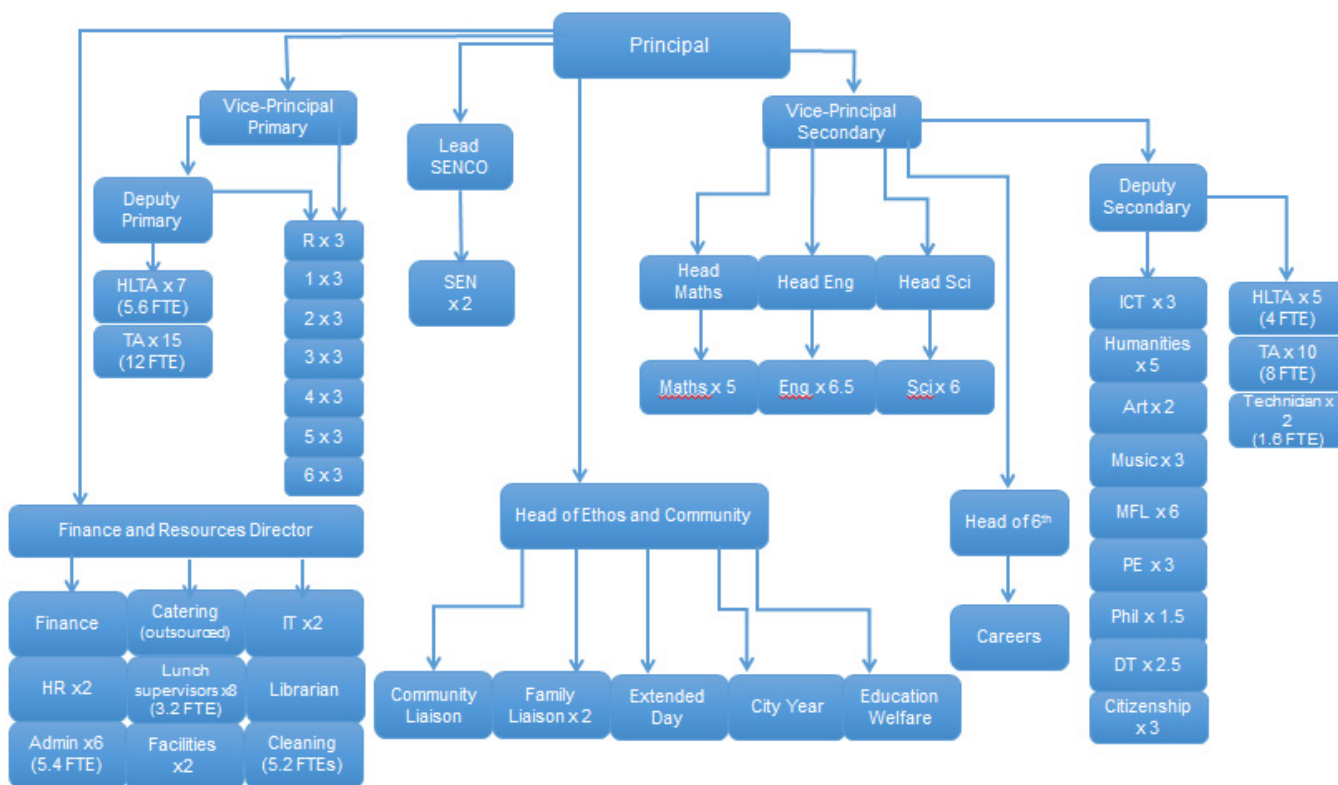
We will keep in mind certain key elements when recruiting. Our staff should have:

- A belief that all children can succeed and that we should do whatever it takes to support them.
- A passion for justice and a belief that education should be rooted in citizenship.
- A belief that developing links with our local community is essential.
- A clear understanding of the world we live it, including its power dynamics.
- Recognition of the value and place of leadership.
- An interest in and experience of politics and public life.

We will look for a Principal who displays outstanding educational leadership qualities but also outstanding community organising qualities. We will need our Principal to build links with local, London-wide, and international organisations to support our citizenship ethos and our students' and teachers' projects. The Principal will need to be familiar with community organising strategies to build effective links within our school community, but also with public officials, business leaders, and agencies, whom we can work with to maximise our impact on the lives of our students, their families, community members and those living beyond our neighbourhood. All members of staff will be responsible for our children's success, so there will not be an arbitrary division between teaching staff and non-teaching staff. All staff members will be responsible for guiding our children through their learning.

B. STAFF STRUCTURE

Figure D13: Staff structure



C. PHASED GROWTH

Figure D14: Pupil numbers

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Primary	90	180	270	360	450	540	630
Secondary	90	180	270	360	450	450	450
Sixth Form	0	0	0	0	0	75	150
Total	180	360	540	720	900	1065	1230

Figure D15: Senior Leadership Team

n.b. The financial template did not have sufficient rows to fit in all teachers within the Teaching Staff section, so these were included in the SLT section instead. As such, the figures will not be exactly comparable with the totals calculated automatically in the spreadsheet.

Roles	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Principal	1	1	1	1	1	1	1
Vice Secondary	1	1	1	1	1	1	1
Vice Primary	0	1	1	1	1	1	1
Deputy Secondary	0	0	1	1	1	1	1

Deputy Primary	0	0	0	1	1	1	1
Head of Sixth (begins a term before Sixth Form opens)	0	0	0	0	0.4	1	1
Lead SENCo	1	1	1	1	1	1	1
Head of Ethos and Citizenship	0	0	1	1	1	1	1
Finance and Resources	1	1	1	1	1	1	1

Figure D16: Primary teaching staff

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Reception	3	3	3	3	3	3	3
Year 1	0	3	3	3	3	3	3
Year 2	0	0	3	3	3	3	3
Year 3	0	0	0	3	3	3	3
Year 4	0	0	0	0	3	3	3
Year 5	0	0	0	0	0	3	3
Year 6	0	0	0	0	0	0	3

Figure D17: Secondary and Sixth Form teaching staff

Roles	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Notes
Maths	1	1.5	2.5	4	5	5	6	With Head of Maths from Year 1
English	1	2	3	4	5	6.5	7.5	With Head of English from Year 1
Science	1	1	2	3	5	6	7	
ICT, Computing	0	1	2	2	2	2	3	
History, Geography	0	1.5	2	3	4	4	5	With Head of Humanities from Year 1
Citizenship	0	1	1	2	2.5	3	3	
Art	0.2	0.5	1	1	1	2	2	
Music	0.5	0.5	1	1	2	2	3	
Languages	1	2	2.5	3	4	5	6	With Head of Languages from Year 1
PE	0.5	1	1.5	2	2	3	3	With Head of PE from

								Year 1
Philosophy	0	0	0	1	1	1.5	1.5	
DT	0	0.5	1	1	2	2	2.5	

Figure D18: Support staff - whole school

n.b. all teaching assistants are term time only so each 0.8 FTE represents 1.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Primary HLTAs	0.8	1.6	2.4	3.2	4	4.8	5.6
Primary TAs	2.4	4	5.6	7.2	8.8	10.4	12
Secondary HLTAs	0.8	1.6	2.4	3.2	4	4	4
Secondary TAs	0.8	1.6	4	5.6	8	8	8
Librarian	0.4	0.8	0.8	0.8	0.8	0.8	0.8
Technician	0	0	0.4	0.4	0.8	1.6	1.6
SEN	0	0.5	0.5	0.5	1	2	2

Figure D19: Resources

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
IT	1	1	1	2	2	2	2
Finance (not including FD)	0	0.5	1	1	1	1	1
HR	0.4	0.8	1	1	2	2	2
Admin	1.4	1.8	2.6	3.6	4.3	5.4	5.4

Figure D20: Premises, Catering, and Other

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Lunch supervisors	0.4	0.8	1.2	1.6	2	2.4	3.2
Extended day coordinator	0	0.5	1	1	1	1	1
Community liaison officer	0	0.5	1	1	1.5	2	2
Family liaison officer	0.5	1	1	2	2	2	2
Careers adviser	0	0	0	0	0.5	1	1
Facilities	2	2.8	3.6	4.4	6	6.4	7.2

Figure D21: Summary Table

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
SLT	4	5	7	8	8.4	9	9
Teaching Staff	8.2	18.5	28.5	39	50.5	60	70.5
Support Staff	5.2	10.1	16.1	20.9	27.4	31.6	34
Resources	2.8	4.1	5.6	7.6	9.3	10.4	10.4
Premises, Catering, Other	2.9	5.6	7.8	10	13	14.8	16.4

