

# **Free Schools in 2014**

## **Application form**

**Mainstream and 16-19  
Free Schools**

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# Completing your application

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Data Protection**

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

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: 28 Albatross Close Beckton, London E6 5NX
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <span style="float: right;">No</span>
6.	If Yes, please provide more details:
7.	How you would describe your group: <span style="float: right;">A teacher-led group</span>
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <span style="float: right;">No</span>
10.	If Yes, please provide more details:
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <span style="float: right;">No</span>
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:

<b>Details of company limited by guarantee</b>	
13.	Company name: London Enterprise Academy Limited
14.	Company address:  28 Albatross Close Beckton, London E6 5NX
15.	Company registration number and date when company was incorporated: 8292927, 14 <sup>th</sup> November 2012
16.	Does the company run any existing schools, including any Free Schools? <span style="float: right;">No</span>
17.	If Yes, please provide details:
<b>Company members</b>	
<p><b>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b></p>	
18.	Please confirm the total number of company members: 3
19.	Please provide the name of each member below (add more rows if necessary):
	1. [REDACTED]
	2. [REDACTED]
	3. [REDACTED]
	4.

### Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1.	( )
2.	( )
3.	( )
4.	( )
5.	( )
6.	( )
7.	( )
8.	( )

9.

21. Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

### Related organisations

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	No
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23. If Yes, please provide the following information about each organisation:

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

24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>Non-religious but will promote the religion/s of the school population and the community which will include celebrating major world festivals.</p>	
<b>Existing providers</b>		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	



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

YES

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

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

**Signed:** [REDACTED]

**Position:** Chair of company

**Print name:** [REDACTED]

**Date:** 2nd January 2013

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

## Section B: Outline of the school

1.	Proposed school name:	London Enterprise Academy
2.	Proposed academic year of opening:	September 2014
3.	Specify the proposed age range of the school:	11 - 16
4.	Date proposed school will reach expected capacity in all year groups:	September 2018
5.	Will your proposed school be:	Mixed
6.	Will your proposed school include boarding?  No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.  No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	Promote the faiths of the school community and celebrate major religious festivals in which the school community belongs to (Islam and Christianity)
11.	If you have a preferred site, please give details, including the post code:	██████████
12.	Please tell us how you found this site:	██████████
13.	Is the site:	A public/government building

14	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	London Borough of Tower Hamlets
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

## Section C: Education vision

### *London Enterprise Academy: vision and ethos*

Our vision is to establish an outstanding school that will ensure students achieve personal success in their school life and beyond. We believe success at school provides a strong foundation for students to become engaged citizens who believe in themselves and can bring about positive change, for themselves and the society they live in.

In addition to achieving academic excellence, our vision is to instil in every child the beliefs, behaviours and attitudes that will underpin success in life. This will mean every student will be equipped to:

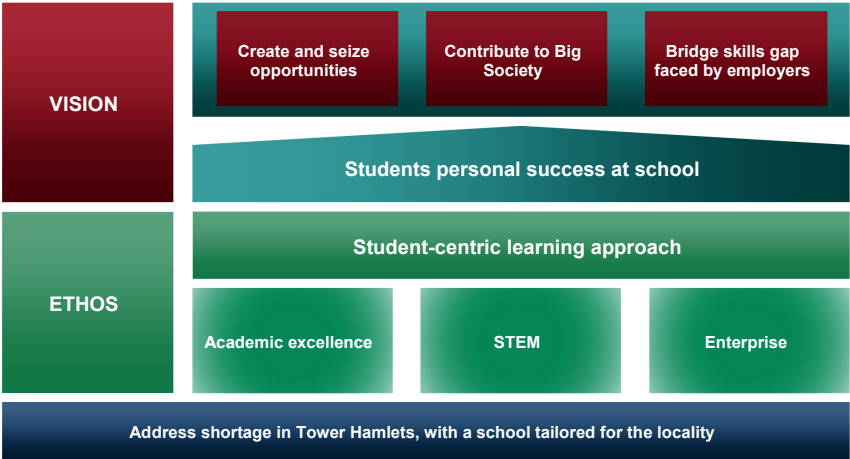
- Create and seize opportunities for themselves and others
- Contribute to Big Society
- Bridge the skills gap faced by future employers

Our school's ethos will support this vision by creating a school that is sympathetic to the social background of the students given the Tower Hamlets location and pro-active with respect to the unique opportunities this dynamic and well situated borough affords.

Central to our school's ethos is a student-centric and individualised learning approach designed to achieve personal success for each and every student, regardless of where their abilities lie. To fully equip our students as engaged citizens who will have the right skills to be active participants in society, our curriculum is designed with an emphasis on:

- Academic excellence – our school will provide a safe, caring and supportive learning environment in which every individual will beat their personal best. This will be achieved through commitment to excellence from all and no excuses.
- STEM – we will target specific areas of skill shortage faced by future employers
- Enterprise – a can do attitude, creativity, informed risk-taking and a drive to succeed. These are all key ingredients to success whether in academia, business or social enterprise.

The illustration below summarises our vision and ethos.



Our School will address a shortage of secondary school places in the Tower Hamlets area. The school will give parents additional choice in their quest for a school providing an outstanding education, focussed on excellence in academic achievement and in an environment that nurtures their child to develop a strong sense of social, moral, spiritual and cultural development without having to pay for it.

The remainder of this section expands on each of the elements discussed above and gives an overview of how these fit together to deliver our vision. We further detail our proposal in subsequent sections.

**Vision**



**Student vision:**

- The school will provide a safe, caring and supportive learning environment in which every individual will beat their personal best. This will be achieved through commitment to excellence and no excuses.
- Our school will ensure that every individual fulfils their potential to be a productive participant in society.
- The school will instil individuals with beliefs, behaviours and attitudes that will underpin success in life.
- we will create excellent learning and extra-curricular experiences to meet students' individual needs
- We will provide a broad and flexible curriculum where learning will be personalised and pathways will be developed to create the most appropriate opportunities for each student.

