



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

THE BECKENHAM ACADEMY

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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*

<p>Section I of your application</p>		
<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 complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

Section C: Education vision

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

Section C1

Key aspirations

Our aspiration is establish an outstanding free school to fully meet the needs of the local students and provide an aspirational, challenging environment for young people to enable them “to be the best that they can be.”

Our new free school will be significantly different to other educational establishments for the local community. Within the borough there are 17 mainstream secondary schools; The Beckenham Academy will offer an alternative that has been specifically designed to suit the needs of all the students in the surrounding area, giving them every hope for a successful future. It will also increase the choice and diversity on offer to the local community.

Almost half of our cohort will consist of pupil premium students. Many of these students will not have had the support or guidance needed to progress very well at school. To address this, The Beckenham Academy will educate students for an extended length of time; 8:30-5:30. During this extra time, the students will catch-up on any missed or misunderstood learning. Intervention classes, prep clubs, and revision classes will all take place during this time. Our aspiration for our pupil premium students is that they will make better than expected progress, and that we will close the gap between their performance and that of their peers.

It is also proposed that The Beckenham Academy hosts an enhanced resourced provision for young people with statements for Speech, Communication and Language Difficulties (SCLD). This provision will enhance the educational offer for all students attending the Academy as a result of specialist staff and resources; and will allow both integration and withdrawal for those young people with statements. The London Borough of Bromley support the proposal for a provision to meet SCLD needs and have agreed in principle to commission places when it is in operation.

During the 3:30-5:30 time in school, there will also be an extensive enrichment programme to give these students the edge when they compete for higher education and work in the future. The enrichment programme will include the opportunity to gain additional qualifications based around sport, music, performing arts, Science Technology Engineering and Maths (STEM) subjects, and outdoor pursuits. Pupil premium students are unlikely to have had the same exposure to these types of activities, and The Beckenham Academy will offer them the chance to experience these exciting opportunities. For the more able, the programme will provide opportunities to stretch their capabilities even further. Every child including those with statements, will gain additional qualifications through their enrichment programme.

8 of the 16 of the local primary schools have been judged as “requiring improvement” or “inadequate”, so there will be a range of interventions provided to back-fill any gaps in student progress. Year 6 to Year 7 transition will be of immense importance, and immediate assessment will take place to ensure that students are signposted to the correct interventions between 3:30-5:30 for any catch-up to take place. It may also be possible to offer some of the enrichment activities to year 6 pupils as a way of engaging them, especially if they require catch up too. As a

school that places community cohesion at its heart, The Beckenham Academy will also work closely with feeder schools to improve the curriculum provision for its future students.

STEM will be The Beckenham Academy's specialism as it encompasses 21st Century skills and qualities that are imperative to the future success of our students. STEM focuses on enquiry based learning, problem-solving approaches, collaboration, team work, resilience, outstanding levels of digital and media literacy, and being able to communicate articulately. The community that we will be serving need a school which will push the students in STEM, and hold nothing but the highest of aspirations for these students. These STEM subjects will be integrated across the whole curriculum via technology, resources and making learning relevant and practical. Many of our students will be the first in their family to go onto higher education. A STEM specialism encourages this through work related learning, strong university links which we will create; careers based education and contacts into industry. The role modelling of such enterprise will be paramount to raise the expectations for these students and their parents.

In addition to 21st Century skills, a STEM specialism, an extended learning day, a vast enrichment programme, and the opportunity to gain additional qualifications, there will also be a strong cultural focus on traditional values. Discipline will be strictly upheld. Manners will be insisted upon. Positive behaviours will be rewarded. Any behaviours that are detrimental to learning will not be accepted. Uniform will be worn perfectly. Doors will be held open for others. Please and thank-you used always. Hard work celebrated. The school site will be respected. Our students will be well prepared to live and work in the outside world and learn how to behave in a respectful fashion.

All of the above will enable every member of our school community, but most importantly our students, **to be the best that they can be**. This is our school vision and will always be central to every decision that we make. We will always ask ourselves "is what we are doing enabling our students to fulfil their full potential?" Too many young people in education are underperforming, but this will not happen at The Beckenham Academy. In an increasingly competitive world, we understand that we have to make more of our young people and allow all students to have the opportunity to fulfil their full potential. This will be done through having the highest of expectations. We will not be a selective school, but we will narrow the gap between us and the selective schools in the country. Our students will compete for university places and the most aspirational careers along with other students from more selective and private educational backgrounds, and our students will win those places. The Beckenham Academy will nurture scholastic excellence and provide the best education possible. We will know our students, who they are, where they are from and what we need to do to help them reach the top through our systematic use of progress data. We will achieve all of this through teaching our students to have **traditional values**, whilst acquiring **21st Century Skills**. Any time a student is not being the best that they can be, our **extended learning programme** will pick them up again and set them back on track. The Beckenham Academy will be the safe haven for many of our students, where they are encouraged, looked after, supported and rewarded for their efforts. Our students will love and respect their learning and set their own educational targets as a priority, as we engage and inspire them through outstanding lessons and **enrichment for all**.

The aspirations for The Beckenham Academy are;

1. **100% of students will make better than expected progress at the end of Key Stages 3, 4 and 5.**
 - a. All teaching will be judged at good or outstanding to ensure that progress and learning are maximised in every lesson.
 - b. Progress data will be systematically tracked to ensure the school continues to close the gap between groups of students.
 - c. Attainment data will place the school amongst the top performers in the borough.
 - d. The school will perform in the top 5% nationally for value added across all measures.
2. **All students will be competent and confident in 21st Century Skills.**
 - a. Every student will gain a STEM based qualification (such as the CREST award scheme) by the end of KS3.
 - b. All students will be proficient in 21st Century skills; problem solving, team work, communication, resilience, digital literacy, critical thinking, collaboration and creativity.
3. **Students will be well rounded individuals ready to contribute to society.**
 - a. The wellbeing and happiness of every child will be central to everyday school life.
 - b. The behaviour for learning policy will be based around the 5 Rs; resilience, responsibility, reflection, readiness, resourcefulness.
 - c. Students will be lifelong learners who continue to covet the pursuit of knowledge.
 - d. Every student will commit to and master an enrichment activity through their time at school.
 - e. Students will commit to at least 96% attendance and punctuality.
4. **All students will be fully prepared for their next stage of education/training/employment.**
 - a. Information and guidance will be provided to every student through a personalised careers programme.
 - b. Every student will be fully prepared for a 21st Century world of work as they are equipped with appropriate life and career skills.
 - c. All students will complete Key Stage 4 and Key Stage 5 with qualifications that prepare them for the next stage of their lives.
 - d. There will be 0% NEETs at the end of Key Stage 4 and 5.

Our Vision For The Beckenham Academy

The school's vision statement will be "**To be the best that you can be**". This reflects the high aspirations that we will have for every child, no matter what their background reflects or their prior attainment suggests. When a student walks through our school gate in the morning, no matter what their background, they will be ready and prepared to learn. Success at our school will enhance their life opportunities. Our students have one chance at their education, and at The Beckenham Academy, we will do everything in our power to ensure that experience leads to positivity and success. Students will be taught to embrace challenge, and achievements will be recognised through a culture of celebration. Staff will also role model the culture "to be the best you can be" as they will be incentivised through an appraisal related bonus.

To achieve our vision, the school will operate on two core values;

- **Traditional Values; 21st Century Skills,**
- **Extended Learning; Enrichment for All.**

Traditional Values; 21st Century Skills: A Core Value To meet Our Vision.

This marries the strong traditions of the past, with the excitement of future possibilities. Every successful school needs a culture of strict discipline, and The Beckenham Academy will be a place where manners matter. Students are faced with a range of different role models and not all of them are positive; on television and in celebrity culture. Students see people not speaking to each other in the right way, and they are also led to believe that there are quick ways to become successful. Our school will uphold traditional values and teach our students the merits of tenacity, hard work, courtesy and respect. As a school we will assert old fashioned traditions of rationality and teach our students the important values that they may not be learning at home. For example, showing students the link between school attendance and success, compared to appearing on a reality show and success. Schools and teachers are trusted members of society, and we see it as our role to set high standards of behaviour and a work ethic. As our students will be working in a fast changing 21st Century job market, we must equip them for this future employment and lifelong learning. Personal learning thinking skills (PLTS) will be central to how our curriculum is run so that our students become successful learners, confident individuals and responsible citizens. There will be six key skills that our students will be proficient in; independent enquirers, creative thinkers, reflective learners, team workers, self-managers, and effective participators. These PLTs will help our students to improve the skills that will enable them to cope with social, economic and technological change, and be able to enjoy and achieve in all aspects of their life. These skills also represent those that employers and higher education institutions want to see developed. The STEM skills programme will help our students to develop these skills, as well as our extended day and enrichment opportunities.

The following six points exemplify this element of our vision:

- **Behaviour for Learning.**

Traditional values include positive behaviours. Excellent behaviour for learning will pave the way for a successful school career and enable students to be the best that they can be. There will be a consistently strong approach in our behaviour for learning policy where there are clear expectations and guidance. Behaviour for learning is based around students making positive choices and buying into the school's culture of aspiration. Positive behaviours will be shown through our students having a readiness to learn, resourcefulness when learning, being responsible for their learning, resilient in learning and reflective as learners. Any student who does not cooperate will be dealt with firmly and fairly, with very clearly identified boundaries. Parents will be fully aware of our expectations through the signing of the Parent Charter which will signal their support for, and commitment to uphold our ethos.

- **Back to Basics: Literacy and Numeracy.**

Traditional schooling is centred on the 3 Rs, and we agree that before you can move forwards in your education, students must be proficient in these "basics". Before students can achieve high levels of success, they must have mastered the fundamental building blocks of literacy and numeracy. Due to their socioeconomic background and coming from primary schools that are requiring improvement, our cohorts will have gaps in their learning, particularly with literacy and numeracy. Students will have access to a wide range of learning resources where they can develop both their digital literacy and traditional literacy, alongside cementing lessons of English and Maths. Within our traditional values, reading, writing and arithmetic will form an important part of our curriculum. Where students are not up to standard, the extended day will provide the time and focus for them to address gaps and misunderstandings. All of our students will develop high

standards of numeracy and literacy. Within literacy, communication and oracy will be an extremely important part of their development. Excellent teaching and learning is central to all schools, and through our 100 minute lessons there will be the opportunity for breadth and depth. There will be time in lessons for students to practice and embed their learning, raising their progress in these key “back to basics” skills.

- **No student left behind**

An accurate tracking system will follow each student’s progress to ensure that they are on track to exceed set targets. Regular analysis will take place every half term, and any student who has performed lower than expectation will receive supportive interventions to help them catch up on their learning. Much of this intervention will take place during the extended school day; 3:30-5:30. However, if a student continues to underachieve, Saturday School will take place each week, and during every half term holiday catch-up and revision classes will run. Nationally, there are underachievers in every prior attainment group. Predictably, the students who are most likely to underachieve are from poorer backgrounds; 65% of most able pupils who achieve a Level 5 at the end of KS2 do not go on to gain the highest grades at GCSE (Ofsted, The most able students, 2013). Our transition programme, outstanding teaching and focused intervention will ensure that the progress of these most able students is set back on track. The Beckenham Academy will never give up on a student and always give them every opportunity to be the best that they can be.

- **SMSC.**

Our students will develop their spiritual, moral, social and cultural understanding through everyday school life. SMSC will be delivered during lessons, through the enrichment programme, STEM skills, educational visits, PSHCEE, assemblies, celebration of cultural events, student leadership, behaviour for learning and community work. Our students will respect other values, recognise right and wrong, use social skills and respect and celebrate diversity. Religious Studies will form a compulsory part of the curriculum in Key Stages 3-4, and will be a key driver in delivering much of the SMSC content.

- **STEM as a specialism.**

We live in a fast changing world where some of the jobs for the next generation do not yet exist. A STEM based curriculum will be supported with state of the art resources where the opportunities for learning are broad. A STEM based curriculum will centre on developing confident, collaborative students who are able to solve problems, take an enquiry based approach to their learning, be collaborative, good team workers, resilient, have outstanding levels of digital and media literacy, and be able to communicate articulately. These are all key attributes that will prepare them effectively for the world of work and improve their future chances of employability.

- **Careers Information and Guidance.**

There will be 0% NEETs coming from The Beckenham Academy. In order to prepare them for “the next step”, all students will receive an extensive and high profile careers programme. Support and guidance given to our students through the 21st Century provision will be essential. It will be consistent in quality, accuracy and depth. Our students will not only apply to universities, but to leading universities. From Year 7, we will convince students and their families of the benefits of attending university. We will raise the aspirations of our pupil premium students so that they can successfully apply for Oxbridge and Russell group universities. Working with families will be

extremely important to break the “must stay local” culture. We will take students to careers fairs, participate in university visits, have high profile practice interviews, and make positive partnerships with local universities to break down barriers and increase understanding. Careers guidance will be thorough, such as the likely pay progression in “top jobs”. We will provide effective guidance and information about grants, loans and the costs and benefits of attending Higher education. Our students will be informed so that they are able to make decisions and become the best that they can be. Academic courses will be given high priority to our most able students and our students will be guided towards these options. The school will work hand in hand with local and national employers to raise student awareness of the many exciting jobs and opportunities available. By acquiring strong links with employers our students will gain an insight into a variety of careers and the employability skills required to succeed within them. Once Year 11 have completed their GCSEs in the Summer, they will all receive work experience placements to support them in their careers education. Not only will this provide them with a valuable experience, it will also diminish the Summer deficit between the end of Year 11 and starting Post 16. Information and Guidance on university, training and employment is not something that starts in Key Stage 5, but an aspirational culture that is instilled from Year 7.

Extended learning; Enrichment for all: A Core Value To Meet Our Vision.

A busy child is a happy child, and happiness leads to success. Providing an extended school day that runs from 8:30-5:30, Monday to Friday, will have many benefits, including to improve progress and achievement for all students, enabling them to be the best that they can be. Extending school hours means that we can offer a much broader and deeper education. Each and every student will be encouraged to fulfil their individual potential in many different areas, according to their abilities, skills and interests. Parents can be confident that their child is being nurtured and developed for the duration of their time in school each day. Between 3:30-5:30, every student will be participating in a rigorous and comprehensive range of activities that will stretch and challenge their intellect to improve their outcomes in the future. Every parent will sign a charter when they enrol their child, and the time between 3:30-5:30 will be as valuable a learning experience as the other lessons that students will attend during the school day. Any 3:30-5:30 lessons missed will be treated by the school as seriously as any other school absence.

The following seven points exemplify this element of our vision.

- **The Edge.**

Between 3:30-5:30, students will have the opportunity to experience something completely different to a normal school programme, and the chance to try things that they would not normally have the opportunity to do. The planned courses will be inspirational and exciting, and will enhance learning and self-confidence. Such a wide programme will challenge the students to “have a go” and give them “the edge” in our competitive world. We will have the highest expectations for all of our students and aspirational targets will be set for each and every one of them. Providing enrichment time and educational opportunities to gain additional qualifications between 3:30-5:30 reflects a “public school approach” and fuses together the private and comprehensive sectors. Our students will use the extended school day to meet their individual targets so that they may all compete in a world-class working future. The most able will be challenged to extend themselves and to experience activities requiring the highest cognitive abilities.

- **Close the Gap.**

We know that there has to be a concerted national drive to close the gaps in attainment between disadvantaged vulnerable pupils and their peers. 40% of our students (see table in section D1) will be academically disadvantaged by socio-economic deprivation in the home. We will close the gaps in educational achievement for children from disadvantaged families, and through this, support social mobility for our most economically disadvantaged students. Providing students with extra time in the school day to catch-up on missed or misunderstood learning will be pivotal for their academic success. Extra time for enrichment will expand these students' horizons and help them to engage further in school. Programmes based around life skills and preparing for the future will play a significant role in helping the students to find their future university or career choice. The most able will seek to close the admissions gap at the top Universities between the public and private sectors. We believe in the self-fulfilling prophecy of aspirational goals, and every student will have an achievement pathway with a bespoke provision to facilitate and prioritise excellent progress. An extended school day enables us to implement all of these interventions and help every child to be the best that they can be. It will give them the 21st Century skills they require to be contributors and leaders in their society.

- **Personalised curriculum.**

There is a strong link between disadvantage and underachievement, with disadvantaged students falling behind from the early years in school. Students who start off in the bottom 20% in Years 1 and 2 are six times more likely to continue in the bottom 20% through their education, (The National Strategies Narrowing the Gaps, 2009). Students who are socially and economically disadvantaged encompass the full spectrum of needs and backgrounds. Each of these students is an individual and they need educational providers who are able to take the time with them to understand and personalise their educational provision. The extended day will enable students to experience high quality teaching to help them to overcome barriers to learning; thus unlocking the potential of these students and closing any gaps between student groups. Stretch and challenge activities will be significant for the most able students in terms of their progress. Half termly tests will provide robust data which will support what teachers already know about their students from both a personal and professional perspective. Test analysis will be used to identify individual academic potential and to target action to support improvement and unlock the potential of these students; much of these interventions will take place between 3:30-5:30. Such interventions will be consistent and relentless until every child is progressing at a pace which is faster than expected.

- **No excuses.**

By the end of Key Stage 4, Free School Meals (FSM) pupils are more than three and a half times less likely to attain five or more A*-C grades at GCSE, including English and mathematics, than the rest of the cohort and, although the gap has narrowed slightly for girls, the gap between FSM boys and, in particular White British FSM boys and their peers shows little sign of narrowing. Many of the feeder primary schools "require improvement" and we know from our experience of transition from Year 6 to 7 that our students will be entering secondary education having covered different aspects of subject areas and having some serious gaps in their learning. Notwithstanding these challenges, there will be a no excuses culture at The Beckenham Academy. The time between 3:30-5:30 ensures that student needs are addressed. Whether that is literacy catch-up, completing home learning, or extra tuition needed in any subject, an extended school day means that all students will be stretched to make better than expected progress. From our professional experience, we already know where these students are likely to be starting from and how to handle the issues that they experience at home. Our ethos is that our students will succeed in spite of all that they must contend with, and not use any excuse as a reason to underachieve.

- **Resourced provision.**

Students statemented for Social, Communication and Language Disorder (SCLD) will benefit greatly from an extended school day. The time will enable the school to further individualise the curriculum for each student, and also address the social, emotional and communication needs that they may have. Teaching staff will be able to take more time to understand this group of students and establish strong relationships to support their learning and well-being. The incidence of young people with SCLD in the UK has significantly increased over the past decade and schools need to ensure that these students are not at a disadvantage compared to their peers. Furthermore, analysis completed by the London Borough of Bromley shows that the majority of pupils with statements for SLCD in a primary setting go on to be diagnosed with ASD in the secondary setting. In 2011 there were 277 primary age children with statements for SLCD, who are now entering the secondary phase and who would benefit from a specialist resourced provision as proposed. An extended school day will ensure that these students have an equal access to the curriculum, and receive additional teaching potentially outside of the mainstream classroom as part of a smaller group. The Beckenham Academy will host this provision on behalf of the London Borough of Bromley. 6 students per year group will be admitted.

- **Lifelong learning.**

An extended provision means that students can develop their interests and extra-curricular activities and learn to love the pursuit of knowledge. The extended learning will give students a choice of enrichment activities through which they will become stronger, more confident, well-rounded and courageous learners. Students will have the opportunity to flourish in an enriched curriculum where they have the capacity in an extended school day to try out and experience a wide range of extra-curricular pursuits; including music, sport, life skills, and STEM activities. Every student will spend a significant amount of time each day engaged in a valuable learning experience outside of the normal classroom to nurture a love of learning. This is a value that they will carry with them into the future. Opportunities will be provided for our students to “give back” to the community through voluntary service in care homes, hospices and by taking our Music, Dance and Drama to community organisations. Our students will know how to use their initiative, take measured risks, be resilient in trying new activities even if they are challenging.

- **Pastoral care.**

Through an extended school day, staff will get to know their students in a context outside of the classroom. Every student’s unique ability will be nurtured. The school will be built on relationships where positive interactions will build trust and effective communication between staff, students and parents. An extended school day means that specialist staff are on hand to offer support and guidance, not only for academic help, but also to simply listen. Employing experienced staff who understand teenagers and who have the capacity to support them through the delicate journey of adolescence will support our students to be the best that they can be. The well-being of every child will be imperative to us and all our staff will be committed to supporting the development of “the whole child”. Students will be seen as a central component to the school’s organisational life and setting of the school ethos, so it is essential that they are able to lead on and contribute to decision making. Through their enrichment programme, students will learn core leadership skills and have numerous opportunities to give back to wider school and community life.