D. KEY STAFF ROLES AND ACCOUNTABILITY

Figure D22: Key staff roles and accountability

Role	Expertise and responsibilities	Accountability
Principal	<p>No teaching responsibilities. Delivery of the school's vision and objectives through our values. Specifically includes:</p> <ul style="list-style-type: none"> - Maintaining the vision statement and School Improvement Plan. - Financial Planning. - Pay, personnel and staff recruitment. - Liaising with external stakeholders, engaging the local community. - Admissions, marketing and media relations. - Fundraising. - Line management and oversight of all SLT responsibilities. - Overseeing of engagement with the school community and impact of citizenship activities on the well-being of our members. <p>Also covers Head of Ethos and Citizenship roles before they are in place in the fourth year.</p>	Board of Governors
Vice-Principal Secondary	<p>Teaching Responsibilities: 0.4 teaching timetable in first year. Afterwards, no class teaching responsibilities but would cover some interventions and some PPA cover.</p> <ul style="list-style-type: none"> - Overseeing all teaching and learning, including curriculum design and quality assurance, and staff performance management. - Overseeing the work of family liaison officers to ensure issues affecting families feed into the curriculum. - Overseeing subject-level improvement, appraisal, planning and assurance. - Coordinating and quality assuring staff development and training. - Overseeing reporting to parents. - Coordination of value-added analysis and measurement of school academic performance against targets. - Development and implementation of school Assessment for Learning policy. - Deputising for the Principal in his / her absence. - Daily operational management of the school, including oversight of cover provision and behaviour. - Core SLT responsibilities, including disciplinary support (on call) to staff, line-management of Maths, English, and Science, departments, strategic planning for the school with the Principal. - Overseeing of coaching - with Deputy Secondary - for teaching staff and TAs. - Overseeing development of the Sixth Form. 	Principal

Vice-Principal Primary	<p>In place from second year. Teaching Responsibilities: no class teaching responsibilities but would cover some interventions and some PPA cover.</p> <ul style="list-style-type: none"> - Overseeing all teaching and learning, including curriculum design and quality assurance, and teaching staff performance management. - Overseeing the work of family liaison officers to ensure issues affecting families feed into the curriculum. - Overseeing Subjects (Maths, English, and Science) in collaboration with Deputy Head of Primary. - Overseeing End-of-Key-Stage Assessments. - Overseeing subject-level improvement, appraisal, planning and assurance. - Coordinating and quality assuring staff development and training, including Initial Teacher Training. - Overseeing reporting to parents. - Coordination of value-added analysis and measurement of school academic performance against targets. - Development and implementation of school Assessment for Learning policy. - Deputising for the Principal in his / her absence. - Daily operational management of the school, including oversight of cover provision and behaviour. - Core SLT responsibilities, including disciplinary support (on call) to staff, line-management of departments, strategic planning for the school with the Principal. 	Principal
Deputy Secondary	<p>In place from third year. Teaching responsibilities: No class teaching responsibilities but would cover some interventions and some PPA cover.</p> <ul style="list-style-type: none"> - Overseeing Teaching and Learning of subjects other than Maths, English, and Science. - Overseeing of coaching - with Vice-Principal Secondary - for teaching staff and TAs. 	Vice-Principal Secondary, Principal
Deputy Primary	<p>In place from fourth year. No class teaching responsibilities but would cover some interventions and some PPA cover.</p> <ul style="list-style-type: none"> - Overseeing Subjects (Maths, English, and Science) in collaboration with Vice Principal of Primary. - Overseeing of coaching for teaching staff and TAs. - Line-management of Teaching staff and TAs, with the Vice-Principal. 	Vice-Principal Primary, Principal
Head of Sixth Form	<p>In place from term before start of sixth year.</p> <ul style="list-style-type: none"> - Overseeing creation of Sixth Form with the Principal (subject organisation and choices as well as recruitment of students). - Overseeing Careers advice in connection with Bright Future. - Overseeing external links with Greenwich UTC and with Universities. - Organisation of Alumni Association and Gala Dinner. 	Principal
Lead SENCo	<p>Oversight of educational provision for all students with physical, emotional, behavioural, communication or learning disabilities, SEN, EAL, BESD or from deprived backgrounds (including monitoring mainstream provision to ensure it adequately caters for these groups, and overseeing progress made by these individuals).</p> <ul style="list-style-type: none"> - Operational management of all 'intervention' provision. - In conjunction with SLT, monitor progress of SEN pupils. - Liaising with external agencies. - Core SLT responsibilities, including disciplinary support (on call) to staff, line-management of faculties, strategic planning for the school. 	Principal

Teachers	<p>Planning and delivering high-quality lessons that enable effective learning.</p> <ul style="list-style-type: none"> - Monitoring and reporting on student's progress. - Developing strong relationships with students. - Implementing school policies, including school's behaviour policy. - Contributing to the design and delivery of the school's enrichment curriculum. - Modelling the ethos and vision of the school. 	Deputies, Vice-Principals, Principal
Finance and Resources Director	<p>Overseeing financial planning of the school in collaboration with SLT.</p> <ul style="list-style-type: none"> - Management of financial infrastructure and quality assurance. - Overseeing the delivery of financial services and IT systems, liaising with SLT in terms of curriculum needs. - Preparing and maintaining the school risk register. - Preparing year end accounts and other documents in line with legislative requirements. - Generating income for the school in an entrepreneurial manner. - Ensuring value-for-money demonstrated throughout the school. 	Principal
Head of Ethos and Citizenship	<p>In place from fourth year. Oversight of standards for school culture, including behavior, performance, and attendance.</p> <ul style="list-style-type: none"> - Management of Welfare officers, extended day coordinator and City Year. - Serve as school's spokesperson around ethos/citizenship. - Build effective relationships among teachers, parents, and the community to improve school ethos/citizenship. 	Principal

Section E: Evidence of need – part 1

Figure E1. Evidence of need

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	<u>90</u>	119		132.2%	<u>90</u>	87		96.6%
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	<u>90</u>	58		64.4%	<u>90</u>	69		76.6%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	180	117		98.3%	180	156		86.6%

Through our demand gathering work we have collected over 800 signatures of support for the school. Of these, the parents of 333 children eligible over the first two years of opening have indicated that they would select the Citizen School as their first choice. This is compared to the 360 places that there will be available over the two years, evidence of strong need and demand expressed by parents for a school in our area.

This evidence of demand has been gathered in 8 months since September 2013. Currently, 98% of school places would be filled when the school opens in 2015. We project that primary places will be well oversubscribed by the time we are invited to interview although we recognise that there is more work to be done to ensure that the secondary element of the school is also oversubscribed. To this end, we will continue to gather demand locally and face-to-face on a weekendly basis for both primary and secondary places pre- interview as we have found this to

be the most effective way to collect signatures for our school. Additionally, in order to target secondary places, we will contact local primary schools requesting access to the families in Year 4 and 5 in order to inform them about the school and collect signatures. We will continue to target youth centres, activity groups and leisure centres that cater for the relevant age range.

Figure E1 above shows both the local community's support for a Citizen School and the school's viability to fill 180 school places (90 in Reception and 90 in Year 7) in 2015 and 2016. Given the need for school places across Lewisham, we project that this demand would continue into future years. This is supported by the analysis of our demand gathering to date of the number of parents with children eligible to start in Reception and Year 7 in our third year of opening (2017). Parents of 68 children eligible for Reception have indicated that they would select the Citizen School as their first choice (75% of capacity), as have parents of 59 children eligible for Year 7 (65% of capacity) so far and this is set to increase as we continue with our demand gathering. This demonstrates the school's sustainability.

Figure E2 reveals the geographic spread of pupils whose parents indicated that the Citizen School would be their first choice. This is focused in Evelyn ward. According to the Lewisham Infrastructure Plan, Evelyn is one of the 10% most deprived areas in the country, has the highest projected population growth in the borough and the highest projected increase in need for primary school places (see Section C, Sub-section C: Rationale).

Figure E2. Parental demand for the Citizen School in Deptford

Each marker represents demand at a postcode and may represent more than one child.

Section E: Evidence of need – Part 2

E1 - Evidence of need for Citizen School in Deptford, Lewisham

Our proposal to establish the Citizen School has been driven by a) need for school places in the proposed area and b) local demand for a school that will work in the way we have proposed, driven by our vision and values, and provides high-quality education. We recognise the importance of responding to local need, as reflected in our ethos and vision. We have undertaken extensive engagement with local stakeholders – prospective parents, politicians and policy makers, local primary and secondary schools and other institutions, businesses and community groups. This provided valuable feedback for formulating and refining our plans and emphasised the need for the Citizen School in Deptford.