- we will expect students and staff to uphold the highest standards of behaviour within a culture of mutual respect

#### Vision for parents

- Our School will provide parents with the additional choice to send their child where they will receive an outstanding education focussed on excellence in academic achievement whilst providing the environment which nurtures their child to develop a strong sense of social, moral, spiritual and cultural development without having to pay for it.
- We will encourage the active involvement of our parents via a programme of meetings, parents' forums, and social events
- Parents can use the school resources for things like IT, cookery and ESOL classes

#### Vision for staff

- We will create a highly professional workforce who are both challenged and supported to work to excellent standards at all times
- We will ensure that all posts and the roles of all staff focus directly or indirectly on raising standards
- We will use more support staff in creative ways in order to reduce bureaucracy and to free teachers to teach
- We will provide excellent professional development and bespoke career development opportunities for all staff
- We will develop all leaders at whatever level in the school so that they are able to inspire their colleagues to give of their very best
- We will create the best working conditions that we can and ensure that our colleagues feel valued and supported

#### Vision for community and wider economy

- The school will be an asset to Tower Hamlets and the neighbouring community by producing responsible, engaged citizens.
- Our school will play an active and enthusiastic role in the local community.
- It will be an asset to surrounding businesses (including the city) by producing individuals that exceed expectations and leap beyond the skills gap faced by employers
- We will actively promote our achievements as a highly successful school to all stakeholders and to the community at large
- We will develop collaborative links with our LEA, the DfES, other schools, colleges, universities and educational organisations
- We will establish excellent links with the community and extend our contacts with business in order to enhance our provision

## Vision for school

- The school will provide a safe, caring and supportive learning environment in which every individual will beat their personal best.

## *Ethos*



The school ethos will underpin, individualised learning in a set of core values embodied in LEAD

- **L**eadership – Where an education is the basis to create the outstanding leaders for the future
- **E**nterprise – Where an education inspires students with the importance of being enterprising
- **A**cademic excellence – Where an education and experiences during their school life leads to them achieving academic excellence
- **D**rive - Where an education gives students the determination and focus to realise their goals and aspirations

## STEM

Students look at a number of different important technological developments over the last 100 years and both the technological and scientific knowledge required for this to come about. Examples of projects could include:-

Development and manufacturing of TV (Year 7)

Development and manufacturing of Mobile Communication (Year 8)

Development and manufacturing of the PC (Year 9)

Development and manufacturing of Insulin and Antibiotics (Year 10)

Development and manufacturing of Aeroplanes (Year 11)

Students work collaboratively with their Technology and Science Teachers, looking at the history, key scientific developments, design development, technological features, manufacture and current use. Students are then encouraged to apply this knowledge and understanding and to come up with future designs based on a portfolio of work. Students are then assessed on this Portfolio to achieve STEM GOLD, SILVER or BRONZE awards.

### Why this particular school in this area?

In Tower Hamlets there is a lack of choice for parents wanting a balanced educational environment for their children. Despite preferences for mixed schools, Tower Hamlet parents are increasingly forced to consider faith and single sex schools. This will only become more acute given the projected shortfall in school places. We are therefore looking to establish an **outstanding mixed comprehensive school for 11-16 year olds**.

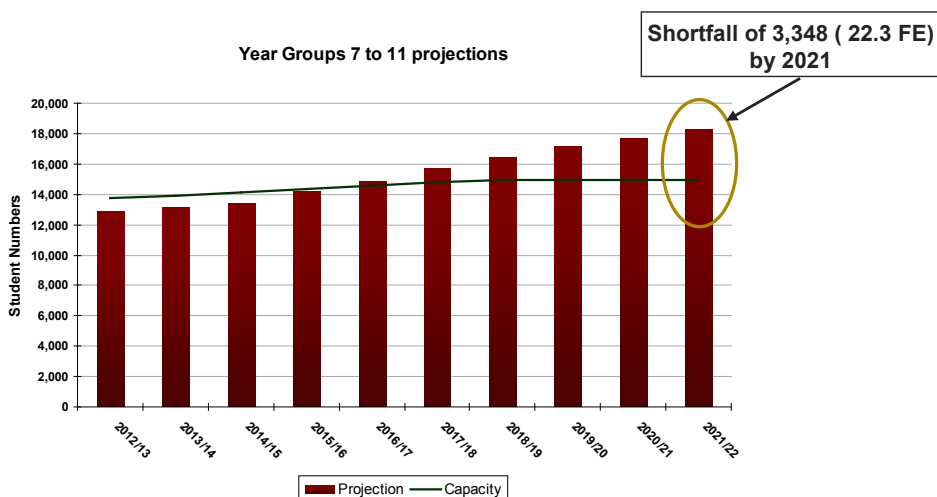
Address shortage in Tower Hamlets, with a school tailored for the locality

Tower Hamlets is a deprived area and our students will be coming from disadvantaged social backgrounds. However, Tower Hamlets location also offers our young people access to world-class opportunities. Our school will ensure students are fully equipped to make the most of growing up in Tower Hamlets.

### Overall shortage of school places projected

Inner city areas of East London (Tower Hamlets, Newham, Hackney) have rapidly growing population growth and are projected to be the fastest growing areas of the country.

This underpins a huge shortage of both primary and secondary places in Tower Hamlets. While some of the primary schools are planning to expand the Secondary schools are only expanding in terms of providing sixth form places. The chart below shows the projected shortfall for (Year 7 to 11) school places in Tower Hamlets.



Source: London Borough of Tower Hamlets – Planning for school places 2012 – 2022 (September 2012)

\*Projected capacity includes the planned extra places at the 'Bow Lock' site and two free schools that have been approved (Wapping High and East London Science School).