As well as a clear vision, The Beckenham Academy has a clear, urgent and compelling role to play in meeting the local basic need for secondary places (see section E).

We are aware that there is a Basic Need for places in Bromley as identified in: “Review of Secondary Education Draft for consultation October 2013, LBB Education and Care Services”.

Bromley Council has considered the capacity of its secondary schools and has concluded that more places will be required over the medium term to meet increased demand. The following points are taken from the Council document:

- As a borough, we need to plan sufficient places to meet the Basic Need. There has been a significant rise in primary rolls, and from 2014/2015 this is now moving into the secondary phases. By 2025, there is likely to be a need for up to 30 additional forms of entry across the borough.
- School rolls need to consider the impact of the raising of the participation rate for P16 students. From 2013 all students are required to stay on until the age of 17 in either education or training, and this rises to 18 from 2015.
- Our current situation is that there are 17 mainstream secondary schools in Bromley; all mainstream offer 11-19 provision. 2 are selective, 4 are for girls, 3 are for boys, 2 are faith (faith and selective schools recruit a higher number of admissions from outside of the borough than the other mainstream schools).
- The choice to meet Basic Need through an expansion of existing schools is not practical due to factors such as site size, location of current schools, and the number of students in schools becoming unmanageable. Whilst there is some scope to increase places at existing schools, there is scope for additional new schools to meet the forecast demand. The places needed in the north and west of the borough cannot wholly be met by expansion. This is the proposed location of The Beckenham Academy.
- Places do exist in other more distant schools, but travelling distances are too great for them to be considered as a reasonable offer to parents.
- In addition to what we currently know about Basic Need, planning forecasts are assuming 500 new dwellings a year in London, which will in turn lead to a further growth in the demand for school places.
- The most rapid forecast shows a +10 form entry difference between 2018/2019. The period up to and beyond 2025 will require 25-30 forms of entry: this equates to the significant expansion of several existing schools, plus two new free schools to be opened.
- The rise in rolls has been felt most markedly in the north and west of the borough – many families are continuing this trend as they move out from inner London and this pattern is expected to continue through 2020-2030. This is in the Beckenham area, which would be met by this application.
- In addition, to note, Bromley is a net importer of students in the secondary phase; 21% of all Bromley places are taken by residents residing outside of the borough. The immediately surrounding Boroughs (Croydon, Lewisham, Lambeth) are under similar population growth pressures, thus further increasing demand for Bromley schools in this area of the Borough.

Offer higher standards than local schools

- One local secondary school is currently judged as “requires improvement” (Ravenswood).
- There are five primary phase schools also in the judgement “requires improvement” (Bromley Road, St Anthony’s RC, St. George’s CE. Orchard Way and Ryelands).
- Two primary schools are in special measures (St John’s CE. St Mark’s).
- One other local school was formerly in special measures prior to conversion (Harris Kent House).

Add to choice and diversity

- This is a central theme of Government policy. In the borough as a whole there are 17 secondary schools. Except two selective schools, all the schools are deemed to be comprehensive. However, due to a range of social and demographic factors there are very few genuinely comprehensive schools in terms of student intake. The DfE league tables for 2013 illustrate this point when factors such as the percentage of: FSM; PPG, SEN and ethnicity are taken into account. This pattern repeats when the distribution of students with low, middle or high prior attainment is analysed. The Beckenham Academy seeks to locate in an area where parents are in need of a genuinely comprehensive school. Presently, the NW of the Borough is served by two single sex Academies with an affluent intake, in terms of socio economic indicators. The catchments are very restricted, only going less than a mile. If you are unable to access these schools, your choice is a number of sponsored Academies belonging to a national chain. These offer a relatively homogenous curriculum, ethos and values. Parent voice is clearly expressing a desire for another choice at secondary level in this area of the borough (see section E).
- This free school will include a resourced provision; a unit for children with statements of SCLD. This provision adds an opportunity for parents to seek a high quality mainstream setting. Admission will be 6 children per year group to meet the growing demand coming through from feeder primary schools. Specialist provision will enable this group of students to achieve higher standards of academic attainment. Providing a resourced provision within the school means that every student will receive specialist input according to their needs. There is no other resourced provision within a mainstream school offered to both boys and girls in the local area. Coordinated provision for students with special educational needs will enable students to progress and be the best that they can be. An extended school day programme will enable students with SEN to be as fully included within the social and academic life of the school as possible. Having more access to school facilities will enable curriculum resources to be used and enjoyed by all of these students.
- There will be a STEM specialism to offer an alternative pedagogical emphasis to the curriculum. Other schools specialise on a range of different focus areas. We believe that the creative and innovative aspects of a STEM curriculum teaches students the skills that are needed for the future.

The Beckenham Academy will be an accessible and inclusive 'comprehensive' school with high ambitions for all pupils using the best private school techniques and opportunities and combining these with an outstanding comprehensive education which hold the successful delivery of the highest aspirations for every student at its heart. It will meet local needs and truly represent the whole local community.

Respond to parental demand

- Two new free primary schools have been approved for opening in the area from 2014, but places remain pressured and parents are concerned that choice is reducing and that it is more difficult to secure a place in a preferred school. For secondary schools, the first preference figure is only 76% - this may be expected to fall if new places are not introduced into the system.
- This free school will offer a genuinely unique wrap around provision from 8:30am to 5:30pm. As well as supporting the working parent, an extended school day will more importantly improve the learning, life chances, and employability for students. No other

school in Bromley offers this extended day provision and, equally, this increases choice and diversity

- Having a STEM specialism adds to the diversity of choice for parents as there is no other local school that adopts that same focus.

Make use of academy freedoms

- The Beckenham Academy will employ teachers on non standard contracts. This is to ensure that the extended day is staffed appropriately and ensure that the needs of our students and local community are fully met by the Academy. Teachers will be entitled to a non contractual bonus each year (see section G) which will be linked to appraisal targets. This strategy is central to our aim of transformational change in the possible life outcomes of our students.
- Admissions, in the event of over subscription, we will target 20% pupil premium grant students – in keeping with the student need in the local area. At The Ravensbourne School we already have a proven track record of success in terms of outstanding achievement and progress for key groups of students. The identified site is surrounded by a high concentration of social housing. Using our tried and tested programmes of teaching and learning, engaging curriculum, rigorous and focused interventions, we could offer high standards of education that increases the academic attainment for all groups of students in a new school.
- Although we will adopt the National Curriculum, it will be modified according to student need and to reinforce our key aims. For example, all students will follow a STEMSKILLS curriculum in Year 7 and 8 (see section D). Students requiring significant literacy and numeracy intervention will have a fully personalised offer until these key skills have been mastered to an appropriate level.
- Through our enrichment programme, the teaching staff will be joined by unqualified staff in specialist areas to add unique industry/ business perspectives to the work of the school.
- We would seek to be a provider of educational services to the local area/community. For example, our expertise in educating SCLD students would be a much sought after service. All income generated would be re invested in the Academy for the benefit of our students.

Section D: Education plan – part 1

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

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Year 7			180	180	180	180	180	180	180
Year 8				180	180	180	180	180	180
Year 9					180	180	180	180	180
Year 10						180	180	180	180
Year 11							180	180	180
Year 12								150	150
Year 13									150
Totals			180	360	540	720	900	1050	1200

Section D: Education plan – part 2

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English KS3	2h 55m	Mandatory	
Mathematics KS3	2h 55m	Mandatory	
Science KS3	2h 55m	Mandatory	
Creative Arts KS3	4h 10m	Mandatory	Half Termly rotation of: Drama; Music; Art; Technology; Cooking
Physical Education KS3	2h 30m	Mandatory	
History KS3	2h 5m	Mandatory	
Geography KS3	2h 5m	Mandatory	
MFL KS3	2h 5m	Mandatory	French or Spanish
Computing KS3	50m	Mandatory	
STEMSKILLS	1h 40m	Mandatory	Year 7 & 8 only (time allocation goes to English and Maths in Year 9)
Religious Education	50m	Mandatory	
Enrichment KS3	8h 20m	Mandatory	Time allocation remains constant in KS3, KS4 and KS5
English KS4	3h 20m	Mandatory	
Maths KS4	3h 20m	Mandatory	
Science KS4	3h 20m	Mandatory	
Physical Education KS4	1h 40m	Mandatory	Non examined

Religious Education KS4	1h 40m	Mandatory	
Option A	3h 20m	Mandatory	
Option B	3h 20m	Mandatory	
Option C	2h 30m	Mandatory	Time allocation rotates with Option A and B in Year 11
Option D	2h 30m	Mandatory	As above
KS5: Option Block A	5h 50m	Mandatory for all students	This block allows BTEC students to take an "A" level
KS5 Option blocks B, C and D	5h 25m	Mandatory for all "A" Level students	These blocks are all "A" level students only.
Vocational route	17h 30m		

Please note that we will run a two week timetable. Hence the students experience in one timetable cycle is double the above allocations as they are given in hours per week, not per fortnight.

Section D1:

The curriculum at The Beckenham Academy will be broad, balanced and challenging for all abilities of students. It will allow them to 'develop traditional values while learning 21st century skills' in a highly aspirational and supportive environment, which will ensure all students aspire to be the best they can be.

The curriculum of the school clearly establishes our ethos of 'to be the best you can be' and 'extended learning; enrichment for all'. It does this by utilising the skills and applications acquired through STEM learning; a strong emphasis on numeracy and literacy; a curriculum that students want to study through both high quality teaching and wide variety of subjects; a comprehensive enrichment programme to ensure students are aware of the wider community, become independent lifelong learners and have every opportunity to add depth, breadth and recover any gaps/misunderstandings in their learning. The curriculum will meet the students' needs physically, emotionally and academically through a wide variety of subjects and high quality methods of teaching that will require the students to utilise all their stronger learning styles and develop areas of weakness. As over half the local feeder primary schools have recent Ofsted inspection grades of 3, our broad and balanced curriculum, including tailored enrichment activities, comprehensive learning support and extended day will allow the students to fill in the gaps in learning and understanding. Our curriculum as can be seen in the key points below clearly establishes our mission of 'to be the best you can be' and our two core values of 'Traditional Values; 21st Century Skills' and 'Extended day, Enrichment for all'.

The key points of the curriculum at the Beckenham Academy are:

- A specialism in STEM (science, technology, engineering and maths) running through the curriculum to develop skills for lifelong learning and adaptability.
- 2 week timetable
- 100 minute lessons to allow for deep learning and creative teaching.
- Extended School day 8.30am -5.30pm to allow time for a comprehensive and rewarding enrichment curriculum. The lengthened day will allow the students the time and the access to activities to develop our core value of traditional values with 21st century skills.
- A focus on literacy and numeracy throughout the curriculum and in enrichment activities to ensure our students become extremely proficient in both areas and effective communicators. The Beckenham Academy will ensure every student is equipped with the numeracy skills needed to be effective participants of 21st Century society. Students will develop secure mental arithmetic skills and will be confident in performing calculations needed for life such as percentages and ratio and will have an understanding of the different measures which they will encounter such as capacity, length, area and how to convert between units. We will enable our students to develop numerical fluency which will

provide a platform to pursue future opportunities and enable students to take responsibility for their personal finances. Our students will understand the world of numeracy and how numeracy issues are important for success such as personal finance and credit, mortgages, risk and risk management, insurance, economics, skills in capturing, modelling and manipulating data

- Literacy and Communication are the gateway to life that leads to improved self-esteem, motivation and behaviour. The Beckenham Academy, will enhance students literacy skills needed to become independent learners for the future. All students will be encouraged to make extended independent contributions that develop ideas in depth. We will ensure that students are able to use literacy as a functional tool, which will support them in careers for the future. Students will develop speaking and listening skills with confidence and will be able to communicate in an articulate and rational manner. Literacy is embedded throughout the curriculum, where students will enhance their reading for enjoyment and balance different ideas in the mind to understand language. Writing accurately and coherently is a skill that all students will develop and apply. Within society, students are surrounded by the world of social networking and a myriad of other forms of technology .We will embrace and enhance this digital literacy as it is very important to success in the 21st century. Equally, The Beckenham Academy will have a thorough and rigorous programme for development of the key basic skills of spelling, punctuation, grammar and oracy for all students at The Beckenham Academy.
- Engagement in the local community underpinned by the principles of: equality and diversity; respect for local people, local culture and local values; citizenship in the local, national and global context. Social and community cohesion is an important aim to be served by the curriculum that goes beyond the purely academic.
- A 21st century STEM SKILLS curriculum will give our students 21st century skills to develop their awareness of and ability to problem solve and adapt to new challenges in their learning.
- Strong emphasis on the 5Rs (resilience, responsibility, readiness, reflective, resourceful) throughout the curriculum to develop the skills of learning ensuring our students are independent learners. These traditional values incorporated into the development of 21st century skills ensure students at The Beckenham Academy can be the best they can be throughout school and in the wider society into adulthood.
- Personal Learning and Thinking Skills will be threaded through the curriculum and extra-curricular activities to develop the whole student. We will develop the following skills which, alongside the 5Rs and STEM SKILLS, will fully equip our students to be the best that they can be within a 21st century fast changing society:
 - Team Work
 - Independent learning
 - Reflective Learner
 - Effective Participators
 - Self-Manager

- Creative Thinkers

- A comprehensive, daily enrichment curriculum will offer a range of activities to develop students across a wide range personal skills. This area of the curriculum will aid students to develop learning skills that will enable them to close the gaps in their learning from primary school. They will have access to activities that many of our disadvantaged students may not be able to do with the parents/guardians. (see section on enrichment).
- Our curriculum will focus on the whole child and their physical, social, spiritual, cultural and emotional wellbeing that means that they: are well placed for learning; will make better than expected progress; will develop the emotional resilience to succeed even in the face of adversity.
- Specialist literacy and numeracy support both in class and withdrawal for students entering year 7 below expected standards and any not showing better than expected progress, thus clearly responding to their needs.

The highest quality learning and teaching, along with an outstanding curriculum will fully engage the students and promote high achievement. There will be a variety of whole class teaching and where appropriate small groups and individual sessions. Strong relationships, engagement and participation will set the context for high levels of learning in all classrooms.

The importance of a strong core of English, Maths and Science to meeting the needs of all of our students is evident in the amount of curriculum time allocated. Between them they have 30% of curriculum time (10 % each) which is considerably more than any other subject. They will be taught in specially dedicated rooms with state of the art facilities to enhance learning. Early intervention for students not making better than expected progress will be put in place both in curriculum time and outside of the school day. This may include having to attend Saturday school and holiday catch up/ revision sessions.

We will follow the national curriculum, with appropriate modification according to need, as it gives a rounded curriculum across a range of subjects. However, departments will have the opportunity to adapt areas to ensure students are fully engaged and motivated at all times. The students will follow a rigorous, comprehensive curriculum which will allow them to flourish both academically and as responsible citizens. It will be designed to develop the character, mind and resilience of the whole child and will incorporate our core beliefs and values.

Afternoons will be planned to provide a broad programme of curriculum enrichment activities (see section on enrichment). At the Beckenham Academy we want all our students to be effective problem solvers for the 21st century, STEM will therefore be woven through the whole curriculum so that it becomes integral to the way we work. Programmes planned for the extended day will broaden and enhance our curriculum offer to fully meet the needs of the students.

Teachers will adapt and extend the curriculum to meet the needs of all students. Levels of challenge will be appropriate for all students regardless of ability or individual special needs. They

will also ensure that activities are designed and resources are deployed to accelerate progress for those student who may have fallen behind.

Expected student intake

The Beckenham Academy Free School admissions arrangements will be in line with the existing Admissions Code and admissions law as it applies to academies.

It is intended for the school to have 180 places for boys and girls available in September 2016 and then 180 places each year after that. There will be 6 forms of 30 students. Students will be assessed on entry using Cognitive Ability Tests (CATS, see section on target setting for more detail). These, along with ks2 data, reading and spelling tests will determine initial groupings and student targets.

Subject to Local Authority commissioning, there will be a Resourced Provision to cater for 6 statemented students (SCLD) per year group. Education takes place mainly in the classroom, but students are either withdrawn to a resource base for specialist input or teachers from the resourced provision deliver specialist teaching to the child within the classroom. Specialised facilities and specialist teachers will be attached to the unit, with further assistance from whose expertise is needed.

The table below outlines the numbers of students as the school grows from year 1 to being full in year 7:

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Year 7			180	180	180	180	180	180	180
Year 8				180	180	180	180	180	180
Year 9					180	180	180	180	180

Year 10						180	180	180	180
Year 11							180	180	180
Year 12								150	150
Year 13									150
Totals			180	360	540	720	900	1050	1200

Our over subscription criteria will give preference to students:

- Who are eligible for the student premium (20%)
- In public care (student looked after)
- Those who have a sibling on the roll of the school at the time of application
- Who live nearest to the school (based on straight line distance measurements)

The table below shows the breakdown of student groups in the nearest local schools to the Beckenham Academy. We therefore propose our expected intake to be based around the following figures:

- 180 students, mixed gender per year group starting with year 7 in 2016
- 180 each year after that until key stage 3 and 4 are in place.
- Key stage 5 will start with year 12 in September 2021 (we approximate a cohort of 150, growing to 300).
- Student premium students 40% - significantly more than 4 of the most local schools
- SEND students 12% - significantly more than 4 of our most local schools
- EAL students 10% - significantly more than 2 of most local schools

School Name	Total Pupils on Roll	Percentage of Boys	Percentage of Girls	Percentage of SEN, Statement or School Action Plus	Percentage of pupils with English not as a first language	Percentage of pupils eligible for FSM	Percentage of pupils eligible for FSM during the past			
Harris Academy Beckenham	812	92.60%	7.40%	14.40%	22.70%	26.20%	50.60%			
Harris Academy Bromley	990	1.80%	98.20%	16.30%	18.00%	21.80%	45.50%			
Harris City Academy Crystal Palace	1309	52.00%	48.00%	5.40%	15.00%	21.10%	26.80%			
Hayes School	1644	48.50%	51.50%	7.40%	2.00%	3.50%	10.40%			
Langley Park School for Boys	1684	88.60%	11.40%	9.10%	3.10%	3.40%	7.00%			
Langley Park School for Girls	1596	2.40%	97.60%	7.10%	10.70%	3.20%	7.80%			
The Ravensbourne School	1458	54.90%	45.10%	11.10%	8.00%	14.80%	34.90%			

Type of curriculum to meet the needs of the student intake

The curriculum at the Beckenham Academy will be broad, balanced and tailored to students need to allow them all 'to be the best they can be'. It will be based around a strong core of English, Maths and Science with STEM running through all areas of the curriculum as well as having its own discreet curriculum area in years 7 and 8 (STEMSKILLS). Physical Education and Religious studies will also be compulsory in all year groups. A comprehensive enrichment programme will form the last session of every day in for all students. This strong core along with the extended day and range of other subjects will facilitate our intake of proportionally high EAL, SEN and socially disadvantaged students to make better than expected progress. The 100 minute lessons will allow time for the students to become fully immersed in their learning using the whole range of their preferred learning skills and developing their all-round abilities to learn effectively.

There will be a 2 week timetable, each day consisting of 8 periods. The school day will be extended to ensure our vision of 'extended learning; enrichment for all' is given enough time to allow our students to benefit from the varied, rewarding programme on offer. The school day will start at 8.30am and finish at 5.30pm.

Upon transfer and transition from the local primary schools the expected student intake will be predominantly students qualifying for the PPG and from socially disadvantaged backgrounds. In our area 50% of primary schools fall into category 3 or below. It is likely that there will be a need to fill in the gaps and to 'catch up'. Our curriculum and enrichment programme will be tailored for these socially disadvantaged students to allow greater social mobility. Furthermore the extended

and enriched day allows for the most able students to be appropriately challenged and stretched. This is an important point given the projected student intake. According to Ofsted for the most able students who are PPG, the difference in outcomes compared with non-PPG most able students is stark. Only 58% of PPG most able students in non-selective secondary schools do well enough to attain an A* to B grade in English and mathematics at GCSE. The gap in achievement between these students and those who are not eligible for PPG is large, at 17 percentage points in English and mathematics combined. Furthermore a report by the Sutton Trust reveals that PPG students are 19% less likely to enter higher education by the age of 19. The Sutton Trust identified that the single most important factor contributing to the relatively low proportion of young people from disadvantaged backgrounds attending selective universities was the level and nature of the qualifications the students obtained.