A. NEED FOR HIGH-QUALITY SCHOOL PLACES IN DEPTFORD

Local parents' demand for our school is supported by need for school places in the proposed vicinity. Lewisham has a significant shortage of school places. Primary shortage is most acute in Deptford: on opening in September 2015 we expect the shortage of primary school places (170) to be twice as large as the 90 places we will have on offer in Reception (see Section C, Sub-section C: Rationale).

Meetings with Lewisham Council confirmed that the need for secondary places will increase as primary pupils age, and the subsequent need for an all-through school in the borough. In October 2013 we met with Mayor of Lewisham Steve Bullock and Helen Klier, Cabinet Member responsible for Children and Young People. We presented our plans for the Citizen School.

Both agreed with the basic need for more school capacity in the borough and better standards in local secondary schools. Thereafter they organised a meeting for us in November 2013 with [REDACTED] ([REDACTED]), [REDACTED] ([REDACTED]), [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED]) to support us with research for this proposal and potential sites for the school.

One of the Mayor of Lewisham's objectives is to retain more secondary school children in the borough. This provides a compelling argument for greater secondary capacity in the borough. If Lewisham Council is successful in meeting this objective an additional 400 to 600 secondary places would be needed in the borough by 2019/20. Our proposed school would create an additional 90 secondary places. The need for places is compounded by the under-performance of schools in the local area. Over 2,000 pupils attend weak local schools than could attend our school, for both the primary and secondary phase which have capacity for 630 and 450 pupils respectively (see Section C, Sub-section C: Rationale).

B. LOCAL DEMAND FOR THE CITIZEN SCHOOL

There is need for increased primary and secondary provision locally to provide choice for local parents and high quality provision for pupils. Through conversations with local parents we have heard stories of parents not getting into their first three choices of school and having to settle for an underperforming school, as well as of local parents moving out of the area in order to access school places. In order to consult parents and gather demand for the Citizen School, we developed a transparent and informative survey. This was designed to give parents the opportunity to respond to our plans and express whether they would send their child to our school. The survey gathered:

- Name and contact details of parent or community member,
- The postcode of parent or community member,
- The potential pupils' date of birth (to ensure they are the relevant age at the time of opening for the school),
- Whether the parent would chose the Citizen School as their first choice school,
- Whether the parent or carer would be interested in finding out more information about the school,
- Whether the community member would like to show their support for the school.

We keep the personal information collected in through the survey in accordance with the Data Protection Act 1998.

Additionally whilst having these conversation and demand gathering, we allowed parents and community members to make an informed decision and ensured expressions of demand were specific to our proposed school by including the following information on the survey:

We propose to open a three-form entry all-through (reception to sixth-form) school to serve our local community in Evelyn and Deptford. Our vision is to create a safe learning environment for local children, where all will strive for excellence and where staff will do whatever it takes for pupils to achieve beyond their potential.

Our school will follow the National Curriculum – however we will expand on this with a longer school day to increase time for the basics of English and Maths; a strong focus on citizenship; and focus on 21st Century skills needed to succeed. In secondary, our students will follow a GCSE programme that leads to attainment of the English Baccalaureate. Additional options will include Computing, Drama and Languages (French and Mandarin), among others.

Pupils will have opportunities to apply their academic learning by working on local citizenship projects (e.g. making our community safer, cleaner and greener) and undertaking structured work experience with local businesses. We will support parents and carers with issues they might face (e.g. English lessons, parenting workshops and work skills). We will work in partnership with them to secure our pupils' academic success.

Our school will enable children to: Reach their potential; Have an impact on the world; Enjoy themselves. For more information please visit our website: www.citizenschool.org.uk.

When conducting the survey, in general conversation and on flyers we suggested the location of the school would likely to be somewhere in Deptford, particularly [REDACTED]. We made sure parents understood that we could not guarantee the exact location of the school prior to submitting the proposal.

E2 - Successful engagement with the community

Whilst engaging with the community in and around Deptford, we have received overwhelming support from various stakeholders, from local parents to community members and local institutions. This indicates local demand for a school that strives for educational excellence and the development of leadership for its pupils, and at the same time is a hub for the community, working for impact beyond its walls. This demand for a Citizen School, alongside need for school places in the local area and the number of parents who indicated they would chose this school, leaves us confident that the school would be fully subscribed.

A. WORKING WITH THE COMMUNITY TO COLLECT EVIDENCE OF DEMAND

The Citizen School is built on values of participation and democracy. Our approach to evidencing demand for the school involves collecting demand through face-to-face conversations with local community members. As we reach out to parents, we encourage them to become more involved and to reach out to others. In this way, we grow evidence of demand that is informed, collaborative and owned by the local community. This is evident in the committee of local parents that has taken a lead in engaging the local community, which we developed using community organising methods.

The community organising process begins with talking to local people on an individual basis to listen to their experience and frustrations with education in the area and their hopes for their children. Based on these one-to-one conversations, we bring together parents in small group meetings, in order to support them to build relationships, share ideas to contribute to the school vision and provide input into the foundation of the school. These small group meetings focus on listening to the stories of parents, and listening to what they want from the school as a result. The meetings have been valuable opportunities for us to ensure that our offer is in line with what local people want which is a high-attaining school which reflects the diversity, culture and heritage of the local community as well as serving the local community and families well.

We have grown our team to include seven highly committed parents and community members, with a broader group of general supporters. This committee of parents and community members has undertaken a variety of activities alongside the core team to inform the community about the proposed school, consult local parents and community members about their needs, engage parents and others in the plans for the school, and involve parents in designing and delivering community events and demand gathering activities. The largest such event was organised at Deptford Market on April 12th, where parents ran a stall with food, shared information about the school and collected surveys.

i. Community engagement

We reviewed approaches taken by a range of other free schools and New Schools Network's guidance to design our interaction with parents and community members. Our engagement took four forms:

1. Informing local community members, parents and institutions about the proposals.
2. Consulting and gathering demand from local parents.
3. Engaging local parents and community members in the school vision and plans.

4. Involving local parents and community members in gathering demand, sharing information and building support for the school.

Informing: We informed members of the local community about the proposed school through four public information sessions held in Deptford between September 2013 and the submission of the bid in May, through flyers distributed in the local area and via a website (www.citizenschool.org.uk) where information about the proposal is found, as well as through weekly demand gathering sessions in Deptford Market and Surrey Quays Shopping Centre. The website is regularly updated and includes biographies of members of the core group. Parents, community members and the general public also interact with us through a Twitter account and Facebook group.

Consulting and gathering demand from local parents: See Section E1, Sub-section B: Local demand for the Citizen School.

Engaging: We developed a comprehensive marketing strategy to ensure as many stakeholders as possible were aware of our proposal and had the opportunity to engage with plans. We used a range of methods to engage different audiences and ensure our consultation was as inclusive as possible, such as through local events. The methods used to market the proposal for the school and survey included:

- Posting an online survey and information about the proposal on our website and through our social media profiles on Facebook and Twitter.
- On advice from local parents, posting the survey in local forums such as NetMums/MumsNet, in community discussion groups, and on local blogs.
- Setting up a Facebook advertisement to target people living in the area.
- Printing/distributing paper copies of the survey around institutions in Deptford such as libraries, cafes and community centres to reach people without internet access.
- Publicising the consultation at community events including half-term playgroups.
- Sending emails to a database of over 800 shared contacts.
- Distributing over 300 marketing flyers publicising the survey and consultation events to the public, local businesses and schools, at the market and at other local community events.
- For parents and community members unable to read, reading through the text on the survey with them and answering queries. For parents and community members unable to speak English, group members who speak a range of local languages (French, Spanish, Swahili, Arabic) explained and translated the survey.
- Putting up posters advertising information sessions about the school and the website in shops, business and community centres across Deptford.
- A front-page story in the South London Press about the proposed school and coverage from local news organisations.
- Using marketing materials such as t-shirts, pens, pencils, balloons, badges and banners to promote the proposed school and the consultation.
- Speaking to parents at coffee mornings and stay & play sessions in local nurseries, playgroups and activity centres, as well as visiting community centres and other public institutions during half-term.
- Gathering interest and demand at Deptford market and at Surrey Quays Shopping Centre every Saturday and Sunday for 18 weeks, targeting parents with children. This allowed us to reach a wide cross-section of the community.
- Speaking to leaders and local members from different communities (Vietnamese and Congolese) to ensure we were speaking to more marginalised groups. We did not collect demographic data through our survey, but our teams ensured that they were reaching out to a broad representation of different communities.