- Year 7 projections – The roll of 2,524 for 2012 is projected to increase to 3,793 in 2022, a rise of 50%. Capacity will be exceeded in 2015/16.
- Year 7 to 11 projections – the roll of 12,743 in 2012 is projected to increase to 18,303 in 2022, a rise of 44%. Overall demand for secondary places is projected to exceed planned capacity in 2016/17 by 279 places (1.9 FE with 150 places in each); this is the year following which Year 7 demand is projected to surpass capacity.

The predicted shortfall of places in Tower Hamlets coincides with considerable demand from local families for a new school. Last year 14% of families in LBTH did not get their first or second choice of secondary school (DfE, 2011).

The Council has no plans to expand existing schools (except for Bow Boys), which will not solve the issue of choice or demand. Many parents have told us that their children attend different secondary schools and in many cases do not get a place at the nearest school.

### ***Shortage of mixed comprehensives***

Over half the 11-16 schools in Tower Hamlets are faith based or single sex schools (see table below).

Christian	Central Foundation Bishop Challoner Sir John Cass Raines Foundation
Muslim Independent	Al-Mizan School Darul Hadis Latifah Ebrahim Academy Jamiatul Ummah School London East Academy London Islamic School Madani Secondary Girls' School Mazahirul Uloom School
Single sex	Bow Boys Stepney Green Boys Mulberry Girls Central Foundation Girls Bishop Challoner Boys and girls
Mixed	Bethnal Green George Greens Langdon Park Morpeth Oaklands, St Pauls Way Swanlea

While faith based and single sex schools have their place, the lack of mixed schools does contrast with the type of parental demand we have come across. Parents we spoke to simply want a school that provides strong social and moral guidance whilst providing an excellent education, they said this was not offered by the current crop of state schools.

Over 900 (and growing) secondary school pupils are being educated in independent fee paying Muslim schools in Tower Hamlets alone and many more go outside the borough to Hackney, Newham and Redbridge. This is to cater for the social and moral aspects that are important to parents and the local community, and not necessarily reflective of a demand for a faith school.

However, many parents come from deprived backgrounds (see below) and struggle to finance a child through a fee paying independent school. They are therefore forced to send their children to state schools that do not meet their needs and aspirations.

Our School will provide parents with the additional choice to send their child where they will receive an outstanding education focussed on excellence in academic achievement whilst providing the environment which nurtures their child to develop a strong sense of social, moral, spiritual and cultural development without having to pay for it.

### ***The social background of our students***

In Tower Hamlets over 85% of secondary school age pupils are non-white British and around 72% of ethnic minorities living in Tower Hamlets are in receipt of Housing Benefit. 56.8% of children in Tower Hamlets are eligible for free school meals (ONS, 2011).

Based on the characteristics of the student populations of the seven non-faith mixed comprehensives schools in Tower Hamlets (see table below), we expect our student population to be:

- More than 90% British non-white
- EAL pupils (60-90%), significantly above the national average
- FSM of around 55-65%, significantly above the national average
- SEN of around 13%

Name	Yr 7 Places Available	A*-C (Including Eng & Maths) %	English Bacc %	FSM %	EAL %	SEN %	Absence %	£ per pupil expend	Recent Ofsted Grade
<b>England Average</b>		58.2	15.4	15.9	12.3	8.5	6.52	5353	
<b>Tower Hamlets Average</b>		61.5 a 10% inc. from 2010	6	56.8	70.4	10.7			
<b>Bethnal Green</b>	180	79	10	65.2	74.5	15.7	4.87	9721	3
<b>George Greens</b>	210	48	7	60.9	60.1	17	7.15	8547	3
<b>Langdon Park</b>	180	53	3	65.7	73.4	17.2	5.68	9296	2
<b>Morpeth</b>	240	58	8	54.5	63.8	11.5	7.62	7482	1
<b>Oaklands</b>	120	60	0	54.5	78.4	12.7	5.91	8659	1
<b>St Pauls Way</b>	240	59	1	67	95.4	6.9	6.74	10619	3
<b>Swanlea</b>	210	65	7	64.8	86.9	13.8	6.30	7920	1

Data extracted from DFE performance table for Tower Hamlets 2011. Wapping High (New Free School opened September 2012– no data currently available)

An understanding of the needs of students from such backgrounds and a school designed to reflect this is crucial for student success. Our team are culturally aware and have significant experience with students from these backgrounds.

Needs:

- Literacy and numeracy needs – time-tabled daily to really support the EAL and SEN
- Citizenship – helping to inculcate characteristics found in positive role models not available in their community
- Take advantage of closeness to city through our project based curriculum to promote enterprise

- Involving parents and engage with community more, including English classes for parents
- A longer school day allowing an additional 600 periods (equivalent guided learning hours of an extra 2 1/2 GCSEs during a student's school life)
- Extended school day to cater for the quiet work place which many students do not have access to living in overcrowding homes

### ***Curriculum and approach to teaching and learning***

Alongside our vision for student outcomes, the most significant influence on our choice of teaching approach and on curriculum design is the anticipated social background of our students. Thus:

- A small school ethos, human relationships
- We believe that all young people can prosper. This individual attention is most likely to succeed in a small school environment where each child is well known to staff.
- A broad and balanced curriculum will be taught via a personalised learning methodology that has been proven to deliver excellent results in small charter schools in Sweden and the USA
- An extensive range of extra-curricular activities will be offered to draw out hidden talent and stretch gifted students
- Home-school relationships will be important engaging parents
- Enterprise