The vision for the school clearly establishes our mission of ‘to be the best you can be’ and our two core values of ‘Traditional Values; 21st Century Skills’ and ‘Extended day, Enrichment for all’. Our commitment to extend the school day until 5.30pm will also provide an opportunity to enrich the curriculum and develop the core skills needed to equip students to be the best they can be in the 21st Century, whilst additionally catering for the working parent. The entire curriculum will stretch and challenge the students throughout the day. The enriched curriculum will take place during the last scheduled 100 minute lesson. Every student will spend some time each day engaged in a valuable learning experience outside of the normal classroom to nurture a love of learning. This will be developed through the 5 Cs of Community, Careers, Communication, Competitiveness and Critical Thinking and the 5 Rs of Reflection, Responsibility, Resourcefulness, Readiness and Resilience.

The extended learning day will allow us to develop a personalised curriculum so that nothing will hold the students back from pursuing and mastering their interests and strengths, so that they become confident and courageous learners. There will be a wealth of experiences, making them a stronger and more rounded individual. Each day, in addition to the broad and balanced curriculum students will experience the enriched curriculum from one of the 5 core? areas. The enriched curriculum will be delivered by a range of suitably qualified staff as appropriate to the activity, in some cases we will draw upon the local community and our already established body of STEM skills contacts.

Content of the Curriculum

The curriculum below in table 2 states the number of minutes each subject will be taught in key stage 3. This curriculum has been chosen to facilitate the highest possible standards of learning across a wide range of key subjects for our students to excel. They will benefit from having double periods of 100 minutes to give teachers the time to be creative in delivery of lessons and students to take part in learning focused activities to allow the maximum deep learning to take place.

<u>Key Stage 3</u> Subject	taught time (minutes)
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English	350
Mathematics	350
Science	350
Creative Arts (half termly rotation)	500
Physical Education	300
History	250
Geography	250
Religious Education	100
French/Spanish	250
Computing	100
Stem Skills	200
Enrichment (3.30 to 5.30)	1000

Creative Arts will be taught via a half termly rotation system. The subjects included are listed below:

- Music
- Drama
- Dance
- Art
- Cooking
- Technology

The rotation means that each subject will get an intense concentrated 8 periods of learning over a 2 week timetable cycle for each half term and then move on to a new subject. This has been put in place to allow for high quality focused learning to take place rather than just 2 periods every 2 weeks which may dilute the curriculum and make continuity of learning difficult.

As with key stage 3, the key stage 4 curriculum will be broad and balanced to ensure that our students follow suitable learning pathways to allow them ‘to be the best they can be’. The curriculum will be taught with an ethos of extremely high aspiration. Students will be set challenging personalised targets (see section on target setting) ensuring they are always moving forward in their learning.

In addition to all students studying English, Maths, Science and Religious studies at GCSE, all students will have compulsory Physical Education throughout key stage 4. Students also will have 4 option choices to tailor their curriculum to their needs and potential future careers. The key stage 4 curriculum has been chosen to give all students regardless of ability the best possible chance to reach their full potential. The design of the option choices will facilitate appropriate subject choices for the students to both succeed at key stage 4 and develop a variety of knowledge and skills and also move smoothly into further education.

Key Stage 4	taught time
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Subject	(minutes)
English	400
Mathematics	400
Science	400
Physical Education	200
Religious Education	200
Option A	400
Option B	400
Option C	300
Option D	300
Enrichment	1000

Key Stage 5

Students going into Key stage 5 at the Beckenham Academy will have personal consultations and thorough guidance as to the most suitable route for them to be the best they can be and facilitate their path into higher education, training or employment.

As with key stages 3 and 4, our curriculum will reviewed and changed annually to reflect the changing needs of the students and the society within which our students will be searching for employment, training and university places when they leave. With this in mind, given that key stage 5 will not start their education until September 2021, the exact curriculum is difficult to outline. However, the structure will be as below with students choosing either an A level route or a Vocational route.

Students on the “A” level route will choose 4 A levels from a comprehensive range of subjects to include (where available) Maths, the Sciences, Engineering, Computing, Psychology, Geography, History, PE, Sociology, MFL, Creative and performing Arts. The full range of subjects offered will be guided by student aspirations.

Students on the vocational route will choose 1 vocational subject along with an extra A level that complement each other and meet the needs of the students higher education or employment needs, ensuring they are successful.

<u>Key Stage 5</u> Subject	taught time (minutes)
English (for those who do not have a good grade at GCSE)	200
Mathematics (for those who do not have a good grade at GCSE)	200
Option A	700
Option B	650
Option C	650
Option D	650
Option E	650

Vocational (this will be taken with 1 extra A level)	2100
Enrichment	1000
Private study	Students will be timetabled when not in lessons

STEM Specialism: delivering essential skills for the 21st Century

The Beckenham Academy will focus on promoting the learning skills needed to be successful in Science, Technology, Engineering and Maths (STEM). Our belief is that the skills required within STEM can be developed across the curriculum and will result in improved outcomes for students in all subjects and will reinforce our vision of providing 21st Century skills for all.

The need for highly skilled students with STEM qualifications and employability skills is well documented and our curriculum will develop these in a progressive way to give our school leavers the confidence and ability to pursue further STEM related learning pathways and careers, or explore other opportunities. All students will have an excellent portfolio of learning and employability skills enabling them 'to be the best that they can be'.

We will seek to develop the key STEM skills of:

- Problem Solving
- Creativity
- Team Work
- Communication
- Resilience
- Independent learning

To assist the transition of our students from primary school into Year 7, all students will take part in a STEM skills curriculum in both Year 7 and 8 for 200 minutes per fortnight.

The key aspects of this programme will be to:

- Provide STEM enrichment activities for all our student's within the curriculum;
- Introduce students to the skills required to be successful learners;
- Provide a diverse range of activities from which students choose to heighten engagement;
- Allow students time to settle into secondary school by focussing activities in the Autumn term of Year 7 on issues relevant to the transition from primary school;
- Enable students to develop their learning skills in small groups to encourage freedom of expression and the confidence to experiment with new ideas;
- Modify the type of activities offered in the curriculum based on student feedback e.g. more outward bounds or music related activities.

All of the activities in this programme will have the key STEM skills as the starting point for their planning. Students will have a STEM skills assessment diary to chart their progress in acquiring these skills.

Learning Styles

A key consideration of the STEM specialism is to give students the opportunity to learn by taking part in enquiry based, open ended learning activities in their lessons across the curriculum. This style of learning is fundamental for our students in order for them to become expert, adaptable problem solvers ready to face the ever changing challenges of the 21st Century. 'Learning without limits' will allow our most able to flourish and encourage our student's to challenge themselves and be challenged by others. Learning outcomes will not have a glass ceiling; and all students will be expected, and encouraged, to further their own learning. The Beckenham Academy will be a learning community where students and teachers will challenge each other making the STEM classroom stimulating for all, irrespective of the traditional subject name.

Problem solving activities will seek to challenge and develop our students from the moment they arrive in Year 7. Students will take part in topical STEM learning days tackling open ended activities such as suggesting solutions to current engineering challenges or organising a response to a natural disaster. 100% of our students will be enrolled onto an awards programme (e.g. Crest) in order to achieve accreditation for their work.

STEM subjects

Our curriculum is designed to provide opportunities for outstanding progress within STEM subjects through:

- An integrated approach to learning which does not split learning into the component parts of STEM; teachers will work together across subject disciplines regularly;
- Providing the technology and resources to allow for STEM skills to be learned in an engaging, relevant way and provide the 21st Century skills required by employers;
- Qualified teachers who are subject specialists;
- A rich and varied programme of trips to universities and places of STEM interest, visiting speakers from our already established, active database and STEM related competitions including the UK Maths Challenge, Faraday Challenge and F1 in Schools Challenge;
- A range of projects built into our curriculum focussing on different aspects of STEM e.g. designing a renewable energy resource or researching solutions to challenges in the medical world;
- Dispelling stereotypes that STEM opportunities are gender oriented through the specific targeting of girls in engineering and physics;
- Regular contact with the STEM Ambassador programme and other business contacts to give students insight into careers;
- Further develop our partnerships with employers to refine the curriculum where needed to integrate the skills required by industry;

- A timetabled enrichment programme with STEM learning skills at its core.

STEM: providing for our most able students

The Beckenham Academy will provide a 'STEM excellence' programme which will identify and mentor high achievers from Year 7 and provide the opportunities needed for students to explore and develop their interests within STEM subjects. The programme will develop our learners into the next generation of scientists, engineers and mathematicians. Students will:

- Be identified by specialist STEM teachers based upon aptitude and enthusiasm;
- Carry out STEM projects under the guidance of a teacher mentor in Year 7;
- Be encouraged to carry out their own experiments and research and seek funding from the school;
- Present their findings to students and staff; developing communication skills and confidence;
- Be allocated an external STEM mentor from the STEM Ambassador programme from Year 8;
- Have a wide range of opportunities to visit local universities to explore different aspects of STEM e.g. Medical professions at St George's College and Cyber Security at Royal Holloway.

STEM: an inclusive specialism

The Beckenham Academy is focussed on delivering excellent outcomes for 100% of our students. We understand the challenges which young people face in the area and know that many of our students may not have received at least a good standard of education at their local primary school. STEM will therefore be the tool for unlocking potential and ensuring students firstly make up any lost ground and then move ahead and excel. Those students with statements for SCLD can also benefit from the STEM because **all** students will receive essential personalised interventions to improve their literacy and numeracy skills where required within the timetabled school day and will be challenged to push boundaries in their learning through a problem solving ethos in every classroom.

The outcomes of our specialism will be to:

- Equip all of our school leavers with lifelong learning skills and the confidence and skills set to pursue their ambitions.
- Develop the practical skills of students to enable them to enter STEM related professions at different entry levels
- Achieve excellent outcomes at KS4 & KS5 for STEM qualifications with 100% of students making more than expected progress at the end of KS4, and 100% of students achieving stringent targets at KS5 based on GCSE results and aptitude (CAT) testing.
- Retain 100% of students from KS4 wishing to follow Post-16 STEM related qualifications which are provided, and enable 100% of students to make the transition from KS5 to either

a STEM degree course, an apprenticeship or into employment. This relates to zero NEETs too.

Qualifications

All students will have access to a range of additional qualifications in key stage 3 and 4. In key stage 3 groups of students will be involved in qualifications such as:

- The Arts Award
- Sports leaders Award
- Duke of Edinburgh Award
- The CREST Award
- LAMDA
- Speech and Drama
- Graded music awards
- Sports coaching awards

These will be both targeted at individual students and open to all. These type of qualifications require totally different skills sets and motivations to succeed and so will form a valuable part of developing our vision of 'Traditional values; 21st century skills' and establishing of an ethos of achievement for all.

English, Maths and Science will start GCSE delivery in year 9 to allow maximum time to complete the course, ensure deep learning and understanding and time for review and reflection.

In key stage 4 alongside compulsory GCSEs in:

English Language

English Literature

Maths

Science

Religious Studies

Students will also choose to study 4 subjects from a comprehensive range of accredited GCSEs, BTECS and VCerts. This is in keeping with our prospective intake which will include 40% pupil premium and 12% SEND students. This combination of qualifications along with outstanding teaching and high quality targeted support will give the students an aspirational and realistic curriculum and have the best possible chance to be the best they can be.

These courses have been chosen to follow on from previous learning in key stage 3 and also challenge the students in new areas of knowledge and experience. It is vital that the students follow a variety of courses that meet their needs and in which they are interested.

With this in mind the curriculum will be reviewed annually, particularly in key stage 4 where a combination of appropriate subject combinations must be considered alongside student demand.

The new subjects on offer in key stage 4 that are not included in key stage 3 include:

GCSE Engineering

GCSE Business studies

GCSE Economics,

GCSE Law

GCSE Psychology

A small range of BTECs/Vcerts according to student need and all leading to clear aspirational progression routes and employability.

The key stage 4 offer to students will be tailor made depending on ability and aptitude to ensure they achieve their full potential. The students in year 9 will go through a comprehensive process of consultation and advice from experienced staff in order to get the best possible combination of subjects and to ensure the curriculum offer meets their needs. All students will be able to choose to access the full Ebacc certificate.

Enrichment

The vision for the school clearly establishes our mission of 'to be the best you can be' and our two core values of 'Traditional Values; 21st Century Skills' and 'Extended day, Enrichment for all'. Our commitment to extend the school day until 5.30pm, will also provide an opportunity to enrich the curriculum and develop the core skills needed to equip students to be the best they can be in the 21st Century, whilst catering for the working parent. The enriched curriculum will take place during the last scheduled 100 minute lesson. Our STEM specialism will offer a broad and balanced curriculum where there is an emphasis on excellence and innovation. Every student will spend some time each day engaged in a valuable learning experience outside of the normal classroom to nurture a love of learning. This will be developed through the 5 Cs of Community,

Careers, Communication, Competitiveness and Critical Thinking and the 5 Rs of Reflection, Responsibility, Resourcefulness, Readiness and Resilience.



The extended learning day will allow us to develop a personalised curriculum so that nothing will hold the students back from pursuing their interests and strengths, so that they become confident and courageous learners. There will be a wealth of extra-curricular experiences, making them a stronger and more rounded individual. Each day students will experience the enriched curriculum from one of the 5C areas. The enriched curriculum will be delivered by a range of suitably qualified staff as appropriate to the activity, in some cases we will draw upon the local community and our already established body of STEM skills contacts.

The 5Cs are exemplified below:

Community:

The Beckenham Academy will have community relations and citizenship at its very heart. One of our main aims is to close the gaps in learning and promote social mobility to meet the needs of our learners. We believe we can serve the community well and that we can make significant differences to different students. Part of our enrichment programme will have at its heart the desire to develop the whole child, building every student's sense of self-worth to increase their life chances. Underpinning this will be the traditional values of building a community spirit and valuing diversity, whilst simultaneously seeking an active place in the local community. The value of building community cohesion in our local area cannot be understated after the events of the London riots which adversely affected both Bromley and Croydon.

Our community enrichment programme will include:



- Combined Cadet Force. Cadets will have the chance to learn new skills and engage in adventurous activities in disciplined and well-structured organisations based on the traditions, values and standards of the Armed Forces. Cadets can also work towards a range of nationally recognised qualifications which will help with their future education and careers.
- Duke of Edinburgh scheme. Leading youth Charity the Duke of Edinburgh gives all young people aged 14-24 the chance to develop skills for life and work, fulfil their potential and have a brighter future being ‘the best that they can be’.
- Volunteering. Helping at homes for the elderly, charity shops and local friends of the park to build self-esteem, confidence and a sense of pride in their local area.
- Carbon offsetting. To encourage students to consider their community within the wider context of the 21st Century and the world.
- Charity Events. Students will plan and deliver their own charity events for international, national and local charities of their own choosing. This will instil in them an understanding of and responsibility for the world around them and instilling a duty of service to their community: giving something back, not simply receiving.
- Citizenship. We want young people to leave school or college with an understanding of the political, legal and economic functions of society, and with the social and moral awareness to thrive in it. Citizenship education is about **enabling** people to **make their own decisions** and to **take responsibility** for their own lives and their communities and being instrumental in developing their future society.

Careers:

One of our aims is to increase the life chances of all our students. We believe that students need to be equipped with a range of skills to prepare them for their working life in the 21st Century. Our enrichment for all programme will show students the real life relevance of their school experience. We will engage students in learning through relevant, interesting and inspirational activities to help

students acquire the skills, knowledge and attitudes they will need for today's constantly changing world of work. This work will equip students with the 21st skills they need to thrive including employability skills. The programme will be aspirational and access students to the very highest advice as they progress through the school.

Our careers enrichment programme will include:



- Personal statements. From Year 7 students will begin their personal statements for their future. This will be revisited every year, including peer review.
- CV preparation. Students will have guidance on preparing a CV from both teachers and contacts with business and industry. This will start from Year 7 and be continually revisited allowing for students to develop a comprehensive CV fit for the 21st Century.
- Visits to Higher and Further education institutions. As many, if not most, of our cohort would be the first from their families to attend University we will start these aspirations from Year 7.
- Fast Tomato. Upon transfer to The Beckenham Academy all students will start the Fast Tomato career guidance programme, which aims to help students identify their strengths and work towards future education, employment or training.
- Young Apprentice. Students will be able to participate in the young apprentice programme to promote their STEM skills.
- Transition programme to embed, develop and support skills needed for success. Students will have the opportunity to familiarise themselves with the 5Rs.
- Work Related Learning. All students will have the opportunity for work experience, Year 11 will have work experience after their exams.
- Personal Interview practice. This will take place with senior teachers, members of the local business community and Higher Education representatives. This will help students build confidence for their future.

- Visiting speakers. Students will be able to attend talks from members of the local business community and speakers from Higher and Further Education.
- Taster sessions. Using existing contacts students will be able to attend sessions from local businesses and Higher and Further Educational establishments.
- Careers Fair. An annual fair run and hosted by The Beckenham Academy to raise aspiration from a very early age.
- Investing in The Future. Investing in the future is a bespoke programme to target particular cohorts who have never thought of accessing higher education and do not have family based role models.

Communication:

We believe that communication is the heart of every organisation. Therefore good reading, writing, speaking and listening skills are essential to students to equip them to lead successful lives in the 21st Century. We intend to offer a unique and diverse range of learning activities to give our students the ability to approach their futures with confidence. Their STEM skills will support this, but additionally their enrichment opportunities will embed an innovative, creative, ambitious and capable mindset.

Our communication enrichment programme will include:

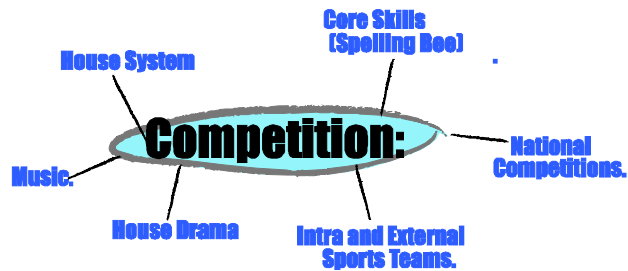


- Music – all to play an instrument. The Beckenham Academy Radio station will involve many students in the running, production and journalistic content of the programmes.
- Speak up / Speak out programme. All students will have the opportunity to take part in the annual Speak up Speak out competition which promotes speaking and listening skills in a competitive environment.

- Magistrate / Bar Council Competitions. From Year 8 students will have the opportunity to participate in the national Magistrate and Bar Council Competitions. These competitions encourage students to engage with the law and learn legal and presentation skills.
- Debating tournament. All students will have the opportunity to participate in inter-house debating competitions alongside national competitions such as membership of the World Schools Debating Championship.
- Spelling Bee. Literacy skills will be promoted in an engaging way where students are involved in inter-house spelling competitions, leading to involvement in the national Spelling Bee competition.
- Touch Typing Skills. Students will have the opportunity to develop their touch typing skills to give them a lifelong skill for the 21st century.
- School Social Media. Students will take leadership and ownership of School Social Media, with groups being responsible for announcements and information being divested over social media.
- Speech and Drama (LAMDA certificates). Students will have the opportunity to develop their language and communication skills through the formal qualifications of LAMDA. This will promote their own self-esteem and ultimately their employability.
- Social skills. Students will work in groups on social problems and communication. This will increase their empathy, social awareness and ability to adapt to changing situations.
- Business communication / Presentation Skills. Students will receive Business communication and presentation skills to help prepare them for their next stage of education, employment or training.

Competitiveness:

We live in a fast changing world where some of the jobs for the next generation do not yet exist. A STEM based curriculum centred on developing students to be confident and collaborative problem-solvers will prepare them effectively for the world or work. Additionally our enrichment programme will give all students the chance to shine, for example all students will play a musical instrument.