- Working with students from Goldsmiths University of London as part of a Project Management module in order to understand the concept of 'outreach' to engage Goldsmiths in the Citizen School proposal, design creative events and a greater online presence to attract further interest in the proposed school.
- Holding four public information meetings between September and May, attended by over ninety people. Fifteen minute presentations from the team about the school and a Q&A session ensured those attending were fully informed about the school. We encouraged people attending to complete surveys.

We were financially supported by the New Schools Network to cover costs associated with marketing and collecting local demand for the school.

Involving: We worked with a group of seven local parents to involve them in refining plans for our Citizen School. We encouraged these parents to suggest proposals for the school that would work for them and their community: these included longer school days and creative citizenship projects to recognise different communities' local heritage. These parents also promoted the survey in the local area, through door-knocking and speaking to people on the high street and in community centres (using megaphones to gather attention), attended local nurseries, spoke to neighbours about the proposed school, organised five coffee mornings to speak to other parents, and organised a public event on Deptford Market in April where they set up an information stall and served Caribbean food to attract potential parents.

ii. Ongoing community engagement

We engaged local businesses, shops, charities, faith groups and community associations, public institutions such as nurseries and children's' centres and the local library and theatre in the consultation and proposals for the school. As well as building evidence of demand for the school, this provides the groundwork for our school's proposed community organising activities. Through students' campaigns and citizenship work, such as neighbourhood walks to build relationships with the local community and identify local issues that pupils can campaign on, we plan to promote good community relations. We hope to use relationships with local business and other institutions to provide experience of work for our pupils.

We aim to work closely with local nurseries, colleges and vocational providers to ensure continuity for our pupils before and after they attend our school. We will collaborate with local schools to fulfil our, and the council's, vision of a 'family of school' that share resources, good practice and facilities. We have established strategic partnerships with the Royal Greenwich University Technical College to support children interested in a more vocational route at the end of KS4. We are seeking relationships with local independent schools such as St Dunstan's College and Sydenham High School to share facilities, and have been approached by teachers from local schools such as Addey and Stanhope School to share learning.

iii. List of stakeholders

Stakeholders in Deptford, whom we have informed, consulted and engaged with in the process of gathering demand for the proposed school, include:

- Parents and community members in the vicinity of Deptford, particularly 567 who expressed an interest in choosing the school as their first choice (even when their children are not eligible), and 788 who asked to be kept up to date and whom we are in regular contact with through email and telephone, and the parent committee.
- 57 primary schools, 15 secondary schools, 9 children's centres, 18 nurseries, at least 7 supplementary schools, and a number of specialist schools and play groups within 3 miles of Deptford (in Lewisham and neighbouring Greenwich).

- Voluntary, community and faith groups and other local institutions in SE8, particularly those we have engaged regularly with such as the Deptford Lounge and Library, The Albany theatre, the Armada Centre, and The Salvation Army and those we reached out to, the Bear Church, Shaftesbury Christian Centre and St Nicholas and St Luke's Church.
- Local businesses in and around Lewisham and Deptford, particularly on Deptford High Street and in the Surrey Quays Shopping Centre that draws local residents.
- Officers within Children and Young People's Services at Lewisham Council, particularly those we have engaged directly with at Evelyn Children's Centre, Clyde Early Education Centre and Lewisham Family Information Services.
- Other officers at Lewisham Council, including those we met in November 2013: [REDACTED] ([REDACTED]), [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED]) to discuss the proposal for the school.
- The Mayor of Lewisham, Steve Bullock and Lewisham Council Cabinet Member for Children and Young People, Helen Klier, who we met with to discuss our proposal in October 2013.
- The [REDACTED], [REDACTED], who we met in January and April 2014.
- Local Councillors from the wards that cover or adjoin our priority postcode area and the Member of Parliament for Lewisham Deptford.

B. HOW OUR PLANS HAVE BEEN INFORMED BY FEEDBACK

Though private meetings, public meetings and information sessions, one-to-one conversations and email and telephone contact we have sought the input of various stakeholders. In keeping with our commitment to engaging the whole community and ensuring our plans reflect the needs and aspirations of local people, we have sought to respond to feedback received in an iterative manner. We answered questions and concerns that were raised as far as we could. This included clarifying our position on certain points relating to the nature of Free Schools where we saw some confusion, for example that we will review our admissions criteria annually, that we are committed to following National Terms and Conditions for Teachers, and that we will ensure our teaching staff are appropriately qualified.

Where issues could not be resolved or where new ideas were raised, we held group meetings with the core team and parent committee to incorporate suggestions that were in keeping with our vision and values, and which we were able to commit to at this stage in the process. Examples include discussion over the provision of additional language support for children who do not have English as a first language and suggestions for the types of support and training that the school could make available for parents. Similarly, the former Tidemill Primary school building in Deptford was identified as a potential site for the school by parents and the local community – although we have been clear with all stakeholders that we will only be able to secure a site after we have been approved.

When individuals expressed the view that they had no local frame of reference to compare our proposals to, we signposted people to other free schools to enable respondents to make an informed comparison. We developed a frequently asked questions (FAQs) section on our website to answer common questions and used public information sessions to engage in further dialogue around our proposals.

In light of the support for our proposals, we have not felt it necessary to make substantive changes to our plans. However, we remain keen to hear any questions, concerns or suggestions from prospective parents and others. We are open-minded about the need for future changes to be made as a result. We will continue to engage with prospective parents and stakeholders, involve parent and community groups, and collect evidence of demand for the school to ensure we have large numbers of parents who would choose our school as their first choice on opening in 2015.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

A Steering Group will oversee the pre-opening phase of our school, meeting monthly, with sub-committees meeting more regularly. Members of the steering group will include:

- Academy Trust Members and/or Directors, and staff.
- Core advisors: part of core team but not Members or Directors.
- External pro bono advisors: supporters of our application willing to advise on specific specialist areas during pre-opening on an ad hoc basis.

The core functions of the Steering Group will be to:

- Create strategies for core school operations, drawing and building on the submitted application.
- Oversee the delivery of these strategies through contracting and managing the required personnel.
- Recruit the relevant school staff required for opening.
- Ensure financial management, compliance, following of best practice and value for money during the pre-opening phase.

Figure F1(a). Pre-opening steering group

Name and Where live (town/ city)	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
Project Manager London	Y Member of steering group Contracted/procured staff	Responsible for planning, executing and closing the pre-opening phase of the school. Accountable for ensuring Steering Group members know their roles (and those of others) and how to execute their actions. The PM will be held to account by [REDACTED] (Chair of Governors): - Developing the project plan (supported by [REDACTED]) - Managing the project stakeholders (supported by [REDACTED]) - Managing communication [REDACTED]	Project management, with specific expertise in capital projects and Free School openings in London or dense urban areas. We will procure this role competitively from a leading project management firm with strong educational and Free School experience. Whilst we have project management expertise within our core team, we understand there will be a large amount of this work, which will be more efficiently done by a full time project management expert that is able to operate flexibly during normal working hours.	Full time

		<ul style="list-style-type: none"> - Managing the Steering Group team [REDACTED] - Managing risk [REDACTED] Managing the project budget [REDACTED] - Managing the project conflicts [REDACTED] <p>Managing the project delivery [REDACTED]</p>	<p>Our research of other Free School pre-opening experiences shows hiring an external project manager is an effective way of ensuring the resources of the voluntary core group aren't taken up by day to day procedural matters, allowing Members and Governors to focus on strategic rather than direct operational planning and oversight of the pre-opening. The role of the voluntary core members with project management expertise and responsibilities will be to hold the contracted PM to account and ensure delivery is on track. PM will work closely with the Principal Designate on a day-to-day basis.</p>	
Principal Designate London	Y Member of steering group Academy Staff and Director	<p>We will hire a Principal Designate by January 2015. Pre-opening, the PD will focus on the following areas supported by relevant Steering Group members:</p> <ul style="list-style-type: none"> - Shaping and executing educational strategy. - Shaping and executing community and parental engagement strategy. - Shaping and executing staff recruitment strategy. - Shaping and executing the site/building strategy. - Shaping and adhering to finance strategy. <p><i>See section F4 below for details of recruitment plan and skills required.</i></p>	<p><i>See section F4 below for details of recruitment plan and skills required.</i></p>	Full time
[REDACTED] London	Y Member of steering group Academy Member and Director	<p>Supporting PD with curriculum design and policies.</p> <p>Supporting PD with Educational Vision and Educational Plan, with focus on Primary:</p> <ul style="list-style-type: none"> - Recruitment of high-calibre staff. - With PM, identifying areas lacking resource and using professional network to bring in additional support to fill any skills gaps. - Ensuring adherence to best practice seen in existing Free Schools. - Communications with DfE and other related bodies. 	[REDACTED]	5