#### Focus on enterprise

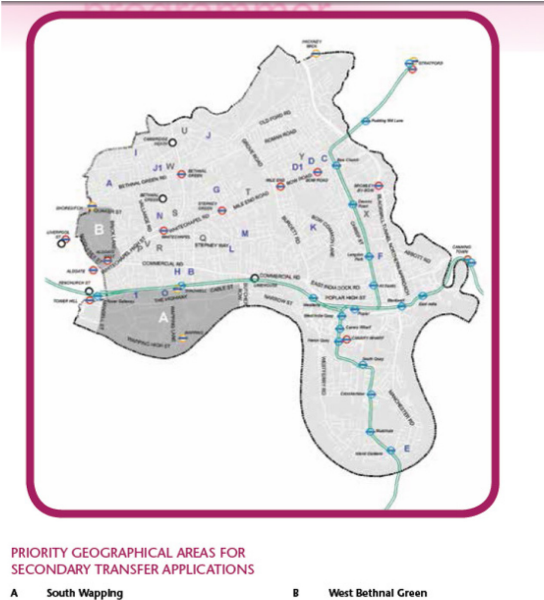
- We want students and the local community to take full advantage of the Tower Hamlets location. With access to the city of London, academic and arts institutions, and technology and creative industries. Enterprise focus – can do attitude, drive to succeed and confidence to take risks.
- It would be a wasted opportunity for students, the local community and the wider economy if the advantages afforded by the Tower Hamlets location made no difference
- Cater for pupils of all abilities. Too many children are being failed.....
  - Attainment: National average (2011) 59.6% get A\* to C (inc English and Maths), TH = 61.9% our target is between 65 to 70% (which may vary depending on intake).

**Parental demand (see Section E)**

We are confident that our 88 places will be fully subscribed every year.

- Many parents have voiced their concerns that they were unable to secure first choice school or the nearest school for their child. We have already secured commitment from over 400 parents with children in Year 3, Year 4 and Year 5 who will choose London Enterprise Academy as their first choice in 2014 and 2015 (see section E).
- Not only will we provide additional places, we will also take pupils from existing schools and independent schools. Members of our team have extensive experience and a proven track record of raising attainment in Tower Hamlets schools. We also have close links with the different communities through sports, community and charity work. Many parents will choose our school over others as they will be able to put a familiar face to the name. This will create additional competition for places helping to further raise attainment in the surrounding schools.
- We will continue to secure more commitment prior to opening and accelerate marketing and publicity once approved.

Another indicator is that our preferred location of [REDACTED] (adjacent to [REDACTED]) is situated in West Bethnal Green, an area identified by Tower Hamlets Council as a priority area for a secondary School, as shown on the map below.



- Currently many of the schools in Tower Hamlets are judged as outstanding as well as several as Satisfactory (needs improvement) in their most recent Ofsted. We believe that every child deserves to attend a good school and we are confident that our school will be judged good or better by Ofsted.

- Tower Hamlets schools are improving faster than national average; however there is still a significant variation between the attainments of schools, individuals and groups which we will seek to narrow in our school. The new measure of EBacc suggests that Tower Hamlets is lagging well behind the National Average.

### **The need for a new improved approach**

Particularly amongst our poorest communities, existing educational provision is either not working, or not working fast enough. Poverty and disadvantage are factors that have been used to justify educational underachievement. Increasingly we feel that some schools educating children from these communities are manipulating examination results to demonstrate progress at a rate that is not actually taking place.

Many of the schools are making sure the students from disadvantaged backgrounds are entered for 5 or 6 GCSEs so that this can be used in the performance table and the remaining qualifications would be made up of BTECs or equivalent qualifications. The table below shows the average number of qualifications per pupils and the number of GCSEs per pupil for 10 Secondary schools from Tower Hamlets. For the low attaining pupils in many cases EAL and mid-phase students who have a low KS2 points score or no KS2 data are disadvantaged significantly.

When we then look at the percentage of pupils achieving the English Baccalaureate (EBacc) which is the government's new performance measure, we can clearly see that all the Tower Hamlets schools score well below the national average of 17.6%. This is proof that schools inn Tower Hamlets serving mostly disadvantaged pupils are bolstering their 5A\*-C grades using vocational qualifications. For many students this limits their progression in to further and higher education. As per Professor Wolf's recommendations, our Academy will only offer selected number of vocational qualification to complement the other qualifications ensuring that all pupils have a progression pathway post 16.

	Average entries per pupil - all qualifications	Average entries per pupil - GCSEs only	% EBacc
Bow Maths and Computing	9.2	6.7	0
George Green's	10.6	7.5	7
Langdon Park	11	8.6	3

Sir John Cass	13.2	6.9	12
Bethnal Green	9.5	7.1	10
St Pauls Way	10.5	6.9	1
Stepney Green	12.1	8.3	12
Swanlea	11.4	7.8	7
Oaklands	11	8.1	0
Bishop Challoner	11.9	7.6	1

We are not advocates of an approach that manipulates examination results. We would rather face the challenge and design a curriculum that helps us to address the issues highlighted above.

Based on the demographic analysis of our proposed catchment area, we anticipate our Free School Meal intake to be between 55-70% being in a catchment area which is in the top 1% in the indices of deprivation. It is clear therefore that our children will come from some of the most deprived communities in the country.

It is in this context that we have designed a school that will incorporate a number of new approaches that have been designed to mitigate the impact that poverty has in restricting the academic potential of our children.

Research exists to prove that it is possible to provide a high performing school in areas of high poverty. Instead of manipulating exam results we consider that a new approach is necessary. Our school has been designed to make this possible through establishing a culture of high expectations and celebrations of pupil achievement.

### **High expectations and celebrations of pupil achievement**

Education is the most effective tool for those seeking to better their quality of life. The solutions to poverty, social exclusion, disadvantage and deprivation lie not with others, but within an individual. The individual has the power to make a positive difference and transform his/her life circumstances as demonstrated by many in our group wanting to set up LEA.