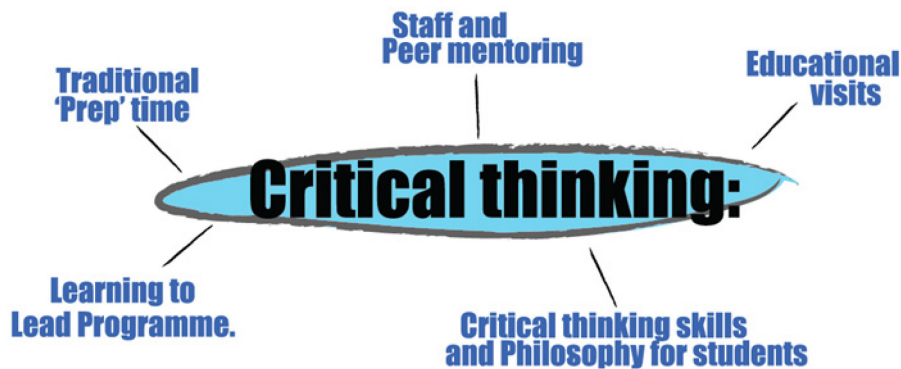


- **House System.** It is envisaged that The Beckenham Academy will operate a horizontal house system, that is to say that each student will be a member of a House, but that tutor groups will not be arranged vertically. Each of the six tutor groups within a year group will belong to one of six houses. This will provide significant opportunity for competition.
- **Music.** Each house will be required to host an annual concert, resulting in a house concert every term. This will give students the opportunity to be involved in a positive way in their community.
- **Core Skills (Spelling Bee).** Core skills can be promoted in an engaging way through inter house competition. Inter house Spelling Bee competitions and inter house quizzes are an excellent way of engaging students.
- **House Drama.** Each house will be expected to produce their own assemblies and drama which reflects the needs of their community. Having student voice lead assemblies ensures competitiveness as each house tries to outdo the other for message and entertainment, ensuring that the students learn project management skills in an engaging way.
- **Intra and External Sports Teams.** There will be external sports fixtures, but the House system and enrichment programme gives considerable opportunity to go beyond the usual. Inter-House sports events will be organised to cover a wide range of sports so that all students can be included. Sports will be individual as well as team based. Additionally the school will be in a prime location to take advantage of the local sports facilities such as the recently refurbished Crystal Palace Sports Arena and swimming pool.
 - **National Competitions.** Students will also be involved in national competitions in Maths, Engineering, Science and Technology. For example students will participate in the UK Maths challenge and the Faraday Science Challenge. These competitions stretch the most able students but also provide inspiration for all students.

Critical Thinking:

Modern Britain is a pluralistic, fast moving society. To give our students the leading edge they will develop their own critical thinking skills, meaning they will be able to find the necessary information for themselves; they will be able to evaluate the merits and consequences of that

information; and they will be able to utilise that information to solve any problems at hand. Our core values of traditional values and 21st Century Skills will underpin this belief, whilst our wrap-around care will provide the opportunity to deliver it. Students will have traditional 'prep' time to enhance their independent learning. Workshops, Educational Visits and a focus on communication skills will provide support and guidance that enables students to continue their formal learning in higher education and meet the demands and challenges of Modern society.



- **Traditional 'Prep' time.** Part of the enrichment programme will give students traditional 'prep' time where they work independently under supervision. The extended day gives students opportunity to develop their time management skills but also valuable time to prepare for the next day be it revision or home learning.
- **Learning to Lead Programme.** Students will have the opportunity to develop their leadership skills through involvement in the Learning to Lead Programme.
- **Critical thinking skills and Philosophy for students.** This is a programme that offers a way to open up student's learning through enquiry and exploration of ideas. It teaches reasoning and debating to students.
- **Educational visits.** The extended day allows greater flexibility for educational visits, in particular for afternoon visits to Higher and Further educational establishments.
- **Staff and Peer mentoring.** The extended day also provides a unique opportunity to build on existing good practice for staff and peers. Students can be mentored either by a member of staff or one of their peers.

In summary, the extended day gives an excellent opportunity to address the particular needs of each cohort. The students in our area will fit a certain demographic and have particular prior educational experiences, many of which will not have always been positive. Through providing each student with the above it will support them in becoming the best that they can be. Additionally it will contribute to 100% of students making better than expected progress, including those with statements.

Assessing Student's Needs

The school will provide a rigorous assessment of student's needs when joining the school through a mixture of:

- Liaising with primary feeder schools to gain information on student's needs and strategies which have been used previously;
- Yearly CAT testing in order to provide information on cognitive strengths and weaknesses to inform setting and identify any need for early interventions. This will start in June, before admission in September.
- Literacy and numeracy testing in Year 7, and on entry.

Progress will be tracked via a detailed management information system which will be updated with termly assessment data. This will be reviewed termly by the SENCo and Heads of Year. Strategies to support students will be assimilated into this to provide a centralised, accessible reference tool for all staff to access.

Special Educational Needs and Disabilities (SEND)

We welcome all students regardless of need who will be given full support to help achieve their potential and be the best that they can be within our school community. Without exception, all students will be given the same opportunities to develop the skills which are required to be able to fully participate in 21st Century society.

Whilst the school will ensure that the needs of students are fully catered for we appreciate that needs are transient for some, and our role is to enable students to make progress to alleviate their need for support over time, except in certain cases.

The aims of our SEND policy are to:

- Promote positive attitudes towards students with SEND;
- Ensure that the SEND requirements of students are identified, assessed and provided for;
- Enable all students to have full access to the school curriculum;
- Ensure that 100% of students make more than expected progress within their learning;
- Develop student's STEM and 21st Century learning skills to enable complete access across our curriculum;

- Listen to students and their families when making plans and when reviewing progress;
- Sustain a dialogue between all stakeholders throughout a student's time at the school;
- Provide all necessary support for vulnerable and looked after students;
- Develop wider community involvement through multi-agency partnerships to provide additional help for students when needed;
- Make sure that all teachers and support staff are aware of student's needs and are trained and confident in helping students to overcome any barriers to their learning enabling every student to be the best that they can be.

A special educational needs coordinator (SENCo) will be appointed to provide the necessary leadership of this area. This will initially be a member of the Senior Leadership Team, and a further appointment will be made after 2 years as the numbers of students in the school increases. If commissioned by the Local Authority the SCLD provision will have its own specialist head of department and specialist teachers. The SENCO will line manage the provision.

The main roles of the SENCo will be to:

- Manage our school based provision liaising with all stakeholders;
- Direct resources to ensure that SEND requirements are met;
- Provide all necessary information and training to enable all staff to meet the needs of students with SEND;
- Lead and manage a team of specialist teachers and teaching assistants in supporting the learning of SEND students;
- Maintain a high visibility across the school to ensure that teachers work in partnership with learning support teachers and TA's;
- Ensure that all students with SEND have their needs assessed regularly and personalised strategies are put into place and reviewed.

The role of other staff: catering for all student's needs

As a school we believe that thoroughly planned, differentiated lessons are an essential starting point when providing support for students with SEND. All teachers are therefore responsible for providing suitable learning opportunities for students within their classes, and sharing strategies with other staff to ensure that a coordinated level of support occurs across the school.

The Beckenham Academy will also deploy staff in a range of other ways during the school day to cater for needs by providing support through:

- Specialist delivery of numeracy and literacy lessons in small groups for those requiring support to include students with EAL to meet identified student needs;
- Mentoring sessions with teachers and teaching assistants to focus on communication and organisational skills to improve overall attainment;
- Intervention sessions for any child not making sufficient progress in their learning to ensure that any learning gaps are fully addressed.

Support for vulnerable and looked after students will be provided by the Headteacher/Assistant Headteacher in the first instance in order that their care is given the highest priority and interventions can be put in place to ensure the well-being of the students concerned and that their educational needs are fully met.

Assessing Student's Needs

The school will provide a rigorous assessment of student's needs when joining the school using a variety of strategies:

- Liaising with primary feeder schools to gain information on student's needs and strategies which have been used previously;
- Yearly CAT testing (see section D2) in order to provide information on cognitive strengths and weaknesses to inform setting and identify any need for early interventions;
- Literacy and numeracy testing prior to entry and thereafter at predetermined milestones;
- PASS project (Pupil Attitudes to Self and School) enables a complete picture of a student's motivation, strengths, anxieties, school-based relationships and future learning behaviours to be built and provides effective learning and teaching strategies to raise attainment and student well-being. The use of PASS will also aid in the development of a bespoke curriculum as it offers insight into the underlying-attitudinal factors that affect the behaviour and motivation of students and informs the target setting for these students. PASS is a nationally available assessment run by GLS.

Students with SEND will have their progress tracked and monitored throughout their time at The Beckenham Academy via a detailed 'working' spreadsheet which will be updated as information is acquired. This will allow us to intervene where necessary and will allow all of our students to be the best that they can be.

The following information will be included to allow staff to support students with their learning needs:

- CATs data - updated each year
- SATs data
- Reading and spelling data from the Suffolk assessment scheme
- Attainment and effort data in all subjects - updated on termly basis
- Description of needs
- Strategies teachers used to support each student
- Intervention strategies used
- Attendance data

Social, Communication and Language Difficulty (SCLD): A Resourced Provision

The school will provide 6 places per year for students with SCLD. Wherever possible students will be fully integrated into daily school life accessing all aspects of the curriculum. We do recognise that in some situations that additional support may be required and the SENCo will be responsible for ensuring that necessary provision is made for this.

We understand that students with SCLD can experience difficulties in communication and with social understanding and behaviour, which may make change difficult and create problems with behaviour. In order to ensure that students on the autistic spectrum (often an outcome of SCLD) are able to access the broad, balanced and relevant curriculum offered throughout the school we will take steps to provide the best possible support for students with SCLD through:

- Close liaison with the local specialist feeder schools and other primaries;
- Emphasis on the need for personalised learning, varying the learning environment and teaching approaches used;
- Encouraging a 'learning by doing' approach using specialist equipment, adapted materials and ICT to ensure access to the curriculum;
- Providing regular personalised support through the Curriculum Support team;
- Providing access to external agencies to include Speech and Language therapists, Occupational therapists, CAMHS and other services when need arises.

The extended hours provided by the school will allow a high level of timetabled support for students. This will benefit our students greatly through their full integration into the school day avoiding the stigma of being withdrawn from lessons with their peers. The curriculum will be designed carefully to ensure that where specialised intervention is required, in literacy and numeracy for example, it will be done to ensure that students are not missing out on another subject.

Transition

At The Beckenham Academy we believe in the individual child being able to succeed to the best they can be in a holistic sense. The whole child is one who is well adjusted, understands leadership and responsibility, emotionally and socially literate, has a sense of self-worth and confidence whom through an excellent educational experience is prepared and enthused for their next stage of education, training or employment. Instilled with a sense of traditional values, yet equipped with the skill necessary to make a positive contribution in 21st Century society. This will be particularly salutary during transition and transfer.

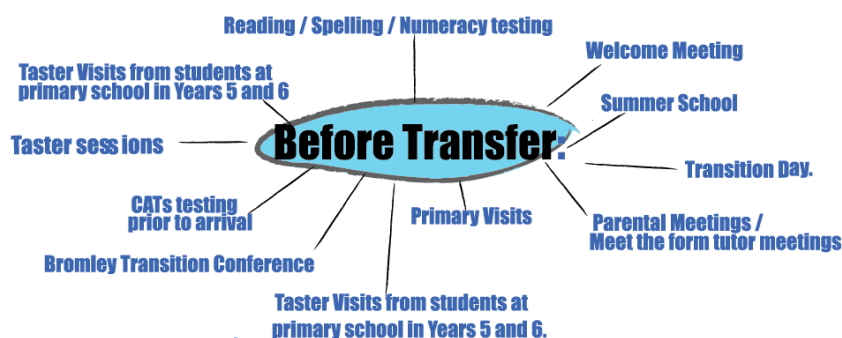
Transition Years 6 - 7.

Moving from Primary to Secondary School is an exciting and significant event in the life of any child. When a child starts at Secondary School they experience a whole variety of new experiences and challenges, many of which demand skills and abilities that they have not had to use before. Educational research has categorised the issues student face as social adjustment, institutional adjustment and curriculum interest and continuity. The Beckenham Academy will provide an enriched programme to make all students 'secondary ready' taking into account these issues. The extended day also allows The Beckenham Academy the opportunity to develop a greater range of skills through the enrichment programme to meet their educational, social and psychological needs on transition.

Transition activities will begin initially for the first cohort in the summer term before the school officially opens. Transition and Transfer will not be seen as an end, nor a means to an end, but rather as a staging post on the lifelong learning journey. We will establish strong links with local primary schools to ensure a continuity of student progress, both socially and academically. There is already considerable experience of dealing with transition and of the need for cross-phase collaboration. Cross-phase meetings will be held so that vital information about the relative social and academic strengths of each child are not lost and there is no need to re-establish a baseline.

Our transition programme will include:

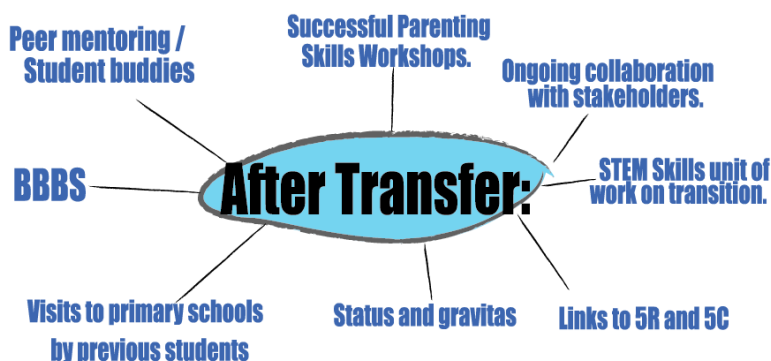
Before September:



- Welcome to TBA for parents – what to expect from your new school and expectations of students and parents/carers.
- CATs testing prior to arrival. This provides additional information on the ability of individual students, further information can be found in section D2.
- Reading / Spelling / Numeracy testing in Core Skills prior to arrival. This also provides extra information on students.
- Transition Day. Students visit the school and learn what a day there looks like. This provides students with reassurance that the new school will be a positive learning environment for them.

- Primary Visits – meeting the students and their staff to garner vital information about their social and academic strengths. This is vital as it provides the opportunity to discover prior learning enabling The Beckenham Academy to build on the achievements of all students.
- Summer School for vulnerable, PPG, SCLD provision students. During the summer holiday PPG students and vulnerable students are invited in for a two week Summer School. This acclimatises students to the routines and expectations of their new school.
- Parental Meetings / Meet the form tutor meetings – 1:1 meetings between parents, student and form tutor. This provides an opportunity for students to show their best pieces of work.
- Bromley Transition Conference. Collaboration conference with local primary and secondary school to share good practice.
- Taster Visits from students at primary school in Years 5 and 6. Starting in Year 5 this allows students to get a feel for the secondary school and the social and academic expectations. Starting the taster visits early also allows for greater preparation for curriculum continuity or for information about gaps in prior learning from their time at primary school.

After Transfer:



- Visits to primary schools by previous students. This provides a leadership opportunity for the older students, but also gives the younger students something to aspire to in addition to a friendly face when they start at The Beckenham Academy.
- Peer mentoring / Student buddies. Peer mentors will have been present, alongside BBBS, at the summer school. Older students will be assigned to form groups and individual students to give them a friendly face and to act as role models for the expectation of students at The Beckenham Academy.
- BBBS – our Big Brother Big Sister programme. Older students will run our already established, national award winning peer mentoring programme, through this programme students have led on many aspects of social cohesion and greatly improved social areas of the school including significantly reducing bullying.

- Successful Parenting Skills Workshops. In our area many students will come from homes and families whose prior educational experiences will not have been positive. The Beckenham Academy will offer support to those families to help their children become the best that they can be.
- Status and gravitas – senior members of staff to be in charge of transfer and transition to give it status and gravitas.
- STEM Skills unit of work on transition. All students will complete a STEM Skills unit of work on transition to equip them for life at secondary school.
- Links to 5R and 5C. All students will be receiving training through a scheme of work and enrichment activities on the 5Rs and 5Cs. This will help them understand the culture and ethos of the school and to provide them with the tools and skills to be the best that they can be.
- Ongoing collaboration with stakeholders. Student and Parent voice will continue to be monitored for feedback, through the Parent Forum and Student Improvement Groups (similar to a school council).

Progression into KS4

The transition programme does not stop at the end of Year 7. Students at The Beckenham Academy will be embarking on a lifelong learning journey and our aim is to guide them through from one stage to another. Students will continually be challenged to be the best they can be. In many cases in our catchment area this will mean that many, if not most, will be the first generation of their family to attend University. That process starts immediately and the progression into KS4 serves as another staging post on that journey. In practice this will look like:



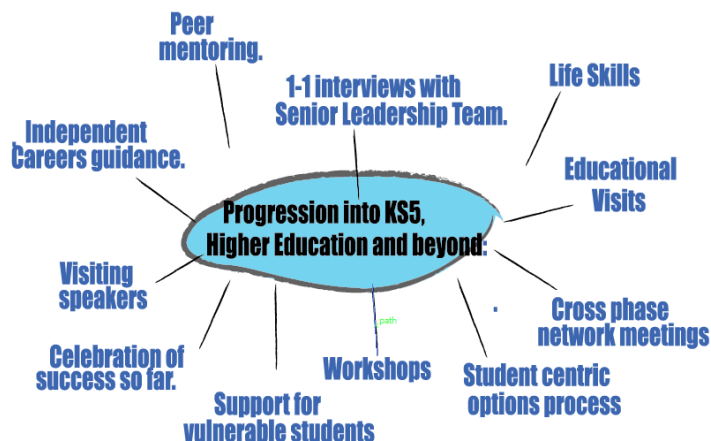
- Celebration of success so far. Students, Parents and Staff (Primary and Secondary) will be invited to a celebration of achievement evening where current successes are celebrated to ensure continuity and continuing aspiration for further success/

- Student centric options process – including personalised progression plans. TBS will run a student centric options process in order to meet the particular demands of different cohorts.
- Support for vulnerable students. Staff and Peer mentors will provide extra support for vulnerable students to guide them through their options choices.
- 1-1 interviews with Senior Leadership Team. All students will receive an interview with a member of the Senior Leadership Team during the options process thus providing a bespoke curriculum.
- What subjects would they like to learn – students will be surveyed to discover the particular option wants and needs in each cohort.
- Careers guidance. Students will be offered continuous careers guidance through schemes such as Fast Tomato to empower them to make their decisions.
- Cross phase network meetings to plan for cohort specific strategies. Staff from across phases meet to plan strategically for needs of different cohorts as they move through the school.
- School Improvement Group. Run in a similar fashion to a School Council this group provides Student Voice feedback about option choices and curriculum relevance.
- N-gage programme. Students at risk of NEET (not in education, employment or training) are able to access extra support through the European Social Fund Ngage programme. Such students qualify for extra guidance and support from members of the local business community who mentor them through KS4.
- ITF – Investing in the Future – focus on particular groups such as PPG, ethnicity and gender to empower them to make life decisions.
- Link to 5Cs and 5Rs. Students will receive continuous training in the 5Cs and 5Rs to help them be the best they can be.
- Welcome to KS4 meeting. After progression into KS4 students, parents and carers will receive induction into the particular demands of KS4.

Progression into KS5, Higher Education, University and beyond

Progression into KS5 will also be student centric as we prepare students for the next stage of education, training or employment. The uniqueness of this free school is that the extra wrap around care provides the opportunities to provide extra support and guidance.

Progression into KS5 and beyond will include:



- Celebration of success so far. Students, Parents and Staff (Primary and Secondary) will be invited to a celebration of achievement evening where current successes are celebrated to ensure continuity and continuing aspiration for further success/
- Student centric options process – including personalised progression plans. The Beckenham Academy will run a student centric options process in order to meet the particular demands of different cohorts thus providing a bespoke curriculum.
- Support for vulnerable students. Staff and Peer mentors will provide extra support for vulnerable students to guide them through their options choices.
- 1-1 interviews with Senior Leadership Team. All students will receive an aspirational interview with a member of the Senior Leadership Team during the options process to discuss their futures and consider schemes such as Uni Frog.
- What subjects would they like to learn – students will be surveyed to discover the particular option wants and needs in each cohort.
- Independent Careers guidance. Students will be offered continuous careers guidance through schemes such as Fast Tomato to empower them to make their decisions. Additionally career professionals will be available to advise students on their next steps.
- Cross phase network meetings to plan for cohort specific strategies. Staff from across phases meet to plan strategically for needs of different cohorts as they move through the school.
- Educational Visits. Many of the cohort will be the first in their families to attend Higher Education and educational visits to such establishments will have begun since Year 7 to instil self-belief, awareness and aspiration.