		- Representing the school at public events.		
<p>██████████</p> <p>██████████</p> <p>London</p>	<p>Y</p> <p>Member of steering group</p> <p>Academy Director</p>	<p>Supporting PD with Educational Plan, with focus on Primary and Transition:</p> <ul style="list-style-type: none"> - Recruitment of high calibre staff. <p>Ensuring adherence to best practice seen in Outstanding schools.</p>	██████████	3
<p>██████████</p> <p>██████████</p> <p>London</p>	<p>Y</p> <p>Member of steering group</p> <p>Academy Member and Director</p>	<p>Project management: hold PM to account and facilitate PM to undertake duties.</p> <p>Strategic oversight across the various core pre-opening areas. Identifying areas of synergy or conflict between different strands of work.</p> <p>With PM, identifying areas lacking resource and recruiting additional support to fill any skills gaps</p> <ul style="list-style-type: none"> - Recruitment of high quality senior management staff. - Senior stakeholder relationship management and development (e.g. Local Authority and press). - Communications with DfE and other related bodies. - Support Education Plan: development of work-based curriculum and engagement with local businesses. <p>Support community and parental engagement: representing the school at public events.</p>	██████████	5
██████████	<p>Y</p> <p>Member of steering</p>	<ul style="list-style-type: none"> - Devising financial strategy and overseeing budget during pre-opening phase. - Risk management during pre-opening. 	██████████	5

<p>█</p> <p>London</p>	<p>group</p> <p>Academy Member and Director</p>	<ul style="list-style-type: none"> - RAID log holder, overseeing strategic project Risks, Assumptions, Issues and Dependencies. - Support in devising school data, assessment strategy. <p>Lead on site/building strategy and communication with EFA.</p>		
<p>█</p> <p>█</p>	<p>Y</p> <p>Member of steering group</p> <p>Academy Member and Director</p>	<p>Lead on community and parental engagement strategy during pre-opening:</p> <ul style="list-style-type: none"> - Devising and supporting implementation of marketing strategy for securing parent first choice school selection. - Engaging and managing external stakeholders (parents and community), with PM. - Representing the school at public events. <p>Managing formal consultation, with PM.</p>	█	5
<p>█</p> <p>█</p> <p>London</p>	<p>Y</p> <p>Member of steering group</p> <p>Academy Member and Director</p>	<p>Support community and parental engagement:</p> <ul style="list-style-type: none"> - Brokering relationships with key local leaders for the PD. - Engaging and managing external stakeholders (parents and community), with support of project manager. - Representing the school at public meetings. 	█	5
<p>█</p> <p>█</p> <p>London</p>	<p>Y</p> <p>Member of steering group</p> <p>Academy Director</p>	<p>Supporting PD with Educational Plan, with focus on Secondary and Teaching and Learning:</p> <ul style="list-style-type: none"> - Support with recruitment of high quality Secondary staff. <p>Supporting community engagement: representing the school at public meetings.</p>	█	5
<p>█</p> <p>█</p>	<p>Y</p> <p>Member of steering</p>	<p>Support on Education Plan, focused on Secondary Curriculum Development, Pastoral Care Plan and policies, Gifted and Talented strategy.</p>	█	3

London	group. Core Advisor			
██████████ ██████████ London	Y Member of steering group Core Advisor	Support Education Plan with focus on Primary Curriculum Development. Lead community engagement with certain communities (expert in foreign languages, including French, Spanish and Swahili).	██████████	3
██████████ ██████████ London	Y Member of steering group Core Advisor	Community and parental engagement. ██████████	██████████	1
██████████ ██████████ London	Y Member of steering group. Core Advisor	Supporting Education Vision and curriculum (21 st Century Skills with support from Pearson). Support on community engagement: producing copy for newsletters, website and social media.	██████████	1
██████████ ██████████ London	N External Pro Bono Advisor	Adviser on school site strategy and operations. ██████████ has done initial work which has informed our Section G. A building expert, he will carry on advising the team on an ad hoc basis.	██████████	Ad hoc.
██████████ ██████████	N External Pro Bono	Adviser on HR. ██████████ has committed to developing a recruitment, staff development strategy with ██████████	██████████	Ad hoc.

London	Adviser			
██████████ ██████████ London	N External Pro Bono Adviser	Volunteer Adviser on HR	██████████	Ad hoc.
██████████ ██████████ London	N External Pro Bono Adviser	Adviser on project management and school finance. ██████████	██████████	Ad hoc.
██████████ ██████████ London	N External Pro Bono Adviser	Adviser on project management and school finance. ██████████	██████████	Ad hoc.
██████████ ██████████ London	N External Pro Bono Adviser	Support developing our Early Years strategy and help with recruitment of high quality Reception staff.	██████████	Ad hoc.
██████████ ██████████ London	N External Pro Bono Adviser	Sharing of good practice: school leadership, values-based curriculum, staff management and development, school policies.	██████████	Ad hoc.
██████████ ██████████ London	N External Pro Bono Adviser	Adviser on education policy and relationship management with DfE.	██████████	Ad hoc.

<p>██████████ ██████████ London</p>	<p>N External Pro Bono Adviser</p>	<p>Parental engagement and EAL adviser. ██████████ will organise taster workshops for parents and other community members.</p>	<p>██████████</p>	<p>Ad hoc.</p>
<p>██████████ ██████████ London</p>	<p>N External Pro Bono Adviser</p>	<p>Leadership development, Coaching, Pupil-led school development, Tutoring & Pastoral Care training. Leadership training - 3 day seminars in leading & Influencing for school staff.</p>	<p>██████████</p>	<p>Ad hoc.</p>

F1 (b) Skills gap in pre-opening

Figure F1(b). Pre-opening skills gaps

Skills/experience missing	How you plan to fill the gap
Site Expertise	We aim to recruit a site specialist, with strong experience of delivering capital projects, to the core team. [REDACTED], one of our Advisers, will support us to identify a suitable person by Summer 2014.
Human Resources	[REDACTED]. He has agreed to develop a recruitment and staff development plan for the school. [REDACTED], from Future Leaders, has already advised us on the personal specification of the Principal Designate and will support the recruitment for this and other senior roles in the school.
Project Management	We will procure this role competitively from a leading project management firm with strong educational and Free School experience.
PR/Marketing	We plan to recruit a PR specialist to the steering group. We shortlisted a number of candidates who we think will be able to offer pro bono support, who work for the following organisations: Edelman PR, Fishburn Hedges, Commucan, Save the Children and Linklaters CSR Department.
School Governance training	All proposed governors will undertake training relating to all aspects of school governance, delivered by Pearson, during the pre-opening period. We will seek to establish mentoring relationships with other successful governing bodies and members to coach governors in the pre-opening period. We will communicate with Lewisham Council to ensure that our Governors attend any relevant governance courses provided by the LA.
Headteacher experience (secondary)	While we have individuals with Deputy head experience, we are missing an individual with current headship expertise at the primary or secondary level. This is a skill we are aiming to bring to the team – ideally recruiting someone with secondary headship experience to complement our team. We will aim to find someone through our professional networks. Alternatively we will work with SGOSS the governor recruitment charity to identify a suitable candidate.

F2 - A governance structure, roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Figure F2(a). Single-academy trust structure

Single-Academy Members to oversee the Governing Body	Single-Academy Trust Member 1 Single-Academy Trust Member 2 Single-Academy Trust Member 3 Single-Academy Trust Member 4 Single-Academy Trust Member 5			
	Ex-officio	Directors (Governors) appointed by the Citizen School Single-Academy Trust	Staff	Elected by Parents
School Directors (Governors)	Principal	Education Governor 1 (Lead Primary)	Elected member of staff	Parent Governor Primary
		Education Governor 2 (Primary)		Parent Governor Secondary
		Education Governor 3 (Lead Secondary)		
		Education Governor 4 (Secondary)		
		Finance Governor (Lead)		
		Generalist and Finance Governor		
		Community Governor 1 (Lead)		
		Community Governor 2		

The Principal is directly accountable to the Governing Body, and will be their main point of contact. The Principal will also be a member of the Governing Body. Where this may result in a conflict, relevant actions will be taken (the Principal will be required to abstain from any decisions relating to his/her pay and conditions). The Governing Body is accountable to the Academy Trust, through the Members. Members of the Academy

Trust are under statutory duties, accountable under the law and under certain specific obligations to the Secretary of State.

We will establish a clear escalation process to provide clarity as to when and how individuals should seek further input on decision-making. As a general principle:

- The Principal will decide which matters require escalation to the Governing Body or a relevant committee. The Governing Body may require matters that it considers appropriate to be escalated.
- Governors and Members have the right to call General Meetings of the Company and can use this forum to require matters to be escalated to be decided at that level. In practice, it is envisaged that most matters that are escalated will go to the Governing Body or a committee, and that General Meetings will be required only for escalation of very significant aspects of the Academy Trust's business.