We believe that educational benefit should be measured beyond an exclusively narrow focus on academic attainment. This is not to say that we do not measure academic ability – we do and our standards are very high. What we do know is that children need a wider range of capabilities when leaving school and our approach to high expectations and pupil achievement reflects this.

This is expressed by educationalist Professor Guy Claxton:

“The purpose of education is to prepare young people for the future. Schools should be helping young people to develop the capacities they will need to thrive. What they need, and want, is the confidence to talk to strangers, to try things out, to handle tricky situations, to stand up for themselves, to ask for help, to think new thoughts”.

We at LEA feel this is not too much to ask and it should be every young person’s basic educational entitlement.

We believe that poverty and disadvantage cannot excuse a lack of high expectations amongst our students. Consequently we set clear aspirations on the achievements that we expect of our pupils.

We will celebrate the achievements of our pupils through our reward ladder and ensure that parents are aware of this success. We will keep parents informed by telephone, text and post as well as invitations to annual awards and celebration evenings.

### **Aspirations and outcomes**

The immediate catchment area will draw young people from disadvantaged communities for whom English is not their first language. Our curriculum has been designed to bolster teaching time for English, Mathematics and Science. Added emphasis on the core subjects will improve our pupils’ chances of academic success.

Our academic outcomes support earlier academic excellence and also support alternative pathways through vocational support into apprenticeships.

### **Our proposed targets**

- All students make at least three levels of progress (50% make four levels of progress) between KS2 and KS4 in core Baccalaureate subjects
- GCSE results are 5% above National Average
- 50% achieve the EBacc qualification in 2019 examinations
- All students are expected to reach an attendance target of at least 96%
- All students continue with their education after leaving LEA
- 90% of parents regularly attend progress meetings relating to their child
- 90% of pupils contribute 250 hours to “Big Society”
- All students take part in the London Enterprise Academy Plus (LEAP) activities



### **Why is this appropriate?**

Many pupils will arrive with below average attainment levels and it is essential that key performance indicators focus on levels of progress. We want every student to make and exceed the expected progress between KS2 and KS4 which can be measured by Raise Online data. GCSE results in Tower Hamlets have improved significantly, in particular between 2011 and 2012, and we intend our students to improve on this.

The English Baccalaureate (EBacc) pass rates are very low and all schools in Tower Hamlets, and also well below the national average. We have designed our curriculum to ensure that our first cohort of school leavers in 2019 have a minimum EBacc pass rate of 50%. This is appropriate, challenging and ambitious.

Attendance will be a crucial key performance indicator as it is clearly linked to progress. Time off for any reason will be closely monitored and extended visits abroad will be strictly limited to avoid pupils missing time in school. The school calendar will build in religious holidays, as working with students and parents in Tower Hamlets shows that this helps to build a positive cohesive school community.

We will work closely to engage parents in the students' school life as there is extensive research showing that effective parental engagement leads to significantly improved pupil attainment. Research by the National Foundation for Educational Research opinion poll of 1567 teachers (Sept 2012, TES) found that the biggest single barrier to pupils succeeding at school was identified by teachers as *"lack of parental support"*, cited by three-quarters of respondents. *"Lack of aspiration"* was seen as the second most important factor, listed by 54 per cent of teachers, while *"low self-esteem came"* in third with 46 per cent. We will ensure that we support all our pupils with whatever barriers to learning they possess to ensure that they leave LEA as successful young people.

We want our students to develop social skills and make contributions to the society in which they are growing up. We want to instil the ethic of volunteering from a young age and have put a target of 250 hours of volunteering over the five years. This means that our students will spend an average of one hour per week making a positive social contribution and in return they will be awarded the "LEA Social Baccalaureate" detailed later on.

All pupils will take active part in the LEAP programme which will include a range of social, academic, sports, arts and creativity activities above and beyond the directed enrichment and enterprise lessons.

We know that society is not fair to our pupils, because of their backgrounds, who will face additional challenges in life. We will prepare our pupils to overcome adversity, building their resilience to protect them from negative influences from both within and

outside their communities. We accept that our pupils will encounter barriers to learning as a consequence of physical challenges (overcrowded households), attitudinal (lack of understanding of value attached to education, cultural norms, etc) and financial (the need to earn income to support the wider family). Wherever possible we will help to overcome these barriers.

LEA will be a small school that aims to excel in all areas whilst focussing strongly on the wellbeing of each individual student. As an exemplar of Small Schools practice the school will build links with higher education institutions (University of East London, Queen Mary's University and the Institute of Education) and schools across the UK and abroad. It will be a school where a world-class education combining traditional and innovative learning goes hand-in-hand with research at the forefront of education.

# Section D: Education plan – part 1

Proposed student numbers:

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		88	88	88	88	88		
Year 8			88	88	88	88		
Year 9				88	88	88		
Year 10					88	88		
Year 11						88		
Year 12								
Year 13								
Totals		88	176	264	352	440		

## Section D: Education plan – part 2

### Curriculum Rationale

LEA will be based in one of the most deprived local authorities in England and Wales. The large majority of the population live in social housing and has well above the national average for Free School Meal (FSM) explained in Section C earlier. We anticipate the vast majority of the student population to have English as an additional Language (EAL) which is reflected in the data obtained from the existing 15 state secondary schools in the Borough. The census data (2011) have established that the percentage of non-white British in Tower Hamlets is significantly higher than previous estimates.

Our curriculum therefore reflects the needs and wishes of the local population which has been established during our research phase and whilst meeting individuals, groups and community and business representatives when collecting data to establish demand for the school.

It is clear from talking to parents that they want the best possible education for their children which prepares them for a good career in the local financial and business sector of London. One parent summed this up by saying “education is our only way out of poverty”.

The curriculum at the LEA reflects our vision, ethos and principles.