- Visiting speakers from Higher Educational establishments will visit The Beckenham Academy to advise and inspire students to aim higher.
- Workshops from staff and visiting speakers will empower our students to aim higher and equip them with the skills and knowledge necessary to give them the edge when continuing education, employment or training.
- Life Skills – Uni Food, Personal Finance. Workshops and schemes of learning will be provided to prepare students for the next stage of their education, employment or training.
- Peer mentoring. Mentors will be provided to help students apply and aspire.

Section D2

Measuring student performance and effectively setting challenging targets

To ensure students become ‘the best they can be’ it is essential to continue to challenge and stretch them. With this in mind we must constantly know the following information:

- Student potential
- Where they are in their learning
- How to move forward

Point 3 will be dealt with within lessons using high quality assessment for learning techniques (See section on teaching and learning). Points 1 and 2 will be comprehensively covered strategically at whole school level in the following ways:

- SATs results
- Cognitive Ability Tests (CATs) and high quality use of resulting data
- Suffolk Reading Test. The Suffolk Reading Scale (SRS) is used by teachers and SENCOs to monitor the reading development of pupils from age 6. A standardised reading test that consists of multiple-choice and sentence-completion questions, SRS identifies where an individual may be experiencing reading difficulties. It has been designed to be relevant and engaging for pupils and can be administered easily in the classroom, both individually or in a group setting.
- Suffolk Single Word Spelling Test. The Single Word Spelling Test (SWST) comprises a series of nine standardised tests designed to assess spelling attainment. Relevant for all the UK’s curricula, each test covers everyday vocabulary and contains between 30 and 50 words (depending on level), including high frequency, literacy hour and spelling bank words.

- Full programme of half termly whole school formal exams
- Use of Comprehensive tracking data

The Cognitive Abilities Test (CAT4) is the most widely used test of reasoning ability in the UK. CAT4 is the fourth edition of GL Assessment's Cognitive Abilities Test, the UK's most widely used test of reasoning abilities. Fully standardised on 25,000 UK pupils, the suite of tests has been developed to support schools in understanding students' developed abilities and likely academic potential. Results from CAT4 can help in intervention, monitoring progress and setting targets for future attainment.

In the summer term before students start at The Beckenham Academy year 6 students will sit tests in reading, spelling and numeracy. They will also then take CATs tests. These tests will give us a lot of valuable data at first hand to assess the student's capabilities and a number of possible learning issues. The results from the CATS tests will then be used to set targets in each subject.

In conjunction with our data management company, JPlus Ltd, individual student targets will be set. In order to monitor progress towards these end of key stage targets, we will use a system called 'Current Cat'.

Current CAT is the grade/level a student should be working at a given point if they are to reach their CAT target at the end of the key stage. This means that every student will have individualised targets and progress rates from the first day they come to school. We can therefore tell at a glance which students are behind/on track/ahead at any time. The CATs tests will be retaken every year to monitor student progress and to reassess and where appropriate reset targets. Each student will have a 'flight path' graph (see below) to visually depict their predicted and aspirational paths through the key stage.

To ensure all staff and students are aspirational when working towards targets, we will use CAT +1 for all target setting. This takes the basic target set by the CAT test data and adds one level or grade. As the CAT target originally set would be the minimum, CAT +1 raises what is expected of each student to be aspirational as a minimum. Teaching staff are of course able to and encouraged to set higher targets if they wish once they have worked with the students in class and seen the quality of their work. Although in the new GCSEs A*-C is being replaced by numerical values, an example of how this would work and raise expectation can be seen below for a current ks4 student:

Subject	CAT target	Cat +1 target (new aspirational minimum target)
Maths	D	C
English	C	B

Science	C	B
French	D	C
Business studies	C	B
Psychology	D	C
Engineering	C	B
RS	D	C
Total A*-C	4	8

It can be seen that the CAT +1 target setting totally changes the outlook for a student and is setting highly aspirational minimum targets for the students. In this case from 4 to 8 A*-C GCSEs. This alters the mind set of what is acceptable for students, parents and teachers, going a long way to ensuring every student will 'be the best they can be'.

Once targets have been set students will sit at the very least, a formal exam every half term in English, Maths and Science and 4 times per year in all other subjects. These will be on the school calendar and as with the target setting outlined above, be administered and quality controlled by a member of SLT. These tests will develop our vision of students having traditional values. They will learn resilience and responsibility to ensure they succeed in these tests and take necessary steps as a result of feedback to make further progress.

These exams have to be marked within a specified time frame to ensure marks are relevant and up to date and then entered on to our data management system.

This data is then used to track progress for all students by class or individual student (see a year 7 students' tracking sheet below). This comprehensive tracking system shows all the relevant information needed to not only check individual progress over time against CAT targets with the number of tracks (blue columns) but also to cross check progress within specified groups such as gender, SEN, ethnicity and FSM (Ever 6).

It also shows where exactly a student is in relation to his latest mock result or teacher track. These tracking sheets will form the basis of 'teach meets' where class teachers and heads of department discuss progress of all students with Intervention teams and line managers to ensure action plans are put in place and followed up.

Lastname	Firstname	Gender	Ethnicity	RegGroup	EVER6	SEN	KS2ENG	KS2MAT	ClassRef	SubjectGroup	Subject	CurrentCAT	CAT	Target	Track_Nov13	Track_Jan14	Track_Mar14	Grade Diff from Track	Feb Mock	Grade Diff from Mock	Achievement	Attitude	Home Learning	Organisation	Uniform	EffortPS	AvgEffort	Attendance
Student	A	F	WBRI	7GR	F	4	5	-	-	Art & Design	5C	6B	6B	4B	4B	4B	-0.7	0.0	B	A	A	A	A	A	10.0	9.7	98.0%	
Student	A	F	WBRI	7GR	F	4	5	7Dn/MANTEL	a2	Dance	4C	6B	6B	3C	3C	3A	-0.3	X	0.0	B	A	A	A	A	A	9.5	9.7	98.0%
Student	A	F	WBRI	7GR	F	4	5	-	-	Drama	5C	6B	7C	5B	5B	5B	0.3	0.0	0.0	A	A	A	A	A	A	10.0	9.7	98.0%
Student	A	F	WBRI	7GR	F	4	5	7En/MANTEL	a2	English	4C	6B	6B	9A	5C	4B	0.3	4B	0.3	A	A	A	A	A	A	10.0	9.7	98.0%
Student	A	F	WBRI	7GR	F	4	5	7FrBRONTE	a1	French	3A	5A	5A	3C	3C	3A	0.0	3A	0.0	A	A	A	A	A	A	10.0	9.7	98.0%
Student	A	F	WBRI	7GR	F	4	5	7Ge/MANTEL	a2	Geography	4C	6B	6A	4B	4B	4B	0.3	5C	1.0	A	A	A	A	A	A	10.0	9.7	98.0%
Student	A	F	WBRI	7GR	F	4	5	7Hi/MANTEL	a2	History	4C	6C	6C	4B	4B	4B	0.3	5B	1.3	A	A	A	A	A	A	10.0	9.7	98.0%
Student	A	F	WBRI	7GR	F	4	5	7Ct/MANTEL	a2	ICT	4C	6C	6C	4C	4C	4B	0.3	X	0.0	A	B	A	A	A	9.5	9.7	98.0%	
Student	A	F	WBRI	7GR	F	4	5	7Ma/MANTEL	a2	Mathematics	4B	6A	7C	5B	5B	5B	1.0	5C	0.7	A	A	A	A	A	A	10.0	9.7	98.0%
Student	A	F	WBRI	7GR	F	4	5	-	-	Music	5C	6B	6B	4B	4B	4B	-0.7	0.0	0.0	B	A	B	A	A	A	9.0	9.7	98.0%
Student	A	F	WBRI	7GR	F	4	5	7Pe/GLOVER	a2	Physical Education	4C	6B	6B	4B	4B	4B	0.3	-	0.0	A	A	-	A	A	A	10.0	9.7	98.0%
Student	A	F	WBRI	7GR	F	4	5	7Rs/MANTEL	a2	Religious Education	4C	6B	6B	4B	4B	4B	0.3	4A	0.7	A	B	A	A	A	A	9.0	9.7	98.0%
Student	A	F	WBRI	7GR	F	4	5	7Sc/MANTEL	a2	Science	4C	6B	6B	4C	4C	4A	0.7	4A	0.7	A	A	A	A	A	A	9.5	9.7	98.0%

The tracking system outlined above will be used for individuals, classes and specified groups across a year group or key stage. This data is reviewed after every mock exam and any other data entries that are made at the discretion of SLT. This new data is then analysed with appropriate action taken and targets revisited.

The data produced is only of use if it is closely monitored and acted upon. With this in mind, class teachers will be held accountable to their heads of department for the performances of the class and will meet formally at least once per half term to discuss progress. This will then be discussed with SLT and intervention teams in line management meetings.

Measuring performance and setting targets

The Beckenham Academy will use a number of Key Performance Indicators to measure our success and areas for further development. These will be:

- Academic achievement, including qualifications- 100% of students will make better than expected progress in all subjects in all key stages
- Attendance- 97% whole school attendance. Each student falling below this will have an individual attendance plan
- Behaviour- 0% Permanent exclusion rate. 0.1% Fixed term exclusion rate.
- Pastoral care and student well-being. Judged against standardised questionnaires
- Quality of learning and teaching- 100% lesson graded good or better. To include 2 week book marking cycle ensuring student engagement and progress.
- Student and parental satisfaction. Judged against standardised questionnaires.

- Staff morale, development and retention. Judged against standardised questionnaires.
- Student participation in school activities.
- Student retention into post 16- 100% of students for whom we can provide an appropriate, challenging programme of study will stay on into post 16.
- Student destination after post 16 (higher education/employment). 0% NEETs

They will be annually reviewed and necessary adjustments made to ensure the school strategic development plan is comprehensive and appropriate for the continued success of the school.

Academic targets

We will use a number of drivers to determine academic targets and success. However, we are only too aware that to achieve these end success criteria, all the details listed above in our Key performance indicators have to be right as well as the students following the challenging, relevant and exciting curriculum outlined earlier in this document. Our Academic performance indicators will be:

End of Key Stage 4

- Every subject to be above its national average
- To be in top 10% of all national indicators
- Progress 8 performance measure
- Percentage making at least Expected Progress in English from KS2-KS4 (expected progress is 3 levels)- To be in top 10% of schools nationally
- Percentage making at least Expected Progress in Mathematics from KS2-KS4 (expected progress is 3 levels) - To be in top 10% of schools nationally
- Percentage gaining a grade C (or new numerical equivalent) or above in English and Maths- To be in top 10% of schools nationally
- Percentage achieving the English Baccalaureate
- Average points score in attainment 8 per student. To be in top 10% of schools nationally
- Minimising the gaps between different groups of students

End of Key Stage 5

To be in the top 10 % of national indicators for all the following points:

- Percentage of Key Stage 5 students achieving 3 or more A levels at A*-E
- Percentage of Key Stage 5 students achieving 2 or more A levels at A*-E
- Percentage of Key Stage 5 students achieving 1 or more A levels at A*-E
- Percentage of Key Stage 5 students who get 3 A levels AAB in “facilitating” subjects
- Percentage of Key Stage 5 students that go onto further education
- Average point score per A level /Vocational/Academic course per student
- Average point score per A level/Vocational/Academic course entry

In addition to whole school targets, groups of students will be monitored carefully by a senior member of staff. These will be:

- Student premium students
- Students with SEN
- Students with English as an additional language
- Students with low prior attainment
- Students with high prior attainment
- Ethnic groups

The tracking system outlined earlier in this document will allow us to monitor the individual groups of students closely in all their subjects and put early interventions in place to ensure future success. These groups will have their targets set in the same way as the rest of the students but have targeted additional support through the following means:

- Extra timetabled specialist literacy and numeracy support
- Saturday school sessions
- In class support where appropriate
- Withdrawal session for small group work
- Work with Stretch and Challenge group

- Literacy and numeracy specific extra sessions
- Specialist resourcing
- Support through the enrichment curriculum to develop the traditional values outlined in our vision to enable the students to take responsibility for their own learning and so be the best they can be.

Our extended day and 100 minute lessons will allow for deep learning to take place to ensure that students will fill in the gaps in their learning from primary school and disadvantaged backgrounds. This alongside the setting of CAT +1 aspirational targets will ensure that 100% of students at the Beckenham Academy make better than expected progress.

Behaviour for learning

The School's ethos will be built upon empowering young people and adults to be the best that they can be. In terms of Behaviour for Learning, this ethos will be expressed through a culture that promotes the traditional values of self-discipline; reflection upon behaviour; choices about how to behave and consequences of behaviour; certainty with respect to consequences and empathy for how any individual's behaviour affects the learning of others. Simply put, poor behaviour will not be tolerated. In practice this will mean that behaviour is outstanding at all times and the highest standards will be insisted upon. Uniform will be immaculate, with blazers, ties and top buttons done up.

The targets for measuring behaviour will be:

- At least 97% attendance from all students.
- 0% PEX.
- No greater than 0.1% FTE. In 2012 the average FTE for all secondary schools was 7.85%, in the immediately surrounding boroughs the relevant rates were Bromley 4.26%, Croydon 8.49%, Lewisham 6.85%, Lambeth 8.77% and Southwark 10.43%. All 5 of these boroughs 'meet' in an apex at Crystal Palace, less than 1.5 miles from the proposed site so it is anticipated that The Beckenham Academy will include students from these boroughs.

Positive behaviour for learning characteristics will be encouraged and rewarded. These positive learning behaviours are:

- Readiness for learning
- Resourcefulness when learning
- Responsibility for your own learning
- Resilience in learning

- Reflection on your learning
The 5Rs:



This will be reviewed through reference to our stated aims of attendance, PEX and FTE but additionally through:

- Behaviour logging system. All staff are able to use SIMS to log incidences of poor behaviour. This information is collated centrally for Pastoral staff (fig.1). Pastoral staff are then able to intervene to ensure the highest standards of behaviour are upheld (fig.2). Having a logging system in this way allows staff to build up a picture of any potential problem areas, but also monitor that improvements in outcomes are effective.

Fig.1

Reg.	Student	B for L Conversation	Back equipment	Behavior concern, Other (Use notes for details)	Did not attend intervention session	Eating / chewing	Exercise/text book	Failure to follow instructions	Fighting - S11 Ref	HL Missed - English	HL Missed - French	HL Missed - Geography	HL Missed - Maths	HL Missed - Science	Internal Section	Lateness to lesson	Lateness to school, before 8:45	Leaving seat without permission	LLD, Other (Use notes for details)	Mixed Detention	Not engaging with task	Not Engaging, Other (Use notes for details)	Not working to best of ability	Persistent chatting	Problem or serious neg response to staff - S11 Ref	Rude to staff/student	Unnecessary noise	Grand Total	Behaviour	Home Learning
1																														
2	8BC	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	8BC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	8BC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	8BC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	8BC	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	8BC	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	8BC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	8BC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	8BC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Fig.2



- Additional qualifications achieved by students. The engagement of the students in the available additional qualifications on offer such as Arts Awards, Student Leadership, Sports Leaders, Duke of Edinburgh and LAMDA.
- The ethos around the school. Student adherence with behaviour and uniform standards and attitude towards their school environment.
- Student engagement in enrichment activities. All students involved in the 5C areas.
- Regular publication of attendance stats on school noticeboards to promote responsibility, accountability and competition for the highest attendance.
- School Rewards Scheme. A whole school ethos of rewarding the students. The reward scheme will be a bespoke scheme which has at its heart student voice. How do the students wish to be rewarded?
- Regular reporting to School governors.

Using these measures we will continually review and monitor our own performance and set targets for improvement.

Our core value of Traditional Values; 21st Century skills will provide an environment that is stimulating, inspiring, and productive where learning is cherished. To enact this ethos and culture, the Behaviour for Learning is built upon the following principles:

- It is recognised that the vast majority of students in the School community are unlikely to behave in any way which may prejudice an opportunity for all to learn.
- All members of the School community have a right to a learning-centred, orderly, safe environment and have a responsibility to maintain such an environment. Disruption will not be tolerated. Those who do not co-operate will be dealt with firmly, fairly and (consistently) in accordance with school policy.
- Support for behaviour. All students will be given support to improve behaviour that falls short of our community expectations. This support may take many forms, but all support will focus on empowering the individual to improve their behaviour so as not to damage the learning of others and their own learning.
- Policy and practices are developed by the School staff in partnership with relevant stakeholders.
- Members of the School community have different academic and social needs and as such, will need different types and levels of support to meet those needs. The nature of the support and its accessibility will be communicated to the relevant staff.
- All staff will appropriately challenge unacceptable behaviour and reward positive behaviour through the School's Rewards System. This includes behaviour outside of the classroom.
- All staff will model the behaviour and social skills that lead to positive behaviour for learning amongst students. All staff will follow the Behaviour for Learning Policy and Department/Progress Team responses to it.

- Liaison with parents and other agencies. The School welcomes and encourages the contribution of parents/guardians to their child's education. All communication with parents/guardians will be based upon the School expectation that students are "the best that they can be".
- The School environment. Behaviour and learning are improved when students and staff can enjoy an attractive, safe and clean environment. Students have a duty to maintain this environment. All members of staff have an accountability to promote positive behaviour throughout the School, including corridors, toilets, playgrounds and other communal areas. Staff should intervene and address any unacceptable behaviour in these areas.
- All behaviour that detracts from the smooth and positive running of the School is included in this policy. This includes behaviour that is off site, at weekends/holidays and, whether the students are in uniform or not. Any behaviour that negatively influences the smooth running of the School will be addressed. This includes behaviour on ICT devices (cyber behaviour) and any infraction of the Student AUP.

Monitoring and improving the quality of teaching

Learning and teaching at the Beckenham Academy

Learning focused teaching

At the Beckenham Academy one of our core beliefs is that learning is fundamental to everything we do. Lessons are 100 minutes long to allow time for deeper learning to embed and are characterised by a 'learning focused teaching' approach. Teachers will plan and deliver lessons to ensure outstanding learning through incorporating the four key elements Feedback, Autonomy, Challenge and Engagement. The 'FACE' of good learning. The same 4 elements will also underpin extended learning activities to be completed outside of normal lesson times.

Good learning will be characterised by:

Feedback – a cycle of assessment and reflection that is structured to help all students constantly improve, encouraging them to be the best they can be now and in the future.

This will be facilitated by:

- constant dialogue between teachers and students
- explicit use of a range of appropriate Assessment for Learning strategies to ensure students are clear about where they are in their learning and how to progress
- students taking responsibility for their own learning and acting on feedback
- teachers having the freedom and confidence to adapt lessons to meet the needs of all students

Autonomy – the development of knowledge, attitudes, skills and habits so that all students become confident lifelong learners.

This will be facilitated by:

- students working independently and collaboratively with others rather than over reliance on the teacher
- a clear focus on development of transferrable learning skills such as problem solving, resilience, creativity, resourcefulness within all lessons as well as in specific STEM skills enrichment sessions.
- A curriculum structure that allows for extended project based learning opportunities to encourage students to transfer knowledge, skills and habits between traditional subject areas.
- encouragement of students to extend their learning beyond the traditional classroom setting

Challenge – building activities based on a recognition that all true learning involves taking risks and overcoming obstacles, essential 21st century skills for an ever changing world, but developed within a supportive and safe environment.

This will be facilitated by:

- ensuring that all students are pushed outside their comfort zone in all learning across the school day
- valuing “making mistakes” as learning tool
- supporting students to develop a growth mind set

Engagement – use of carefully crafted intrinsic motivators to embed a love of learning which can then be transferred to all current and future learning opportunities.

This will be facilitated by:

- creating opportunities for students to be lost in flow
- encouraging students to ask questions to deepen and extend learning
- promoting curiosity and creativity as powerful learning tools which can be used in all life experiences

These four areas will be used in professional developmental conversations and analysis. They will act as the criteria against which strengths and areas for development are identified in individual lessons and across the school.

Monitoring and improving Learning focused teaching

At The Beckenham academy everyone has a responsibility to engage in the monitoring and improving of “Learning focused teaching”. We believe that this is best achieved in an open and collaborative environment when best practice is shared and celebrated and everyone is encouraged to innovate to further the learning of both staff and students. This is supported by an open door policy so that all learning can be shared.