We acknowledge that these concepts are new to some of the stakeholders and will publish more detailed guidance on these arrangements.

i. Roles and responsibilities of Company Members

Our Company Members are: [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED]. [REDACTED] is our Proposed Chair of Governors. Company Members will meet once a term, and their roles and responsibilities include:

- Overseeing the achievement of the Company's objectives. Specifically, this means ensuring the delivery of the outcomes and responsibilities as laid out in the funding agreement with the Department for Education and any other agreements or contracts which the Company may decide to enter into with sponsors, partners, service providers and others.
- Taking part in Annual and other General Meetings.
- Appointing some of the Governors, in line with our citizenship and democratic ethos.
- Appointing a Secretary to the Company, a bank and auditors.
- Signing off the Company's financial accounts and annual report.

Currently all our Members are also proposed as Governors. We believe this to be an effective structure to tackle the pre-opening and initial years of opening of the school, to ensure decisions can be made quickly and effectively. However, over time we aim to build a degree of separation between the Members and the Governors, by recruiting new Governors to the board, which will minimise any potential for conflict of interest situations to arise and will ensure Members are able to effectively hold the governing body to account.

ii. Roles and responsibilities of the Governing Body

The Governing Body will manage the school on behalf of the Company (Academy Trust). The key roles and responsibilities of the Governors are strategic, and include:

- Ensuring the quality of educational provision.
- Setting a strategic framework for the School, with policies and targets for delivery.
- Challenging and monitoring the performance of the school through the Self-Evaluation Form and the School Development Plan, ensuring that external monitoring is organised regularly.
- Managing the Academy Trust's finances and property. The Governors bear responsibility for ensuring that the Company remains financially viable and submits accounts in an acceptable form both to Companies House and to the Department for Education.

- Employing staff.
- Exercising reasonable skill and care in carrying out their duties.

Governing Body's responsibility is to scrutinise, challenge and support those managers and professionals leading the school, in particular the Principal, in order to help them achieve the highest possible standards both in the eyes of the state as funder, the parents and children (who are the major stakeholders) and other stakeholders. This is achieved by acting as a 'critical friend' of the school. Governors, like Members, will need to accept and adhere to their own roles and responsibilities and not interfere in operational matters. At the same time, it is vital that they are well informed, interested in and supportive of the work of the school, particularly regarding children's progress.

Governors will form the following two committees: Teaching and Learning Committee; Operations Committee. To ensure that our Governing Body makes good decisions in line with our ethos, each Governor will bring with them particular expertise to help them discharge these duties. Following DfE guidance, our Chair of Governors will maintain the Governing Body's focus on school improvement and performance to ensure affairs are conducted according to the law, and report any urgent action taken on behalf of the Governing Body, making sure it is fully explained and supported. Our Chair of Governors will be responsible for making sure that:

- the year's cycle of meetings are planned, with a timetable for action and reports,
- meetings are well run and minuted correctly, and decisions taken as necessary,
- all governors understand their collective responsibility for any decisions,
- governors work as a team, and everyone understands each other's roles and the roles of other professionals within the school,
- objectives are clarified, and committees created to work out and put into practice areas of planning,
- external monitoring is organised, to ensure the impartiality of our Principal.

We will have 'Lead Governors' in the following areas: Education (Primary and Secondary), Finance, and Community/Pastoral. Lead Governors will monitor progress and will have delegated authority to make decisions to improve results:

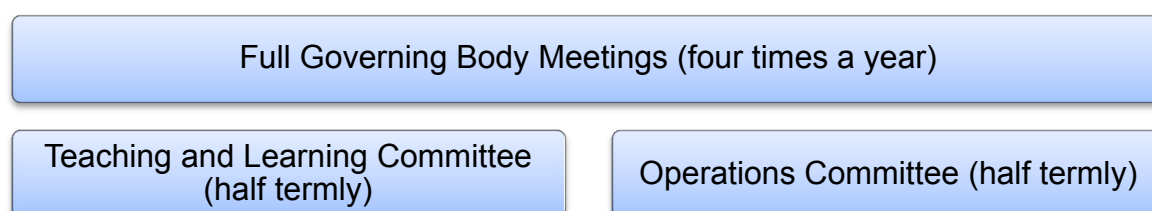
1. **Education Governors:** Oversee the implementation of our curriculum, set attainment targets in line with external advisers (School Improvement advisers) and review progress. They will monitor impact with all children and challenge our Principal on progress.
2. **Finance Governors:** Oversee our budget and financial planning.
3. **Pastoral/Community governors:** In accordance with our ethos, two community/pastoral Governors will have specialist skills relating to community engagement. In the early stages, these governors will be appointed by the trust. Over time, we will work with the local community to ensure community members/parents feed into the selection process, to maintain our commitment to developing the local community.
4. **Parent Governor:** We will have one parent Governor for each phase of our school, elected by the parent body. They will have a mandate to canvas and represent the views of parents. We expect the parent governors to be extremely stringent in holding the leadership team to account as a result, because parents will demand the best possible education for their children.
5. **Staff Governors:** We will include an elected staff Governor, to bring a professional perspective to the Governing Body and an awareness of what is happening 'on the ground', which will inform the Governors and also provide challenge to the leadership team. We will allow the Primary and Secondary Heads to attend

Governor meetings in a non-voting capacity. This is to prevent any line management issues that could arise with regards to the Principal also serving as a Governor.

The Principal will be responsible for the internal organisation, control and management of the School. The Principal's role is to implement the strategic framework set by the Governing Body. In implementing the strategy, the Principal will formulate aims, objectives, policies and targets, which will be referred to the Governing Body for adoption. The Principal will act as an ex-officio member of the Governing Body.

iii. Committee Structure:

Figure F2(b). Committee structure



At the heart of our governance structure are our full Governing Body meetings. The Chair of our Governing Body will be elected from the Directors. Full Governing Body Meetings will take place four times a year and will be a forum for our Principal to give thorough reports to the Governing Body in terms of KPIs:

1. Academic success: children to achieve beyond their potential,
2. Leadership potential of all children nurtured and developed,
3. Engagement with local community,
4. Sense of place and impact on local neighbourhood,
5. Impact on education locally,
6. Engagement with parents/carers, and neighbours.

For each point, and with the necessary support from other SLT members, the Principal will be expected to discuss staffing issues, financial issues, and curriculum and policy issues. We expect reports to be illustrated by a variety of case studies and presentations designed by children (and parents/carers when possible) about current work. These will enable us to produce annual impact reports, which will be shared with the local community and beyond.

At committee meetings, the Principal will provide analysis of:

- Attainment (broken down into groups, with analyses of trends). Particular attention will be given to SEN, FSM and EAL children. Names of children who are not progressing at expected pace will be shared, along with an action plan to be reviewed at the next meeting.
- Teaching and Learning practices, identifying good practice (naming teachers who perform well) and areas for development (along with action plans to ensure teachers are supported and held to account).
- Behaviour.
- Interventions (checking financial investments).
- Attendance (including workshops for parents/carers and extra-curricular provision).
- Generated income and plans to enhance this.
- How our school is helping to raise attainment of children in other local schools.
- Parents/carers' views.

- Wider community views.

For each of these, we will expect written reports and proposed actions to be discussed. We will invite external auditors to visit the school at least twice a year to ensure the accuracy of our practices and data, asking [REDACTED] and [REDACTED] (HMI Inspectors) to conduct Ofsted-style visits. We will work with Lewisham Council to identify a School Improvement Partner.

In addition to the full Governing Body meetings, committee meetings will focus on core aspects of school governance. Committee meetings will occur on a half-termly basis, and provided with relevant delegated powers to ensure speedy decision making and intervention. Each committee will report to full Governing Body meetings. In the pre-opening period and year one of opening, our Principal will meet (either in person or phone call) with our Chair of Governors on a fortnightly basis.

We envisage that all strategic decisions will be taken at full Governing Body and Committee meetings. However if urgent matters need to be decided, the Chair will be informed and discussions will take place more promptly (by organising extraordinary meetings or video-conferencing meetings). Minutes of every meeting (including committees) will be shared within 48 hours with all members of the Governing Body.

iv. Conflicts of Interest

We recognise the sensitivity around conflict of interest scenarios and their inevitability in the Citizen School. We will adopt best practice to ensure that these are dealt with in a transparent and accountable manner. The most proactive way to mitigate against conflicts of interest is to ensure that procedures are in place to identify potential conflicts of interest as soon as they arise. We will maintain a register of interests for all Members and Governors and require annually signed declarations of interest from these individuals. Should new circumstances arise mid-year, we will require that this is reported to relevant Members/Governors to develop a suitable response.