- It will encourage our students to become independent enquirers, collaborative thinkers and critical citizens.
- The curriculum includes the **core curriculum** and an **extended enrichment** curriculum for all students.
- The students will follow a modified version of the National Curriculum at **Key Stage 3** with a view to supporting the students into their studies for the English Baccalaureate at **Key Stage 4**.
- At the heart of the learning is the **project based enterprise curriculum**.

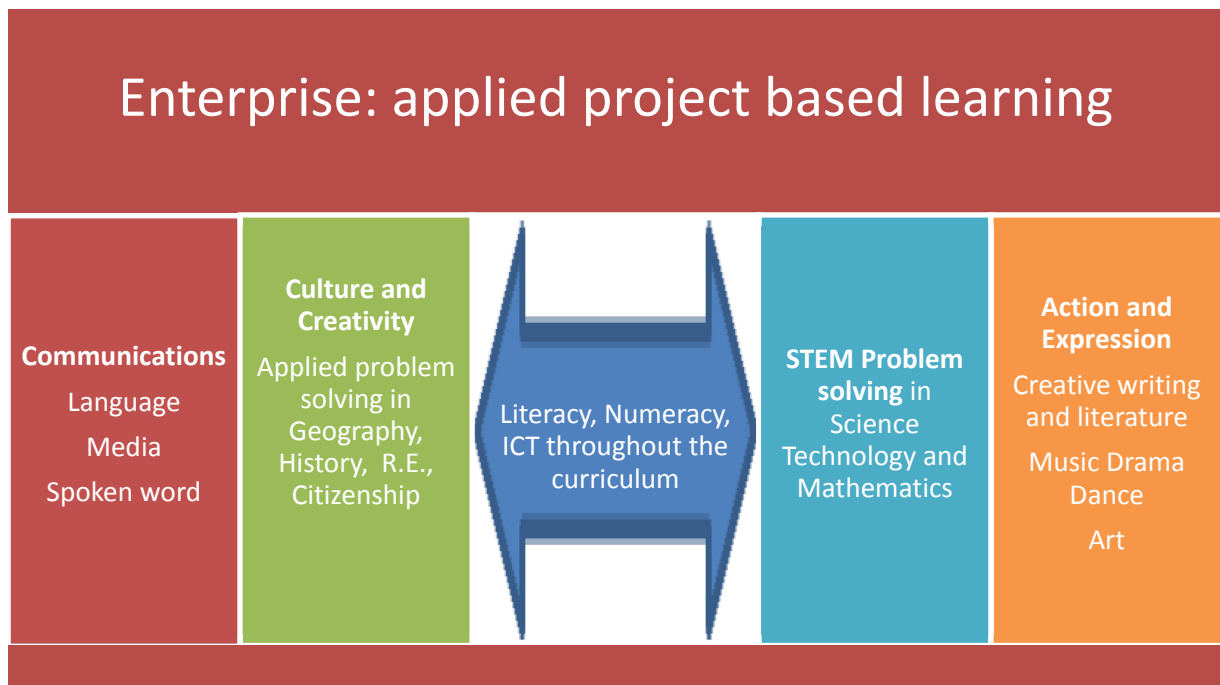
‘Project-based learning’ refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation (Patton, 2012)

Much of the rationale for the curriculum comes from extensive reading on transition projects, middle schools, enterprise and creative curricula: and best practice from research projects from middle schools, the Paul Hamlyn Education Trust, Enterprise (Scotland), Creative Partnerships and current practice in schools. Project based learning allows us to create a curriculum in response to local need, that is to say, it personalises the curriculum so that the students are able to design their learning route and final product.

- Another point to note is the rationale from the curriculum comes from

knowledge of the **local community** drawn from the information regarding demand. Local knowledge has been the basis for this application. It has therefore had an impact on the creation of the curriculum which is designed to stimulate curiosity and give the students the skills to overcome barriers to learning in order to create and problem solve within the community and beyond.

- Also the curriculum and concomitant staffing structures reflect the fact that LEA is a small school. The school is run on **small school** basis such that the students will be taught by a few teachers in small classes, making everyone a learner, an expert and part of a project. It requires students and teachers to work together and similarly bring the subjects together to be taught by a few rather than separate them out to be taught by many.



The LEA curriculum structure

The **core curriculum** will be taught in single lessons of 50 minutes and doubles of 100 minutes from 8.50am until 3pm Monday to Thursday with the LEAP (London Enterprise Academy Plus) **Enrichment** curriculum from 3.10 to 4 pm Monday to Thursday.

The Enrichment curriculum gives the students an opportunity to take up an active enrichment in the form of an alternative PE/Healthy lifestyles curriculum such as dance or a martial art; an Arts enrichment which develops their talents or expressive side; and two Entrepreneurial or Enterprise enrichments which will focus on business skills and charity work as applied learning. Here partnerships will prove very useful such as following a programme offered by Young Enterprise, Achievers

International, The Citizenship Foundation and the Design Council for instance. The **extended** day, however, has students able to gain access to the Learning Hub from 7.40 am and until 5.30 pm daily. The learning hub is a place where the students can work independently on extended studies tasks and means that they are able to plan to work together in a supervised and safe environment. This is extremely important for our students as the vast majority of them will be coming from overcrowded households with limited quiet space for them to undergo intensive study.

There will be half termly trips away from the school for a specific learning or enterprise outcome which can explore what London has to offer (museums, art galleries, theatres, royal parks) or go further afield for outside study.

Partnerships will be key to learning throughout the curriculum and very importantly through the transition phase from primary school. Pupils who have been accepted on the roll for LEA school will be invited to a summer school so that they get the chance to get to know each other and the school environment before their official schooling starts. This would be a start to building up further opportunities for transition projects in the future, where information about students and learning become two-way rather than simply primary giving to secondary. It is essential that the students learn collaborative and creative skills together and the summer school should give them both a bond and reduction in holiday 'dip'.