Monitoring will take place through a number of strategies such as:

- Departmental learning walks focusing on the areas of FACE. These will be ongoing and occur weekly.
- Learning from lessons – A peer observation programme where all staff are both observed and act as observers focusing on how effectively the elements of FACE are implemented in lessons to support outstanding learning. This programme will run termly.

- Appraisal observations – A formal observation by a line manager, focusing on the teaching standards and OFSTED criteria, used to identify agreed areas for development for each member of staff. These occur at the start and end of the year.
- Beginner teachers and Newly Qualified teachers Mentor support monitoring. These are ongoing and occur regularly as part of a structured development process.
- Mentoring programme for teachers in need of support to achieve outstanding learning in their lessons. These are personalised and take place on a needs basis.
- Regular teach meets with the Line Manager to monitor the learning of students using the performance data for groups over time. These occur on a half termly basis.
- Regular feedback on “Learning focused teaching” through student voice. This occurs on a half termly basis.

Monitoring will be co-ordinated by a departmental Learning co-ordinator whose specific role is to identify patterns for improvement within the department. All monitoring information will then be passed onto the school “Learning focused teaching” co-ordinator who will collate monitoring information and identify patterns, strengths and development needs for individuals, groups of teachers and the whole school. This information will be shared with the Head and Governors and be used in conjunction with other data and information to plan appropriate school improvement strategies. Where appropriate it may also be shared with line managers to ensure staff are supported in developing outstanding learning in their lessons. Over time more specific roles would be created to work with the “Learning focused teaching” co-ordinator and ensure holistic monitoring is maintained across the expanding school. This ensures our commitment to outstanding learning for all.

“Learning focused teaching” improvement strategies will include:

- Targeted INSET sessions for groups of staff focusing on areas for development identified through the monitoring processes.
- Beginner teacher and NQT programmes tailored to support development of a professional toolkit and linked to the teaching standards.
- Departmental action to follow up issues identified during Learning Walks. These are often used to share good practice.
- One to one planning support with experienced colleagues with appropriate specific expertise and skills
- Sharing of good ideas in a media forum to construct an easily accessible Learning Toolkit for all staff.
- Staff to work in Action Research Teams to investigate and share new ideas to further develop the effectiveness of areas of FACE to support learning.
- Staff development teams to lead action on specific whole school focus areas.
- Student leadership groups to support work on developing effective “Learning focused teaching”

Liaising with and reporting to parents/carers

A key priority of the school is to develop positive relationships with parents in order that all students have the best possible experiences at school and achieve their potential. One essential aspect of this is to ensure that parents:

- Receive regular feedback about the progress of their child
- Are easily able to contact the school regarding their child
- Have the opportunity to meet with their child's tutor and teachers
- Are able to give their views to help improve their child's engagement with learning and progress.

Reporting

The report process is not the exclusive domain of teachers. We believe that students have an integral part to play in the process and for each subject, on two occasions a year, all students will reflect on their progress and effort and write down their targets for improvement, along with effort grades. Students will reflect upon the extent to which they have developed STEM skills within each subject and evaluate how these can be improved.

Teachers will meet with every student in our extended 100 minute lesson slots to discuss the effort grades and comments which have been made and implement strategies for improvement. Both teacher/student comments and effort grades will be included within the reports sent home to enable parents to create a picture of their child's progress from two different perspectives.

The reporting system will be coordinated by a member of SLT who will work with department and year leaders on quality assurance. The content of reports will be developed in conjunction with students through a student assessment forum to develop student ownership and understanding of the criteria which both staff and students use when reporting.

All students/parents will receive 2 reports per year and will include the following information:

- Current evidenced grade per subject – colour coded to indicate the level of progress being made;
- Teacher target grade for the end of each Key Stage;
- Effort grades – split into attitude for learning (to incorporate behaviour), homework and organisation for learning;
- Attendance data given as a percentage of all school sessions attended;
- Student comments justifying their effort grades;
- Teacher comments including targets for improvement;

- Pastoral progress team comments evaluating each child's report as a whole;
- An invitation to write back to form tutors to discuss any aspect of their
-
- child's report.

Liaising with parents

We aim to consult and liaise with parents at key points during their child's time at school so that important decisions can be made in partnership.

Parents will be invited to:

- Attend parents evenings to meet specifically with their child's subject teachers to discuss progress;
- Options evenings in Year 9 and 11 to aid the decision making process when students choose their programme of study for Key Stage 4 and 5;
- Information evenings for parents in Year 7 and Year 12 designed to allow parents to meet with their child's tutor to see how their child is settling into a new school environment;
- Attend meetings with teachers if a child is perceived not to be making sufficient progress;
- Attend meetings to review the progress of student with SEND.

Every attempt will be made to welcome parents and involve them within the school community and events will be publicised on the school website, by text message and by letter to try to maximise the chance of attendance.

We understand that parents have a crucial role to play in their child's education and know that the outcomes for each and every student can be improved if a positive working partnership can be developed.

Section D3

The Beckenham Academy is a school that aspires to provide an outstanding education to meet the needs of its local community. As a comprehensive Academy, we will educate students of all abilities and ensure that they will have every opportunity to excel in academic studies and in their personal development. We also know that approximately 40% of our cohort will be entitled to PPG and 50% of the local primary schools are currently in category (requires improvement or inadequate). Hence, The Beckenham Academy will be an Academy where support and challenge are required in equal measure and this will be reflected in the staffing profile as it grows to a steady state of occupancy.

Additionally, The Beckenham Academy is ambitious and aspirational to provide a broad, balanced, high quality curriculum requiring specialist educators and attracting high quality teachers.

An extended day and enrichment for all students is central to our philosophy to ensure that all students are 'the best that they can be' and they have every opportunity to succeed. Much of this teaching will be provided by our teachers who are incentivised with a [REDACTED] annual bonus, subject to meeting appraisal targets. However, we will also employ the support of specialist practitioners (not necessarily qualified teachers) in other areas such as Music, Sport, Drama. This workforce will be contracted for specific sessions in the school week. In the financial plan they are identified as peripatetic staff.

The staffing of The Beckenham Academy will also support the students needs by providing a full range of non-teaching Associate staff to support specific needs and Academy priorities. The element of the workforce is constituted of: TAs; Technicians; Student Services; Administration/Finance; Premises; Catering and Cleaning.

Over the 7 years, this staffing structure will build to provide an excellent staff to meet the needs of the students. There will be a reasonable, efficient distribution of TLRs to meet Academic and Pastoral needs. Leadership needs of the school will be reflected in the growth of the Leadership Team through time.

The growth and development of The Beckenham Academy staffing through the first seven years is detailed below:

(NB: all figures given below are calculated as F.T.E.).

STAFFING PROFILE FOR THE BECKENHAM ACADEMY

LEADERSHIP POSTS

YEAR	HEAD	COMMENT	DEPUTY HEAD	COMMENT	ASST. HEAD	COMMENT
2016/17	1	Needed full time from Yr 1 to drive the school vision	0		0.5 FTE	
2017/18	1		0		0.7 FTE	
2018/19	1		0		1.0 FTE	
2019/20	1		1 FTE	With 4 year groups in place there is now a need to recruit for leadership of whole school issues	2 FTE	
2020/21	1		2 FTE		2 FTE	
2021/22	1		3 FTE		3 FTE	With the school full, the Assistant Heads will now lead a phase each
2022/23	1		3 FTE		3 FTE	

STAFFING PROFILE FOR THE BECKENHAM ACADEMY
TEACHING STAFF: YEAR 1, 2, 3

Subject	Comment	2016/17	2017/18	2018/19
English	HOD in 2016 to lead the development of the curriculum	1	2	3
Maths	HOD in 2016 to lead the development of STEM subject	1	2	3
Science	HOD in 2016 to lead the development of STEM subject	1	2	3
Geography	Taught by Principal Designate	0	1	1
History	HOD in 2016 to lead the development of subject	1	1	2
MFL	HOD in 2016 to lead the development of subject	1	1	2
R.S.	Taught by History in Yr 1&2 HOD in Yr 3	0	0	1
P.E.	HOD in 2016 to lead the development of subject	1	2	2
Art	Taught with Technology. HOD in Yr 3	0	0	1
Music	HOD in 2016 to lead the development of subject	1	1	1
Drama	Taught within Music. HOD in Yr 3	0	0	1
Technology	STEM subject. HOD in place from 2016 to lead the development of subject	1	1	2
Cooking	Taught within Technology	0	0	1
Computing	Yr 1 taught in Maths Yr 2: HOD	0	1	1
SEN teacher	Specialist SEN staff required to meet student needs of expected cohort	0	1	2

STAFFING PROFILE FOR THE BECKENHAM ACADEMY
TEACHING STAFF: YEAR 4, 5, 6, 7

Subject	Comment	2019/20	2020/21	2021/22	2022/23
English	All required to service the curriculum	4	5	5	6
Maths	All required to service the curriculum	4	5	6	6
Science	All required to service the curriculum	4	5	5	6
Geography	All required to service the curriculum	2	2	3	4
History	All required to service the curriculum	2	2	3	4
MFL	All required to service the curriculum	2.5	3	3	3
R.S.	All required to service the curriculum	2	2	2	3
P.E.	All required to service the curriculum	3	5	5	5
Art	All required to service the curriculum	2	2	2	2
Music	All required to service the curriculum	2	2	2	3
Technology	All required to service the curriculum	2	3	3	4
Drama	All required to service the curriculum	1	2	3	3
Cooking	All required to service the curriculum	1	1	1	1
Computing	All required to service the curriculum	1.5	2	2	2
Social Sciences	HOD in Yr4 to lead development of GCSE and 'A' level subjects	1	2	3	4
SEN	All required to service the curriculum	2	2	2	2

STAFFING PROFILE FOR THE BECKENHAM ACADEMY

POSTS OF RESPONSIBILITY/TLRS: YEAR 4, 5, 6, 7

Post	Comment	2019/20	2020/21	2021/22	2022/23
STEM Co-ordinator	To lead school wide development of STEM	1	1	1	1
Year Leader	One Year Leader per year from 2016	4	5	6	7
Extended Learning Co-ordinator	To lead school wide	1	1	1	1
Deputy CPO	To support L.T. safeguarding officer	1	1	1	1
Lead Teacher Whole School ICT S	To lead school wide	1	1	1	1
Staff Development Co-ordinator	To ensure all staff have access to high quality CPD	1	1	1	1
Intervention Manager	To co-ordinate required interventions in each key stage	0	2	2	3
Inclusion Manager		0	1	1	1
Lead Practitioner Learning	To support FACE programme for developing learning	0	1	1	1
Assessment Co-ordinator	Lead the development of effective feedback to improve learning	0	1	1	1
UCAS/Progression co-ordinator	Prepare students for progression from P16	0	0	0	1
2 i/c English	To support development of core department	1	1	1	1
2 i/c Maths	To support development of core department	1	1	1	1
2 i/c Science	To support development of core department	1	1	1	1
2 i/c PE	To support development of core department	0	1	1	1

STAFFING PROFILE FOR THE BECKENHAM ACADEMY

ASSOCIATE STAFF (NON TEACHING)

POST	COMMENT	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Teaching Assistant	To support student learning in many ways	5	7	9	12	14	14	14
Science Technician	To support Science learning – particularly in practicals	1	2	3	3	3	3	3
STEM Technician	To support STEM learning – particularly in practicals	1	1	1	1	1	1	1
Technology Technician	To support Technology learning – particularly in practicals	0	0	1	1	1	1	1
Cooking Technician	To support Cooking learning – particularly in practicals	0	1	1	1	1	1	1
Art Technician	To support Art learning – particularly in practicals	0	1	1	1	1	1	1
Office Manager	Administration	1	1	1	1	1	1	1
Administrator	Administration	0.5	0.5	0.5	0.8	1	1	1
Reception	Administration	0	0	1	1	1	1	1
Reprographics	Administration	0.2	0.4	1	1	1	1	1
Finance	FINANCE	0.2	0.4	1	1.5	2	2	2
Exams	Administration	0.2	0.2	0.2	0.8	1	1	1

Secretariat	Administration	0.4	0.8	1	1.6	2	2	2
Attendance Officer	Student Services	0.4	0.6	0.8	1	1	1	1
Student Councillor	To support Students needs/barriers to learning	0.2	0.4	0.6	0.8	1	1	1
Business Manager	Admin/Finance	0.4	0.6	0.8	1	1	1	1
SEN Administration	Administration	0.2	0.4	0.6	0.8	1	1	1
Family Liaison Officer	Attendance/Barriers to learning Student Services	0.2	0.4	0.6	0.8	1	1	1
Heads P.A.	Administration	0	0	0.5	0.8	1	1	1
Admissions Secretary	Administration	0.2	0.4	0.5	0.5	0.5	0.5	0.5
Premises Manager		1	1.5	2.3	2.8	4	4	4
Catering Staff		2	2.5	2.5	4	4.5	4.5	4.5
Cleaning Staff		2	3	5	5	7	10	10

Section D4 (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

Insert text

Section E: Evidence of need – part 1

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

If your school is new provision:

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

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

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

	2016				2017			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	180	390		216%	180	388		215%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of need – part 2

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

Section E1

The Beckenham Academy aims to be the local school of choice that meets the needs of its local community. Our vision/ethos (see section C) is distilled into three key aims:

- “To Be The Best That You Can Be”
- Traditional values; 21st Century skills
- Extended learning; Enrichment for all

These key aims are underpinned by:

- A STEM focus across the curriculum
- A school day running from 8.30am to 5.30pm
- PPG students (20%) being given priority in the event of oversubscription

During our consultations with the local community we have identified a clear and compelling need for The Beckenham Academy. This need was expressed in a number of ways:

- A strong basic need for Secondary places
- The desire for the unique education offered by The Beckenham Academy
- The need to increase parental choice at Secondary transfer
- The need to increase the diversity of Secondary schools offered to parents in the local area

At our consultation meetings (see E2), primary school visits and in all our public literature we made it very clear what The Beckenham Academy was offering to students and parents. (see pages 85 and 86). The parents we asked for support all addresses in the local area. Our marketing mainly targeted two postcodes (SE20 and BR3, please see page 87). This means that the target catchment is all within 2.5 miles of the proposed location, which represents an easy journey to school as the area is served by a multitude of transport links including bus, tram and train routes. Similarly, we only visited Primary schools that lay within this radius. A number of Primary school within 3 miles were not visited

Hence, parents who signed to express the Academy as their preference were doing so from an informed point of view and their children all come from the very local area. Communication with the local community is strong and many parents used the website and the blog to seek more information and clarify their reasons for wishing The Beckenham Academy to be their first

preference secondary school. The Beckenham Academy, with its unique education offer, is wanted by the people who live in the area.

We also believe that there is a clear and compelling case for The Beckenham Academy to be established in the identified area because Bromley Council has considered the capacity of both its Primary and secondary schools and has concluded that significantly more places will be required to meet increased demand.

The case for additional secondary places in central Beckenham

The Council's secondary planning report on 30 January 2014 (Secondary: Education Policy Development and Scrutiny Committee, Agenda item 1b) indicated that there is an imminent shortage of places as the higher primary rolls from 2009 onwards start to feed through into the secondary phase from 2016 onwards. Although there is some current capacity, this will quickly disappear as the lower rolls from previous years are replaced. The Council identified the need for two additional schools, as well as the expansion of existing schools to 8FE or beyond.

The report demonstrated a basic need case for new places. It showed that some 15 additional forms of entry (FE) would be required based on current capacity by 2018/19 rising to 30 FE by 2025/6. The forecasts in the Council's report were based on a 2% uplift above the GLA alternate projections. However, the Committee agreed to recommend a 5% uplift to provide an additional margin for growth given the uncertainties that had been experienced in forecasting pupil rolls. This would add more than 6FE to these forecasts over the period, equivalent to one additional school. The report indicates that by 2015/16 there will be a deficit of places and a scope for new schools to meet the increased demand (see graph 1 and graph 2).

While secondary places in London Boroughs are planned across the area as a whole, the admission criteria for the most part give preference to those living nearest the school. Whilst there is movement within the borough and across boundaries (and the report went into some detail in mapping this trend), by and large parents prefer to send their children to schools within easy travelling distance. This is less marked for selective and voluntary aided schools. This is illustrated in Graph 3 which shows the borough of residence of all year 7 students placed in Bromley secondary schools in September 2013. It can be seen that schools near boundaries, where there is relatively easy access such as Charles Darwin, are attractive to parents. The Beckenham Academy site places it close to the boundary of three neighbouring Boroughs (Lambeth, Lewisham and Croydon) all of whom are experiencing similar growth pressures at secondary level. Although some places exist in more distant schools, the travelling distances and the difficulty of the travel, make accessing this small number of places an unreasonable offer to parents. Most secondary schools recruit locally. Furthermore, most Bromley school sites are in the Green Belt which limits any scope for expansion. There is also a strongly expressed preference to be no more than 8FE to ensure ease of management and organisation. There is thus a clear need for new schools to serve the North West of the Bromley which is where The Beckenham Academy seeks to establish.

The GLA projections were based on existing housing capacity assumptions and do not take account of the Mayor's draft Housing Strategy (The Mayor's Draft Housing Strategy, para 4.13, 2014) published in April 2014. This proposes a substantial increase in both dwellings across London using brownfield sites at higher densities. In Bromley, the area to be served by The Beckenham Academy is identified as one of 38 'Opportunity Areas' which, taken together are expected to provide up to 300,000 new homes across London over the next ten years. These will be factored into subsequent school roll projections. This, again, increases pressure on secondary places in the area to be served by The Beckenham Academy.

There is significant forecast growth in the area to be served by The Beckenham Academy. Primary schools in the area are oversubscribed with two new free Primary schools due to open in 2014, and the Council has a programme of permanent expansion and bulge classes to meet demand. In the medium term more primary places will be required in the area. Currently, only 76% of parents receive their first preference of secondary school and without additional provision the extent of parental choice is in danger of falling further.


Although the secondary projections, provided by the GLA in common with the majority of London authorities, are given for the borough as a whole the report analyses the growth in year 6 pupils on the basis of primary planning areas (PA). The existing Ravensbourne Secondary School is indicated lies in PA4 but adjacent to PA2, 3, and 5 and serves Beckenham and the surrounding areas. Given the pattern of admissions, and demand for secondary school places rising in aggregate across the four PAs between 27% by 2020 and 33% by 2030, equivalent to 15 to 20FE including the 5% margin. It is clear that there would be more than sufficient local demand to support a new school of between 6 and 8FE. The greatest growth by planning areas is in PA 1 and 2, these contain the wards in the NW of the Borough that The Beckenham Academy will serve.


The Council's report illustrates the extent of cross boundary movement based on admissions in 2013/4. Some 72% of The Ravensbourne's intake is currently from Bromley residents, and as pressure on places grows, the area of recruitment will become smaller.

Whilst other secondary schools in Bromley are good or outstanding, one school serving the area (Ravens Wood) was judged by Ofsted as 'Requires Improvement' in June 2013. However, 8 out of the 16 closest Primary schools to The Beckenham Academy are judged to require improvement or be inadequate. This highlights the need for an aspirational new secondary school to serve the educational needs of the local area students as they transfer in Year 7.

http://www.thebeckenhamacademy.info/ourvis The Beckenham Academy

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The Beckenham Academy

To be the best that you can be

TBA Secondary School Home About Us Our Vision Blog Consultation Contact Us

To be the best that you can be

We will develop an environment where students achieve at all levels; provide opportunities for leadership; develop a culture where individual needs are respected and included; work in partnership to bring individual success and students will achieve outstanding levels of progress. Highest expectations of all and for all.



Traditional values : 21 century skills

Ensuring that the "basics" are in place; literacy, numeracy, exemplary behaviour for learning. Incorporating the use of technology, meaningful and relevant learning, and key employability skills for the future.

Our specialism will be STEM; a blend of 21st Century skills delivered through an exciting and stimulating Science, Technology, Engineering and Maths curriculum.

Extended learning; enrichment for all

An extended school day 8:30-5:30 will provide our learners with a range of additional specialist opportunities to ensure significant academic progress and preparation to progress onto the next stage of their lives; a wide range of extracurricular activities and guidance will provide your child with the opportunity to enjoy our fantastic facilities. An outstanding quality of teaching will be provided to your child, with subject specialists enthusing and inspiring a love of learning through their lessons.