We will adopt the code of conduct produced by the National Governors Association and ensure that a clerk is appointed, either externally-appointed or our Finance and Resources Director. Given the current interests of the proposer group and the intended school operations, we do not anticipate that there will be conflicts of interest around tendering processes. However, we will be alert to their possibility and ensure that there are mechanisms in place to identify and respond to these should they arise.

We understand the need for a clear distinction between Members, Governors (some of whom will be Members) and those conducting day-to-day management of the school. We will ensure that Governors, for example the Principal, only receive benefit in certain circumstances, namely those in line with the Articles of Association/Memorandum where:

- remuneration/sum paid is reasonable,
- the relevant Governor abstains/absents himself during related discussion,
- Governors are satisfied that it is in the interests of the Academy Trust and record this decision in the minutes, and
- a majority of Governors in office have received no such payments or benefit.

If any member of our proposer or advisory group seeks to become a teacher in the school we will ensure that both recruitment is conducted to minimise conflicts of interest. If their recruitment is successful, future Governing Body votes which could

affect such teachers will also to be conducted such that conflict of interest is minimised. For example, one teacher member of the proposer group (neither a Member nor Governor) lives with and is a partner of one of the Members of the Company. In the case of this person applying for a teaching role at the school, the Member who is a partner would be expected to abstain from any vote and the potential conflict documented in meeting minutes. As we have a sufficient number of other Members of the Company who have no such relationships, we do not consider that this will present a problem. As the school grows, we intend to seek additional Governors and Members who will help redress the balance of the board and reduce potential conflicts of interests previously present.

We recognise that there may be circumstances where we need to seek external professional advice to ensure any conduct is not threatened by conflicts of interest, and we have developed suitable existing relationships with such advisers.

F3 (a) Proposed governors

Figure F3(a). Proposed governors

See F1(a) for the role of governors in the pre-opening phase. Also see F1(a) and CVs provided for a summary of governors' relevant expertise.

Name	Where live (town/city)	Role on governing body	Available Time (hours per week)
[REDACTED]	London	Chair and Generalist <ul style="list-style-type: none"> • Full Governing Body meetings • Operations Committee. 	5
[REDACTED]	London	Finance Lead <ul style="list-style-type: none"> • Full Governing Body meetings. • Operations Committee (proposed Chair). 	5
[REDACTED]	London	Primary Education Lead <ul style="list-style-type: none"> • Full Governing Body meetings. • Teaching and Learning Committee. 	5
[REDACTED]	London	Primary and all-through Education Specialist <ul style="list-style-type: none"> • Full Governing Body meetings. • Teaching and Learning Committee (proposed Chair). 	3
[REDACTED]	London	Secondary Education Specialist <ul style="list-style-type: none"> • Full Governing Body meetings. • Teaching and Learning Committee. 	5
[REDACTED]	London	Community and Pastoral Lead <ul style="list-style-type: none"> • Full Governing Body meetings • Operations Committee. 	5
[REDACTED]	London	Community and Pastoral Specialist <ul style="list-style-type: none"> • Full Governing Body meetings. • Teaching and Learning Committee. 	5

F3 (b) Skills gap for governing body

Figure F3(b). Proposed governors

Skills/experience missing	How you plan to fill the gap
HR and personnel specialism	██████████ (██████████) will advise us on developing our recruitment strategy during the pre-opening period. He will support both our Operations and Teaching and Learning Committees. ██████████ (██████████) will provide expert advice on recruiting high quality senior management staff. We have met with ██████████ and ██████████ prior to submitting this application and they have agreed to provide support to the Governing Body.
Legal specialism	██████████ from ██████████ law firm will provide support on all legal matters. We have a good working relationship with ██████████ and ██████████ who advised us on incorporating the Academy Trust.
Headteacher experience (secondary)	While we have individuals with Deputy head experience, we are missing an individual with current headship expertise at the primary or secondary level. This is a skill we are aiming to bring to the team – ideally recruiting someone with secondary headship experience to complement our team. We will aim to find someone through our professional networks. Alternatively we will work with SGOSS the governor recruitment charity to identify a suitable candidate.

F4 - A credible plan for recruiting a high-quality Principal pre-opening

A. PRINCIPAL JOB DESCRIPTION

It is crucial to the success of the school that we find and hire a Principal who shares our vision, builds on it and brings it to life with our complete support. We have developed a comprehensive JD for this role in consultation with Future Leaders. We will be seeking to recruit an outstanding Principal Designate who exhibits the following qualities:

- Clear understanding of the Citizen School’s vision.
- Strong commitment to working with our local community, using community organising and community outreach strategies to enhance its members’ life chances.
- Good knowledge of Lewisham and its challenges and opportunities.
- Clear understanding of the needs of families in inner-city contexts.
- Excellent ability to relate to a wide variety of people, including policy makers, politicians, and journalists (demonstrated by a clear track record).

Our principal will be ambitious for the students and staff of the Citizen School, and personally invested in making it an outstanding school where every child is happy, succeeds academically and flourishes personally. They will have experience of working with both socio-economically deprived and low-performing pupils, a proven track record of addressing needs and setting high expectations, and show full commitment to helping pupils exceed expectations. They will enjoy working and building relationships with children from challenging urban environments and be passionate about using education as a tool to combat social and economic deprivation. They will understand and value diversity and be able to read and adjust to cultural differences sensitively.

Setting up an ambitious school model in one of the UK's most challenging teaching environments represents a challenge – and an opportunity – for an ambitious, distinctive and inspirational candidate to make an impact. We will want candidates to demonstrate:

i. Moral purpose

- A leader who wants to make the world a better place.
- Belief that active citizenship – people working together for the well-being of their city – is a great channel to address the issues which our young people and their families and neighbours often face in inner-city contexts.
- Commitment to doing whatever it takes to enable children and their families to live happy and fulfilling lives.

ii. Leadership

- An outstanding teacher, with a track record of inspiring and enabling students and colleagues alike.
- An effective, confident manager and coach, able to motivate, develop and hold your teams to account to deliver distinctive results.
- Ability to promote and model excellent teaching and learning, maintaining a consistent focus on student outcomes and taking personal responsibility for ensuring every student makes academic progress and flourishes.
- Capacity to develop and implement a performance management system for monitoring and evaluating classroom practice, to celebrate and promote excellence and pro-actively challenge under-performance.
- Ability to recruit, develop and motivate a committed and effective workforce whose members have a clear understanding of the Citizen School vision and of their personal role in enabling and promoting high quality learning.
- Ability – and commitment – to building and maintaining close, effective partnerships with parents/carers and stakeholders to engage them in contributing to the success of the school.

iii. Vision

- Passion about the vision for the Citizen School.
- Visionary thinking about education, with a demonstrated ability to turn a vision into reality and inspire others to subscribe to the vision.
- Understanding of the specific challenges of setting up a new Free School outside LA control, and clear analysis of how to overcome them.
- Understanding of the local and national context in which the Citizen School is operating, including having a sound grasp of: relevant educational, Free Schools and Academies legislation; current educational research, innovation and thinking; and the local and national political Free Schools context.

iv. Personal impact

- A consistent history of setting challenging goals, achieving personal success, achieving excellence and enabling others to achieve excellence.
- A track record of successfully leading an organisation to deliver transformational change, ideally through establishing a major programme, school, start-up or social enterprise from scratch.
- Behaviours required to succeed in a challenging urban school environment: self-

awareness, resilience, emotional maturity, integrity, personal drive, hard work, initiative and a willingness to take, communicate and stand by difficult decisions.

- Strong business acumen and commitment to evidence-led performance management and intervention.

This job description will be reviewed at least once a year and may be subject to modification or amendment at any time, after consultation with the holder of the post. Duties may be varied to meet the changing demands of the school at the reasonable discretion of the Governing Body.

We expect our Principal Designate to have worked as a senior leader and had a substantial and sustained impact in an inner-city school. We will look for someone who has experience of transition – ideally a candidate who has worked in an all-through school – and who has the ability to implement our transitional vision and develop a project-based curriculum focused on community needs. We expect our Principal to have some experience of curriculum design as well as a track record of success in GCSE results. The salary for this role would be approximately [REDACTED].

The Principal will be given a great deal of autonomy and must have the confidence and initiative to thrive in that environment. This is often particularly challenging for Free School groups, because founding governing bodies are often very involved in the school. We will address this by setting clear boundaries between operational and strategic responsibilities, ensuring our Principal has the space and the support to excel.