### **Key Stage Three: Transition**

We plan to appoint our Principal two terms in advance which will give us plenty of time to carry out outreach work with primary schools in year 1 to support the transition from primary to secondary. Using our team of transition staff we intend to run a summer school in August to help Year 6 pupils who have signed up for LEA to 'break the ice' and make new friends as well as becoming familiar with some of our staff. We will use enterprise based learning which will include promoting literacy and numeracy as well as developing team building and social skills to engage the students in that two week period.

In the long term we will have a detailed transition programme which will include the summer school as well as visit to the Academy in June for a 'Taster Day' by prospective pupils as well as visits to primary schools by members of our senior staff. We also intend to encourage our pupils to visit primary schools regularly as part of their LEA social baccalaureate supporting pupils with literacy, numeracy and sports activities.

The curriculum at Key Stage 3 reflects the learning patterns at Key Stage 2 and as such this 'middle' school idea should ease the transition from primary to secondary school. The Key Stage 3 dip / hiatus recognised by Galton in 1999 still has resonance today. In 2010, a Bristol University study<sup>i</sup> recognised that there was a

need to create

“ ... approaches to teaching and forms of curricular content specifically intended to bridge the gap between the more child-centred approaches of primary school and the more subject centred approaches of secondary school be developed for the middle years of schooling.”

At Key Stage 3 the curriculum follows a modified National Curriculum with an emphasis on the core curriculum of English, and Maths with project-based, enterprise learning in the STEM subjects, Arts and Humanities (CCC: Creativity, Culture and Citizenship). This depth over breadth approach aims to equip the students with not only the basic literacy, numeracy and scientific skills which will ease their movement towards the EBacc at Key Stage 4; but also the Enterprise project based curriculum will advance the students' creative, collaborative and critical skills as learning tools.

These skills should equip the students with the learning skills required not only at Key Stage 4 but also throughout their lives.

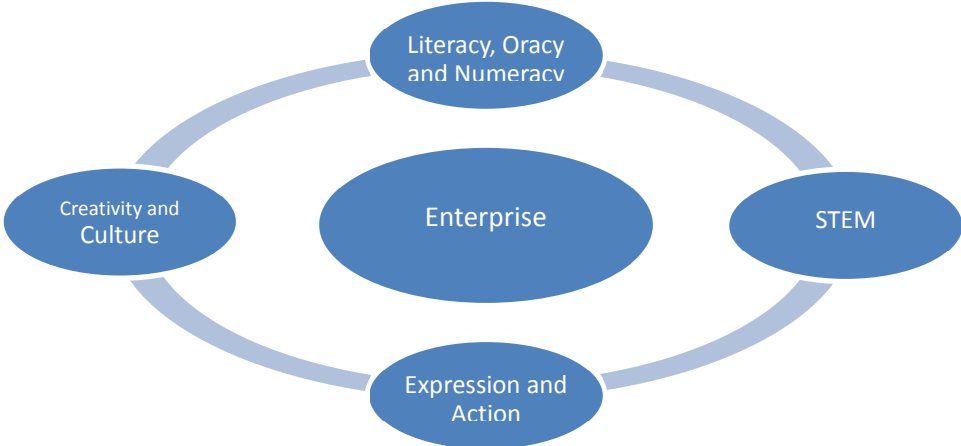
### **Curriculum**

There are discrete lessons for literacy and numeracy in the Key Stage 3 curriculum in order to better facilitate targeted support; they will be designed to help students learn these essential skills. This should support the students who are EAL, and they will be supported together. The skills taught in the literacy and numeracy lessons should support the learning in the projects but should also be skills-based and give the students deep and rich experiences. The skills should not be about simply attainment in Literacy and Numeracy but about contextualizing the learning.

“Designing your curriculum around project-based learning is a dynamic way of engaging learners and of cultivating their powers of imagination, creativity and enquiry.” (██████████)

Project based enterprise learning puts student-led learning at the heart of the curriculum. To create student curiosity and motivation to learn takes a great deal of planning. There are “ready-made” projects on offer<sup>iii</sup> and they may be worth further investigation by the future SMT, but our aim is to respond to local need. This does require staff to be flexible facilitators who are able to support the learning of the students. The system itself needs to be high functioning with clear objectives, planning and resourcing which can be altered as need (highly empathetic to student needs) arises. Much of the inspiration for project based learning has come from the Innovation Unit and Paul Hamlyn Education Foundation. Also the applicants have experience of using educational projects created and supported through the Paul Hamlyn Foundation which have proved successful. The curriculum does reflect a lot of the information found through these educational providers.<sup>iv</sup>

The curriculum plan of the LEA envisages the projects will run on a half termly basis across the school. However with a flexible approach there is scope for an intensive learning week on a particular theme or drop down days to extend learning. This will create a more cohesive curriculum with a consistency in the way that the skills are learned if not delivered. Since the curriculum is more student-centred, the staff will need to be able to respond to the needs of the students as they arise, thereby creating a truly personalized curriculum. While the curriculum must impart knowledge that enables students to be assessed, the learning model should be one which embeds rather than transmits knowledge. This project based enterprise curriculum allows the students to learn by observing, by discussing, by doing, by being, by drafting, by producing and by reviewing.



KS3 model

**What will enterprise education look like?**

The LEA enterprise programme to be completed in Partnership with Young Enterprise, Tower Hamlets Education Business Partnership (THEBP) and NatWest Bank. This will also include business mentors from Canary Wharf and The City. The enterprise programme and themes will run in parallel with Citizenship programme covering Social, Moral, Spiritual and Cultural issues (**SMSC**).