Desktop 11:43 07/05/2014



The Beckenham Academy
"To be the best you can be"

Your invitation to one of two consultations
for a new **secondary school**
in your local area:

- Thursday 24th April - 6-9pm
- Thursday 1st May - 6-9pm

Beckenham Town Hall
Bromley Road
BR3 5JE

To find out more, please log on to:
www.thebeckenhamacademy.info

- Set to open September 2016
- Extended school days: 8:30-5:30
- Starting with Year 7 and growing to Year 13

School location to be announced
at the consultation evenings



The Beckenham Academy

- A new local 11 – 18 mixed, comprehensive for BECKENHAM
- Our mission is: to ensure that all students have an excellent education that centralises our aims:

"Be the Best That You Can Be"

"Traditional Values; 21st Century Skills"

"Extended learning (8.30am to 5.30pm); Enrichment for all"

I would choose this school as my preference for Secondary School:

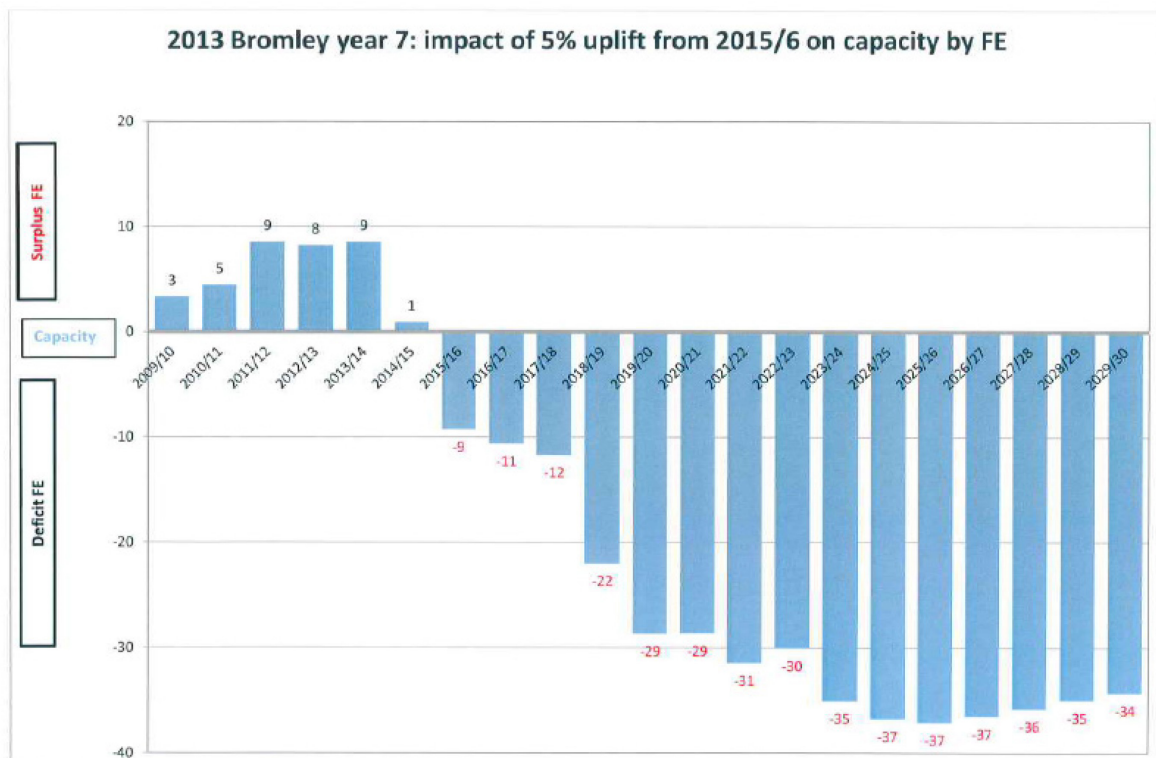
NAME	ADDRESS – Inc POSTCODE	CHILD(REN) D.O.B

Investing in the local students; offering choice/diversity
www.thebeckenhamacademy.info

This map covers the area of the proposed new free school and its catchment area



Graph 1



Copy of Secondary rolls and projections

Appendix 5

Graph 2

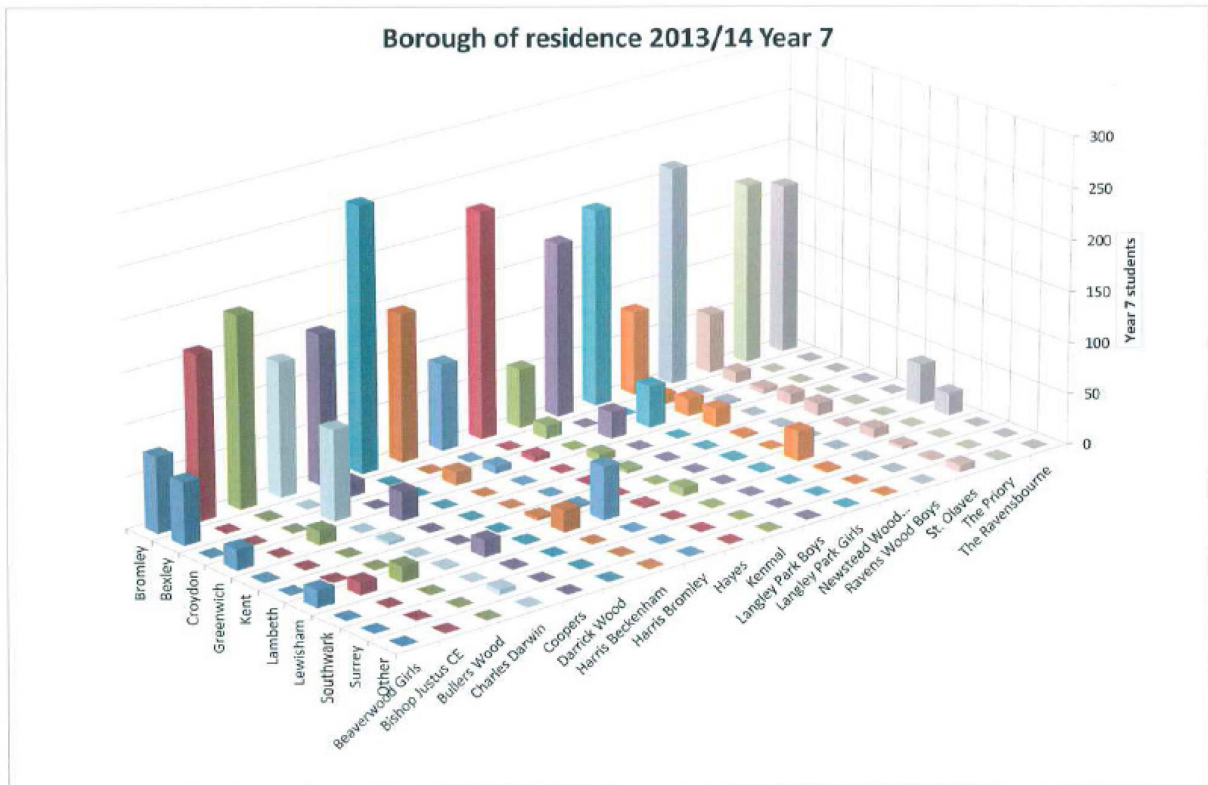
2013 Bromley Year 7: projections and capacity including 5% uplift



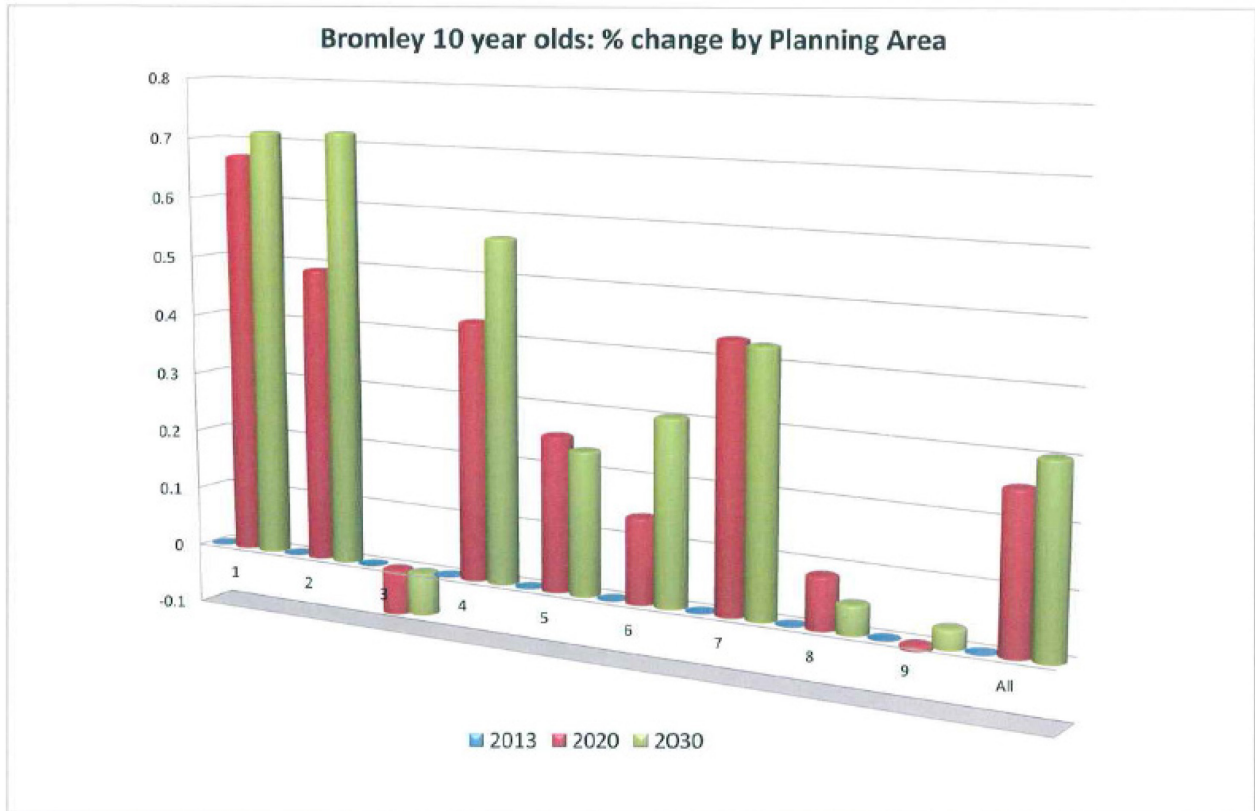
Copy of Secondary rolls and projections (1)

Appendix 4

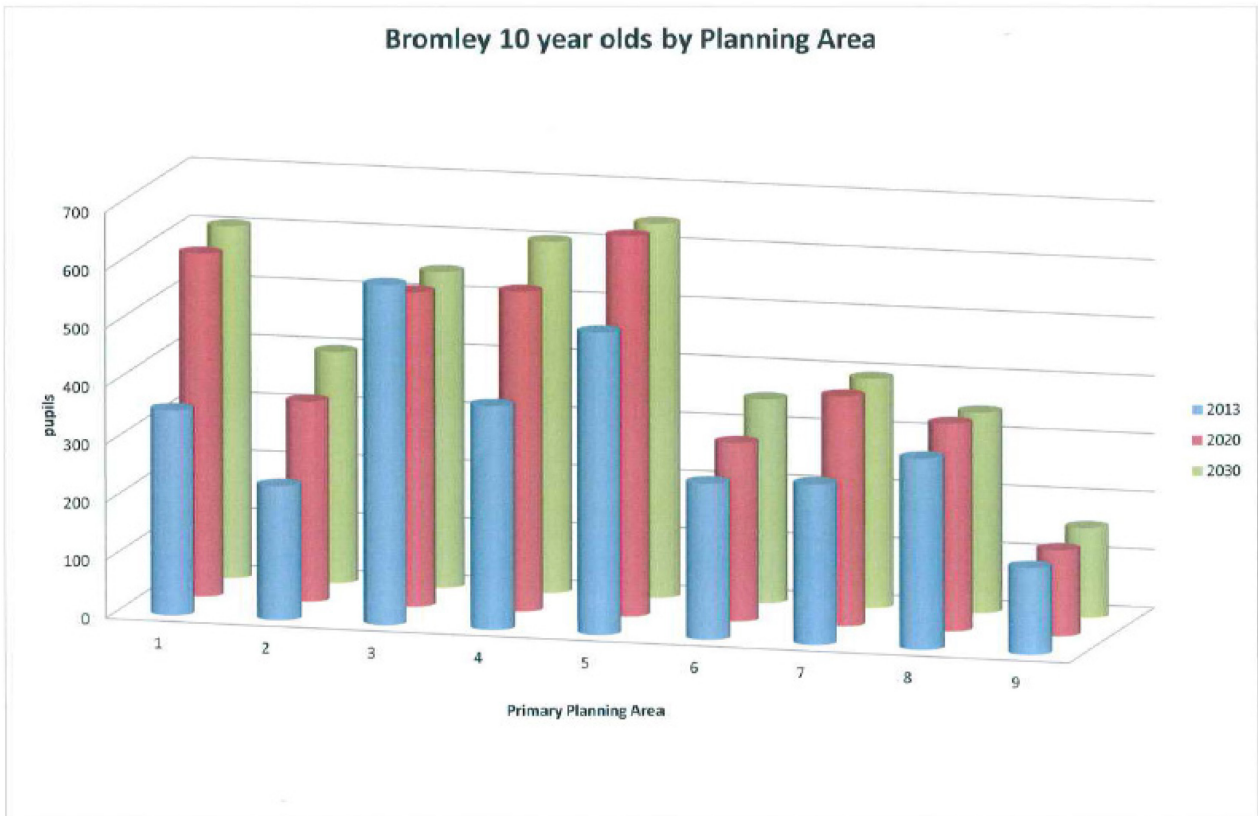
Graph 3



Graph 4



Graph 5



Section E2

The Beckenham Academy seeks to be a genuinely comprehensive, local community school. To reinforce this aim, the bid team have used a wide range of strategies to ensure that the local community have been fully engaged.

The main strategies used are given below:

- E-mail/letters to target audiences.
- Discussion at scheduled meetings of education professionals.
- Discussion with specific education professionals at specifically convened meetings.
- The Beckenham Academy website which gives full details of the proposed school and its rationale and education vision (www.thebeckenhamacademy.info).
- A blog on the website to interact with the community and provide answers to their questions posted on-line.
- An outline interview explaining the proposed school and its rationale/education vision. This was conducted with the local area, mass circulation free newspaper.
- Adverts placed in the same newspaper.
- Two public consultation/information events. These were held in a central location and each event was 3 hours long to ensure ease of participation.
- A 'flier' campaign that covered 50,000 premises in the local area.
- Visits to Primary Schools at the end of their school day to explain the proposal and canvass support.

Using these strategies we sought to gain a wide cross section of views about the proposal and to act on any feedback that significantly differed from our stated aims; this was an important point for us as we wish the school to be a local, community school and both meet the local need and respond to changing needs.

The main stakeholders targeted are given below:

- The Local Authority/Councillor responsible for Education
A two and a half hour meeting was held with the Assistant Director – Education and the Education Portfolio holder (Cllr. S. Wells). This meeting covered all the salient points including local demand/need; location; type of school; main aims/main points of the vision; admissions and much more. It was a supportive meeting with no negative outcomes. The Education Portfolio holder attended one of the consultation meetings. Correspondence was also sent to our neighbouring Boroughs.
- Local Ward Councillors and the Local M.P.
The Ward Councillors in close proximity to the area of location for the proposed new school were contacted by e-mail and invited to the public consultation/information evenings. Many of the Councillors attended the meetings. Councillors were also sent the 'flier' contents, the

website address and invited to speak to the lead applicant.

- Local Primary Headteachers

17 Primary Headteachers whose schools will be central to the catchment of the proposed free school were contacted by letter, e-mail and telephone. Details of the proposed school were given. The response was very positive. Many Primary Schools organised a space for us to talk directly to parents. All of those contacted informed their parents of the proposal, distributed fliers and advertised the public consultation/information evenings. All the Primaries positively welcomed our visits at the end of the school day to canvass parental support.

The Trusts' Primary Director held scheduled meetings with many of the 17 Primaries and discussed the proposal in more detail. It is worthy of note that the campaign only encompassed Primary Schools that fell within 2.2 miles of the proposed location. There are many others outside this sphere who were not actively targeted in this phase. Many Primary Governors attended the consultation/information evenings.

- The Local Community/Parents

This stakeholder group was the most important focus of our campaign to illustrate need in the local area for our particular school. The consultation evenings were set up to explain two main points:

- Who is the Trust? What Educational Track record does it have?
- A detailed insight into the uniqueness of the proposed school and how it will increase local choice/diversity by serving local need.

Representatives of the core group visited 17 local feeder Primary schools to canvass support and gain signatures of support for the proposed school as the parental preference. Additionally, the local population and parents were informed through newspaper adverts, 'fliers' and The Beckenham Academy website. The blog on the website provided an opportunity for interaction with people who could not attend the consultation meetings or wished to ask further questions after a meeting.

Outcomes of Engagement with the Local Community

The Community engagement has been a very successful exercise:

- We have collected 959 signatures that express their preference for the new school as their choice/preference in the Beckenham area.
- Whilst not every signature was from the target birth dates for students, it is reassuring that the majority of the balance of the signatures came from parents whose children's birth dates fell into year groups that would be admitted after the first two cohorts. This provides strong evidence of sustainable demand for the new school.
- The website had over 3000 'hits' within 3 weeks of launch. The comments were extremely positive throughout. However, it is true to say that a very small percentage of the parent body did not accept the notion of the extended school day.

- The 'blog' on the website provided substantial traffic, mainly asking for the exact location! The 'blog' again provided an overwhelmingly positive response to the proposal and its stated aims and education vision (NOTE: GIVE EXAMPLES...).

In summary, it is our view that the engagement with the local community has given significant evidence of the need for this school in this area. This is based not only a basic need, in terms of required places, but also on a clear 'buy in' to the stated culture, ethos and values of The Beckenham Academy from across the spectrum of the local community.

One quote on the blog is the best summary we can give:

"A fantastic evening at the Public Halls. Very clear and informative. Your staff are very passionate about the new school and what it will do for our children. Make sure it opens in 2016... we can't wait!"

Section F: Capacity and capability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

All applicants must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's [Sponsor Approval team](#). In doing so please quote your free school application [unique registration number](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project

does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Yes	██████████	██████████	██████████.	10 Hours
██████████	No	██████████	██████████		3 Hours
██████████	No	██████████	██████████		3 Hours
██████████	Yes	██████████	██████████	██████████	5 Hours
██████████	Yes	██████████	██████████	██████████	5 hours
██████████	No	██████████	██████████	██████████	2 Hours
██████████	Yes	██████████	██████████	██████████	3 Hours
██████████	Yes	██████████	██████████	██████████	15 Hours

██████████	Yes	██████████	██████████	██████████	15 Hours
██████████	Yes	██████████	██████████	██████████	3 Hours
██████████	Yes	██████████	██████████	██████████	3 Hours
██████████	Yes	██████████	██████████	██████████	5 Hours
██████████	Yes	██████████	██████████	██████████	3 Hours
██████████	Yes	██████████	██████████	██████████	2 Hours
██████████	Yes	██████████	██████████	██████████	5 Hours

The core applicant group contains a strong range of professionals with education leadership; finance; marketing; business leadership; Human resources and other key skills all required to successfully complete the pre opening phase. All the Directors and Company members (except the Director: Primary) have significant time experience working with the Trust. Education For The 21st Century has been established for three years. During that time, the Trust has built its capacity in terms of working as an educational Trust and in developing schools. The Company Members and Directors also have extensive experience and expertise in their individual specialist areas and bring a wealth of knowledge from the public and private sector to the operation of the Trust. Similarly, the Education professionals are experienced, expert and have a clear track record of school leadership resulting in school improvement. They have all worked within The Ravensbourne School for a number of years and on the Leadership team. The Ravensbourne School has been running a very successful campaign to build capacity at middle and senior leadership for the past five years. Consequently, the capacity exists to support this project in the pre opening phase.

F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap
Experience of developing non-standard teachers contracts	Commissioning the Trust's solicitors: ██████████ NAME to provide expert legal advice in this field. This will be undertaken under the strategic direction of the Director:HR/Personnel; the CEO and the Principal Designate
Experience in establishing Admissions arrangements for a start up school, especially with respect to the identification of Pupil Premium Grant as an oversubscription criteria	Commissioning the Trust's solicitors (as above) to provide expert legal advice in this field. This will be undertaken under the strategic direction of the CEO; the Principal Designate and the Director: Business Development.
Detailed advice on the statutory planning process for a project of this size.	Commissioning the Trust's planning advisory company: ██████████ for expert advice in this area. This will be undertaken under the strategic direction of the Chair of the Board OF Directors and the Director: Premises and Buildings.