B. RECRUITMENT PLAN

We will seek someone with a track record of developing local projects involving a variety of stakeholders. As this limits the pool of potential applicants, we will work with Queen Mary University of London (particularly [REDACTED] of the [REDACTED]) to make use of their Community Organising modules to train staff as required. If necessary, we will ensure our Principal Designate joins the Short Courses programme in Community Organising prior to opening the school (<http://www.citizensuk.org/wp-content/uploads/2013/08/Short-course-flyer.pdf>).

We will work closely with the Future Leaders charitable trust, whose mission is similar to ours. We will use their Behavioural Competencies Framework as a guide for recruitment, seeking someone who scores highly in terms of each core competency. In addition, we will use Future Leaders' Skills and Experience Framework to identify someone whose knowledge covers key aspects of school leadership.

i. Recruitment process

Existing heads will be required to give term's notice period; other teachers half a term. We intend to start the formal recruitment process as soon as we have won outline approval, putting out feelers for candidates before then. We would aim to have a Principal Designate in place by early 2015 for a September 2015 opening in order for them to assist the implementation process.

Many of the Directors and Members of the Company have been involved in processes of selection and recruitment within corporate and public sector environments, as well as in headship appointments in schools. We will design an open, fair process that employs every method we have found helpful in other settings in education and elsewhere. The recruitment process will be robust and professional, as we expect there to be a

considerable interest in leading such an innovative, interesting school. We will take every opportunity to be advised by bodies such as the National College for Leadership of Schools and Children's Services on finding a suitable candidate. We will look for candidates who hold the National Professional Qualification for Headship (NPQH).

We will mobilise our contacts to offer us support in the selection process, working through professional networks to find suitable contacts, such as working with [REDACTED] to identify suitable Future Leaders alumni. Our marketing strategy will support our search for an inspirational Principal. We aim to place articles about our proposed school in prominent publications to attract interest before advertising the post, for example in the Times Educational Supplement. Posts will be nationally advertised and will have clear job descriptions, person specifications and selection criteria.

ii. Assessment of candidates

We have agreed with Surrey Square Primary School to work with their teachers and children to help assess candidates, such as asking candidates to give an assembly about the school to a group of Year 6 pupils in a primary school, or discuss the issues and problems associated with engaging pupils in community projects with a group of teachers and parents at a secondary school. We will ensure that feedback from these exercises is a significant part of the selection process. Candidates might then have the task of reporting their discussions to the selection panel and offer their conclusion. Concurrently teachers would be asked to assess the candidates.

C. ROLE OF THE PRINCIPAL IN THE IMPLEMENTATION PHASE

The Principal will define the character of the school. Their key tasks will be to:

- Get to know the characteristics of the first student cohort, their parents and the school's surrounding environment.
- Organise the school's environment and equipment needed for a successful opening.
- Present to the Governing Body all needful and statutory policies and agree with them how they will be implemented.
- Sell the school's vision to all stakeholders, prospective staff, students, parents, neighbours and primary schools.
- Write job descriptions for staff and an action plan for the development of the first years of the school.

We expect the Principal to take a strong lead in defining the staffing structure of the school as it expands and in developing a robust selection process to find the talented staff we need to make the school achieve its potential. Since the Principal will be accountable for the success of the school as a whole, they will be of a calibre to lead this process. They will need to recruit staff who they feel have the confidence to do what is necessary to deliver the vision of the school. The Principal will play a role in marketing the school to parents and prospective pupils, addressing meetings, attending public events and giving interviews to national and local media. We anticipate that they will write a blog for the School's website and will be seeking a Principal who has a 'stage presence', is at ease with the media and has excellent command of the written word.

Section G: Budget planning and affordability

[REDACTED]

[REDACTED]

[REDACTED]

G3 Financial resilience to reductions in income

Figure G1. Financial resilience to reductions in income

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted	Savings against original budget (£k)							
		15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23

Section H: Premises

Please see the Excel application form.

Annexes

CVs

1.		
2.		
3.	•	
4.		
5.a		n/a
5.b		n/a
6.		-
7.		
8.		
1.		
2.		
3.	•	

4.		n/a
5.a		n/a
5.b		n/a
6.		
7.		
8.		
1.		
2.		
3.	•	
4.	•	
5.a		n/a
5.b	•	
6.		
7.		
8.		
1.		
2.		

3.	• [REDACTED]	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	[REDACTED]	n/a
5.a	[REDACTED]	n/a
5.b	[REDACTED]	n/a
6.	[REDACTED]	
7.	[REDACTED]	-
8.	[REDACTED]	
1.	[REDACTED]	[REDACTED]
2.	[REDACTED]	[REDACTED]
3.	• [REDACTED]	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	[REDACTED]	n/a
5.a	[REDACTED]	n/a
5.b	[REDACTED]	n/a
6.	[REDACTED]	[REDACTED]

7.	[REDACTED]	[REDACTED]
8.	[REDACTED]	[REDACTED]
1.	[REDACTED]	[REDACTED]
2.	[REDACTED]	[REDACTED]
3.	• [REDACTED]	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	[REDACTED]	n/a
5.a	[REDACTED]	N/a
5.b	• [REDACTED]	[REDACTED]
6.	[REDACTED]	[REDACTED]
7.	[REDACTED]	[REDACTED]
8.	[REDACTED]	[REDACTED]
1.	[REDACTED]	[REDACTED]
2.	[REDACTED]	[REDACTED]
3.	• [REDACTED]	[REDACTED]
		[REDACTED]
4.	[REDACTED]	[REDACTED]
5.a	[REDACTED]	n/a
5.b	[REDACTED]	n/a

6.	[REDACTED]	[REDACTED]
7.	[REDACTED]	-
8.	[REDACTED]	[REDACTED]
1.	[REDACTED]	[REDACTED]
2.	[REDACTED]	[REDACTED]
3.	<ul style="list-style-type: none"> [REDACTED] 	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<ul style="list-style-type: none"> [REDACTED] 	[REDACTED]
5.a	<ul style="list-style-type: none"> [REDACTED] 	[REDACTED]
5.b	[REDACTED]	n/a
6.	[REDACTED]	- [REDACTED]
7.	[REDACTED]	-
8.	[REDACTED]	[REDACTED]
1.	[REDACTED]	[REDACTED]
2.	[REDACTED]	[REDACTED]
3.	<ul style="list-style-type: none"> [REDACTED] 	[REDACTED]
		[REDACTED]
4.	[REDACTED]	n/a

5.a	• [REDACTED]	[REDACTED]
5.b	[REDACTED]	n/a
6.	[REDACTED]	-
7.	[REDACTED]	
8.	[REDACTED]	[REDACTED]
1.	[REDACTED]	[REDACTED]
2.	[REDACTED]	[REDACTED]
3.	• [REDACTED]	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only	n/a
5.a	• [REDACTED]	[REDACTED]
5.b	• [REDACTED]	[REDACTED]
6.	[REDACTED]	[REDACTED]
7.	[REDACTED]	[REDACTED]
8.	[REDACTED]	[REDACTED]
1.	[REDACTED]	[REDACTED]
2.	[REDACTED]	[REDACTED]
3.	• [REDACTED]	[REDACTED]
		[REDACTED]

		██████████
4.	██████████	n/a
5.a	██████████	n/a
5.b	██████████	██████████
6.		
7.		-
8.		██████████
1.	██████████	██████████
2.	██████████	██████████
3.	<ul style="list-style-type: none"> • ██████████ 	██████████
		██████████
		██████████
4.	██████████	██████████
5.a	██████████	██████████
5.b	██████████	██████████
6.	██████████	- ██████████
7.	██████████	██████████
8.	██████████	██████████
1.	██████████	██████████
2.	██████████	██████████
3.	<ul style="list-style-type: none"> • ██████████ • ██████████ 	██████████

	• [REDACTED] • [REDACTED]	[REDACTED]
		[REDACTED]
4.	[REDACTED]	N/A
5.a	[REDACTED]	N/A
5.b	[REDACTED]	N/A
6.	[REDACTED]	- [REDACTED]
7.	[REDACTED]	n/a
8.	[REDACTED]	[REDACTED]

1.	[REDACTED]	[REDACTED]
2.	[REDACTED]	[REDACTED]
3.	[REDACTED]	[REDACTED]
		[REDACTED]
		[REDACTED]
5.a	[REDACTED] <input type="checkbox"/> <input type="checkbox"/>	[REDACTED] [REDACTED] [REDACTED] [REDACTED]
		[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
		[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
		[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

5.b										N/A – see above
6.										
7.										
8.										