Skills/experience missing	How you plan to fill the gap

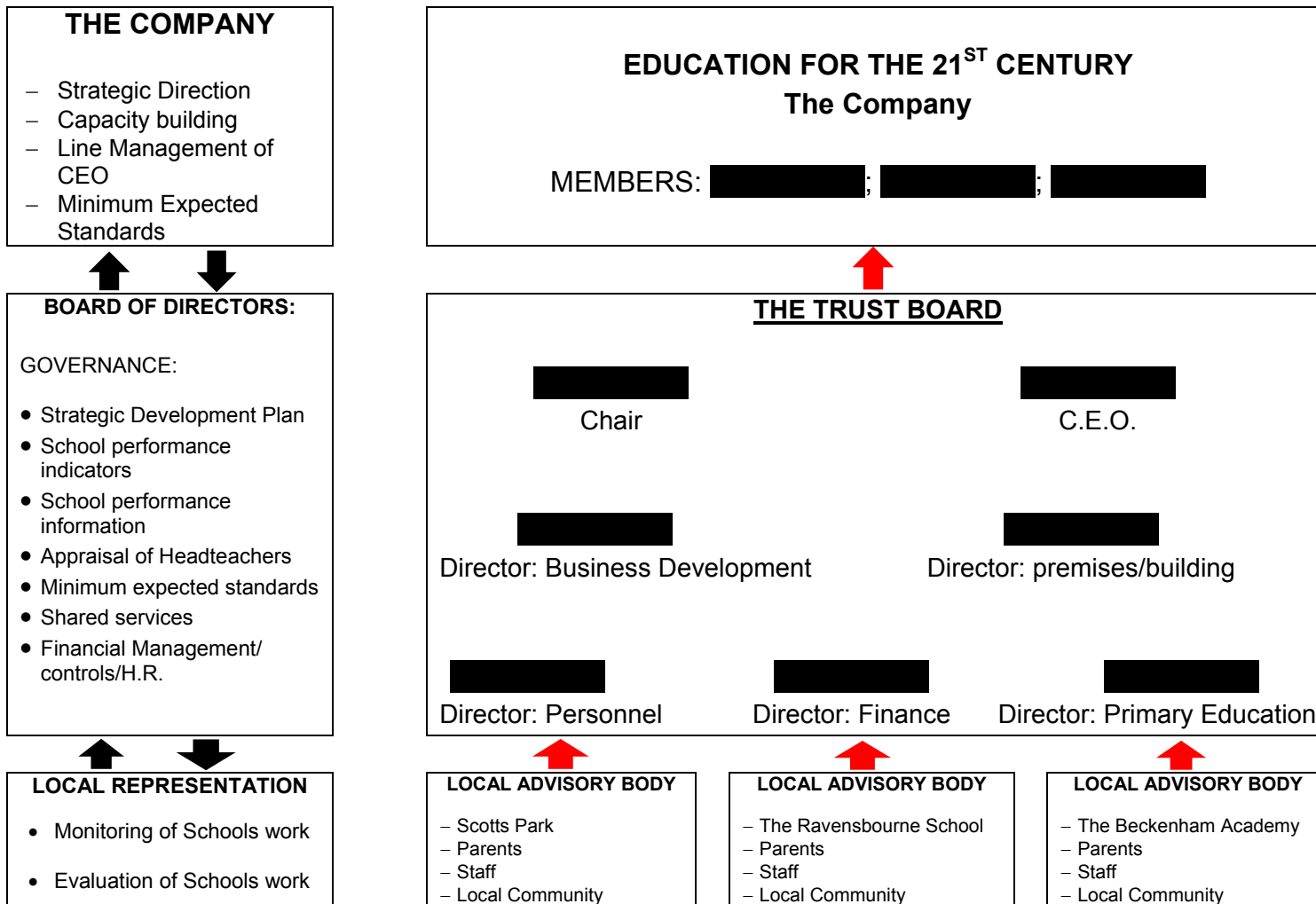
Section F2

The Beckenham Academy will be the third school within Education for The 21st Century Academy Trust. The Trust has been in existence for three years. During the first two and a half years. During the first two and half years, the Trust gained invaluable experience and insight into the requirements of running an Academy Trust; the multi-various roles required and the levels of expertise needed to ensure the Trust operated strategically; operationally and was responsive to an ambitious programme of school improvement. In short, the Trust was building its own capacity and ensuring that the constituents of the Trust at all levels fully understood their roles and responsibilities and had the expertise to carry them in a professional, expert way. The Trust has a model that provides for rigour, high aspiration, clear scrutiny/accountability; proper separation of duties and proper separation of responsibilities between the constituent levels.

Through this passage of time and internal capacity building the Trust can now bring these skills and experience to the proposal of a free school and the journey to seeing the vision come to fruition.

The diagram below shows the Trust model. In terms of Governance, the Board of Directors is the 'Governing Body'.

EDUCATION FOR THE 21ST CENTURY – TRUST MODEL



➔ Black: information flow
 ➔ Red: accountability flow

The Trusts' Use of Minimum Expected Standards (MES)

The Trust uses many forms of publicly available data to provide challenge, scrutiny, accountability and drive improvement in student outcomes. (i.e. Raise-on-Line; FFT; Attendance data; data dashboards; OFSTED inspections/general reports; league tables; bench marking).

However, also crucial to the operation of the Trust in terms of ensuring accountability and providing transparent scrutiny for each school are the Trust's Minimum Expected Standards (M.E.S.). These have been developed by reference to all the above mentioned documents and triangulations with the Trust's School Improvement advisers. M.E.S. serve to set clear, unambiguous expectations that lead to high aspirations for all and a continually improving education offer. M.E.S. are in place for the following key areas:

- Leadership and Management
- Curriculum
- Attendance
- Behaviour for Learning
- Teaching and Learning
- Student Outcomes – Attainment
- Student Outcomes – Personal Development
- Safeguarding
- Staff Development

Along with other publicly available data, the M.E.S. provide Trust schools with a clear, rigorous, highly aspirational framework to drive school improvement. For the Board of Directors, M.E.S. provide a clear framework against which to hold schools to account and support any areas for improvement identified. This can also influence priorities in the spend of the Trust's top slice. The M.E.S. are approved by the Company Members on an annual basis. The Members decision is influenced by their access to independent advice given direct to the Members by an experienced group of school improvement advisers, all of whom are actively involved in current OFSTED Inspections.

The Role of the Company

The primary role of the Company is to provide the strategic direction that drives the operation of the Trust. The company holds the Board of Directors to account. It does this by directly line management and setting appraisal objectives for the CEO. In this role, the Company Chair holds regular meetings with the CEO to ensure that targets set are progressing adequately. Company Accounts are presented to Company members by the CEO, Director: Finance and Company Accountants before being signed off. The Company Members build the Trust's capacity by the appointment of high quality Directors; ensuring that the Board of Directors has amongst its membership experts in all the key areas required to ensure the Trust thrives and carries out its vision for each school. The Company Members carry out rigorous due diligence before appointment of any new Director.

The CEO reports to each Company meeting on all matters and presents up to date financial reports. This ensures the Company Members have a clear and regularly updated view of all the company activities.

Minimum Expected Standards are approved annually by the Company who are in possession of independent advice from outside the Trust before accepting or amending them.

The Role of the Board of Directors

In essence, the Board of Directors carry out the day to day Governance of Trust activities across all constituent schools. The Board of Directors consists of seven highly experienced professionals who are all expert practitioners in their own field. This size allows the Board to function effectively and made decisive decisions based on robust advice. The Board can drive through the decisions needed to ensure school improvement and will be instrumental in applying the Academy freedoms for the free school: non-standard Teaching contracts; a longer school day; curriculum freedoms.

The CEO line manages all the Directors and ensures the strategic direction set by the Company and is reflected in the Strategic Development Plan and appropriately apportioned to the Directors. Appraisal of all Headteachers is undertaken by the CEO and reported to the Company Members before targets are verified. Scrutiny and accountability for financial matters rests with two Directors: Finance and Business Development. The Finance Director has the strategic role of agreeing budgets; setting compliance controls; preparing Company Accounts with the Company appointed Accountants and appointing Responsible Officers. The Director: Business Development has the role of ensuring the day to day running of the Finances and for all

constituents are transparent, effective and in line with Company requirements. This includes preparing and reporting monthly 'out turn' statements for the CEO.

The Board of Directors through the CEO is responsible for enacting any interventions that are deemed to be necessary. If a School does not meet the requirements of any single minimum expected standard, an intervention will follow until the situation is remedied. The CEO may also enact interventions if any other publicly available data shows unsatisfactory performance or if any Headteacher is not making good progress to meet appraisal targets.

Depending upon the nature of the required intervention, a Director may be deployed or the Trust may choose from its amongst its associations with a range of School Improvement Advisers to support the position until it is remedied.

The Role of the Local Advisory Body

Each school in the Trust will have its own Advisory Body *(unless formal sponsorship is required). The Trusts' aims state that all Schools will be local, community schools. They will be unique (within an overarching ethos, vision and value set) and respond to local need.

Hence, the Advisory Body will be constituted as follows:

- Headteacher (not the Chair)
- 4 parent members
- 2 members from the local community
- 1 staff member (not on Leadership Team)

The local Advisory Body will monitor and evaluate the work of the School in meeting the minimum expected standards. It will monitor the school's response to meeting the strategy laid down in the Trust's Strategic Development Plan. Additionally, the local Advisory Body provides a voice for parents and the local community.

For Secondary age provision, the CEO is the link to the Board of Directors and for Primary provision it is the Director: Primary Education. It is important to note that the local Advisory Body is not a decision making body in terms of finance, strategic direction, curriculum offer or organisational structure. The Advisory Body can make recommendations to the Board of Directors

Managing Conflicts of Interest

The Trust has been in full operation for three years and follows all established protocols with respect to managing conflicts of interest in Academies.

The Board of Directors, the Company Members and each Local Advisory Body all have established 'registers of interest' that record and identify any potential conflicts and these are updated annually. All procurement is carried out in line with Academies guidance and is audited regularly. Independent 'Responsible Officers' with suitable experience and qualifications review a variety of functions, including procurement compliance, on a termly basis.

If a conflict of interest does arise, the conflicting person is removed from any discussion about the issue and a decision is made in their absence. All members of the three layers of the Trust's Governance structure fully understand that if they tendered for work or a contract it could only be on a 'cost basis' and no element of profit could be allowed.

F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Bromley, London	██████████	Please see section F1(a)	Please see section F1(a)	Please see section F1(a)
██████████	Lewisham, London	██████████			
██████████	Sidcup, London	██████████			
██████████	Bromley, London	██████████			
██████████	Bromley, London	██████████			
██████████	Bromley, London	██████████			

██████████	Bromley, London	██████████			
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The Board of Directors is the Governing Body for all schools within Education For The 21st Century. All schools also have a Local Advisory Body that does not carry out any statutory Governance requirements (see section F2).

However, the Local Advisory Body does have an established membership as follows:

- Four Parent Members
- One Staff Member (not on Leadership Team)
- Two local Community Members
- (██████████, please see section F4 and CV).

The vacant posts on the Advisory Body will be filled by election. Two parents will be elected from the first cohorts and a further two from subsequent cohorts to ensure that all cohorts have parental representation. Staff member will be elected in the first Half Term of operation and the Local Community Members will be identified by the Board of Directors in the months preceding opening by advert on the website.

Consequently, we have not filled in Table F3(b) below as the Governing body (Board of Directors) does not have skill gaps and all the Directors are members of the core applicant group.

F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap

Skills/experience missing	How you plan to fill the gap

Section F4

The recruitment of a high quality principal is key to the future success of The Beckenham Academy. Our () is currently a . The Principal Designate has been fully and centrally involved in developing all aspects of the proposed new school. She is fully 'on board' with the vision and the curriculum plan that she has led in its development stage. We feel having a Principal Designate is, at this stage, a very beneficial feature.

Core Purpose of the Principal

To provide professional leadership in securing The Beckenham Academy's success, ensuring high quality education for all its students and continually improved standards of learning and overall achievement.

The Principal is the leading education professional in the Academy. Working with the Chief Executive (as the line manager) and the Board of Directors, the Principal will provide vision, leadership and direction for the Academy and ensure that it is managed and organised to meet its aims and targets within the framework of the Academy. With the Board of Directors and the Chief Executive, the Principal is responsible for the continuous improvement in the quality of education for raising standards, for ensuring equality of opportunity for all, for the development of policies are efficiently and effectively used to achieve the Academy's aims and objectives within the wider Trust framework. The Principal should also secure the commitment of the Academy's wider community by developing and maintaining close working relationships with all local stakeholder groups, including other schools, employers, careers services and others.

The Principal is responsible for creating a productive, moral, disciplined learning environment and for the day to day management, organisation and administration of the Academy, and is accountable to the Chief Executive and the Board of Directors.

Key Outcomes

The Principal's effective leadership will result in:

An Academy where:

- There is a positive ethos that reflects the Academy's commitment to high achievement, effective teaching and learning and good relationships;
- Staff, Governors, members and parents have confidence in the leadership and management of the Academy;

- Staff, Governors and members recognise their accountability for their tasks and the Academy's success and contribute fully to the development and successful implementation of Academy policies and practices;
- The life of the Academy and the curriculum effectively promote students' spiritual, moral, social and cultural development and prepare them for adult life;
- Effectiveness is kept under rigorous review, and links with the wider community contribute to students' attainment and personal development;
- Efficient and effective use is made of staff, accommodation and resources;
- Financial control and administration are effective and the carefully costed development plan is focused on improving educational outcomes;
- Good value for money is provided.

Students who:

- Make progress in relation to their prior attainment to at least expected levels and the vast majority of students made better than expected progress;
- Show good improvement in their literacy, numeracy, and information technology skills;
- Know the purpose and sequence of activities;
- Are well prepared for tests and examinations;
- Are enthusiastic about the subjects they are studying and are highly motivated to learn more;
- Take responsibility for themselves and their learning;
- Benefit from the Academy's specialisms;
- Through their attitudes and behaviour, contributed to the maintenance of a purposeful working environment.

Teachers who:

- Have a secure knowledge and understanding of the subjects they teach and the courses they manage;
- Set high expectations for students;
- Plan learning that addresses the needs of all students within the class;
- Employ the most effective approach(es) for any given content and group of students, including e-learning;
- Pace lessons appropriately, using time and resources effectively;

- Regularly mark and assess students' work and reinforce and extend students' learning and achievement through setting consistent and challenging personal study tasks;
- Understand the importance of a discipline built on positive choices;
- Are systematically monitored, evaluated and supported in their work.

Parents who:

- Enjoy an effective partnership with the Academy, which contributes to their child's learning;
- Understand and support the work of the Academy;
- Are kept fully informed about their child's achievements and progress;
- Know how they can support and assist their child's progress.

Skills and Attributes

Leadership Skills – the ability to lead and manage people to work towards common goals

The Principal should be able to use appropriate leadership styles to:

- Create a secure commitment to a clear vision for an effective Academy;
- Initiate and manage change and improvement in pursuit of strategic objectives;
- Prioritise, plan and organise;
- Direct and co-ordinate the work of others;
- Build, support and work with high performing teams;
- Works as part of a team, especially in the Trust structure;
- Devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out;
- Motivate and inspire students, staff, parents, Directors and the wider community;
- Set standards and provide a role model for students and staff;
- Seek advice and support when necessary;
- Deal sensitively with people and resolve conflicts.

The Principal should have the professional competence and expertise to:

- Command credibility through the discharge of her functions and to influence others;
- Provide professional direction to the work of others;
- Make informed use of inspection and research findings;
- Apply good practice from other sectors and organisations.

Decision making skills – the ability to investigate, solve problems and make decisions

The Principal should:

- Make decisions based upon analysis, interpretation and understanding of relevant data and information;
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities
- Demonstrate good judgement.

Communication skills – the ability to make points clearly and understand the views of others

The Principal should:

- Communicate effectively orally and in writing to a range of audiences;
- Negotiate and consult effectively;
- Manage good communication systems;
- Chair meetings effectively;
- Develop, maintain and use an effective network of contacts.

Self-management skills – the ability to plan time effectively and to organise oneself well

The Principal should:

- Prioritise and manage time effectively;
- Work under pressure and to deadlines;
- Achieve challenging professional goals;
- Take responsibility for her/his own professional development.

Attributes

The Principal should draw upon the attributes possessed and displayed by all successful and effective teachers in the context of their leadership and management roles including:

- Personal impact and presence;
- Adaptability to change circumstances and new ideas;
- Energy, vigour and perseverance;
- Self-confidence;
- Enthusiasm
- Intellectual ability;
- Reliability and integrity;
- Commitment.

In order to be fully prepared for this crucial and demanding role, the Principal Designate has been a [REDACTED]. During this time she has undertaken a wide range of tasks and implemented many initiatives that have prepared her well for headship.

These include:

- Outstanding line management of Departments – especially core subjects;
- Central to learning and teaching quality assurance programme;
- Analysis of all progress data (by groups) and ensuring effective intervention strategies are applied;
- Regularly reporting to the Local Advisory Body;
- Developed and led the successful 'Parent Forum';
- Evaluate standards of achievement and set relevant, challenging improvement targets;
- Lead the 'intervention team' ensuring Departments are targeting results that are significantly above National expectations, add value (irrespective of context) and improve year on year;
- Lead and managed an extended school provision: Saturday School, holiday study sessions;
- Ensure a range of specific interventions are effectively carried out for sub level 4 students and those requiring numeracy/literacy intervention;
- Ensure all students are appropriately challenged by leading the whole school 'Challenge Group';

- i/c Looked After Children;
- Line managed Year 8 Pastoral Leader;
- Deputised for the Headteacher in his absence;
- Jointly led KS4 Pastoral Board;
- Developed and run 'Progress Board' (KS3, 4 and 5) for students and their parents;
- Led whole school theme days;
- Led and manage SMSC (Achieved Ormistan 'Gold Award' for ECM outcomes);
- Co-designed the staff, peer to peer coaching programme;
- Led the school system of questionnaire responses (Kirkland Rowell) for students, staff and parents.

The above give a taste of the Principal Designates input as a Senior Leaders for the past four years. She has been central to drive to improve standards and create an outstanding learning experience for all the students and staff.

Section F5 (existing providers and any new applicants seeking to open more than one free school)

Insert text

F6 (existing providers and any new applicants seeking to open more than one free school)

Insert text

F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £

F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
	£0.00	£0.00

Section F7 (Independent schools)

Insert text

Section F8 (Independent schools)

Insert text

Section G: Budget planning and affordability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

Sections G1







<Redacted>G3 Financial resilience to reductions in income

You should include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

Please add additional lines as required. The boxes will expand as you enter text.

In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result.

- 

- [REDACTED]

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

TOTAL	
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Section H: Premises

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.

Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs for key individuals; and
- should be submitted as part of your application, i.e. as one Word document.

Self-assessment form for independent schools (including privately run alternative provision and special schools)

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal		Additional information about the school <i>[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]</i>				
Chair of governors						
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Overall	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 28-29 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Achievement of pupils at your school	<p><i>[Please provide a commentary on achievement of pupils at your school, with reference to the Ofsted grade descriptors (available at page 33-34 of the school inspection</i></p>			

	<p><i>handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
<p>Quality of teaching in your school</p>	<p><i>[Please provide a commentary on the quality of teaching in your school, with reference to the Ofsted grade descriptors (available at page 37-38 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			

Your assessment against Ofsted framework (please provide a commentary)	Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Behaviour and safety of pupils	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 41-42 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>		
Quality of leadership in, and management of, your school	<p><i>[Please provide a commentary on the quality of leadership in, and management of, your school, with reference to the Ofsted grade descriptors (available at page 47-48 of the</i></p>		

	<p><i>school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Spiritual, Moral, Social and Cultural development of pupils at your school	<i>[Please provide a commentary]</i>			

Your assessment against Ofsted framework (please provide a commentary)	Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
The extent to which the education provided by your school meets the needs	<i>[Please provide a commentary]</i>		

<p>of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>				
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>				