Students at LEA will be certified and graduate every year by completing an ongoing portfolio, which will be presented to their work experience employers in Year 10. Students will use this portfolio as proof of their business acumen and understanding in application to FE Colleges and Part time employment after leaving school. A much more up to date Portfolio than the old NC folders and in line with the required type of skills highlighted and identified by Centre for Business and Enterprise.



**A summary of what pupils will study as part of their enterprise lessons**

<b>Year</b>	<b>Enterprise Topics:</b>	<b>Themes and [Core Skills]:</b>
<b>7</b>	<b>Inspirational Business Leaders Finance Competency Basic Book-keeping Stock-Keeping Apprenticeship</b>	<b>Mathematical Competency for Business [Numeracy]</b>
<b>8</b>	<b>Guest Speaker Programme Young Enterprise Programme Opening a mini-enterprise</b>	<b>Analysing and Generating Business Ideas [Oracy , Literacy and some exposure to Science and Technology]</b>
<b>9</b>	<b>Personal Banking Yearly Budgeting Business Mentoring Programme THEBP</b>	<b>Managing Personal Finance [Numeracy and Literacy]</b>
<b>10</b>	<b>Analysing FTSE 100 Investing in Shares SAVING money in Savings accounts, ISAs and bonds</b>	<b>Investing and Saving Capital [Numeracy and Literacy]</b>
<b>11</b>	<b>Start up Business (Business Plans) Business Finance Business Loans (Interview with Banks) Venture Capital (Interview with Entrepreneur panel)</b>	<b>Growing and expanding a business...(mentoring younger business partners) [Literacy, Oracy and Numeracy]</b>

In terms of outcomes there are both locally led outcomes (school / pupil led) and national outcomes to be used a measure for success.

While as a free school the LEA has the chance to innovate in terms of curriculum, we will be measured against the same criteria as other schools in England. The students will have to be able to demonstrate knowledge, skills and understanding according to the levels for the curriculum areas covered. In addition, the rigour that is built into the learning should see the LEA through to the transition after the curriculum review which should be announced before/around opening in 2014. The measures for this are yet to be decided but with a flexible curriculum there is opportunity to change the learning outcomes at this stage.

The local school based measures are also rigorous, open and personalised. The curriculum itself uses peer and self-assessment throughout the learning. Using the ideas of [REDACTED] in creating a product based on the knowledge which is due to be shared/exhibited, the students will have to draft and redraft their work. This will require the students to keep in mind the learning objectives and also the purpose of the product. Each student in the team on the project will have to evaluate their learning as shown in the evidence of their learning and when the product is shared/exhibited then the work is summatively assessed and moderated by teachers and students. The Exhibition is also for all stakeholders, so parents and other partners are invited to see the work and evaluate the work and complete satisfaction surveys.

The end product is only one way of looking at the learning. Through surveys the students will also be able to evaluate their contribution to the learning in terms of transferable Enterprise and Creativity skills (Personal Learning Thinking Skills). Surveys can also be used to evaluate the students satisfaction at the school. Recording their learning must also be rigorous. Using digital media technologies, the records can also be part of applied learning; students will be able to build up a tangible (product) and virtual record of work in an eportfolio. They will also be able to keep a record of their progress which will be addressed not only in lessons but also in the tutor time.

#### **Key Stage 4**

This key stage will commence in year 9. The students will have to, obviously, make their option choices in year 8. We would recommend our students to follow the subjects for the English Baccalaureate and as such will only have a few options to choose from. We will however try and ensure that we stretch the more able students whilst targeting support for the students that have additional needs to ensure they all leave the Academy with the most appropriate qualifications to progress to further education.

The teaching style at Key Stage 3 should have prepared them for the independent work required at Key Stage 4. Group work will feature highly in the learning process but the extended studies will require the students to work more independently. Some project work will still be undertaken for Key Stage 4 to support their transition into Upper School for pastoral and advisory requirements.

During this transition the students may be able to undertake project based learning which leads to an alternative qualification e.g. the Arts Award, Asdan or Crest Science awards. This way the students will have the chance to gain a qualification for the learning that they are completing as a precursor to their GCSEs.

The diagram below maps out the 33 period week that our students will follow (Year 7-11)

Yr	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
7	En	En	En	En	ST	ST	ST	ST	ST	ST	Ma	Ma	Ma	Ma	Ent	Ent	CZ	P4C	MFL	MFL	Hi	Hi	Gg	Gg	RE	IT	Arts	Arts	PE	PE	Enr	Enr	Enr
8	En	En	En	En	ST	ST	ST	ST	ST	ST	Ma	Ma	Ma	Ma	Ent	Ent	CZ	P4C	MFL	MFL	Hi	Hi	Gg	Gg	RE	IT	Arts	Arts	PE	PE	Enr	Enr	Enr
9	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Ma	Ma	Ma	Ma	Ent	CZ	PE	PE	RE	Hu op1	Hu op1	Hu op1	MFL op2	MFL op2	MFL op2	op3	op3	op3	op4	op4	op4	Enr	Enr
10	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Ma	Ma	Ma	Ma	Ent	CZ	PE	PE	RE	Hu op1	Hu op1	Hu op1	MF op2	MF op2	MF op2	op3	op3	op3	op4	op4	op4	Enr	Enr
11	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Ma	Ma	Ma	Ma	Ent	CZ	PE	PE	RE	Hu op1	Hu op1	Hu op1	MF op2	MF op2	MF op2	op3	op3	op3	op4	op4	op4	Enr	Enr

### Key Stage 4 curriculum

The three year Key Stage 3 will also give the students a chance to deeply embed the learning, and there will be an opportunity for students to take a range of pathways which will support and extend learning which may lead to some of the students taking GCSEs earlier and then follow an AS programme.

Our students will be expected to take the following subjects:

- English
- Mathematics
- Double Science
- History or Geography (option 1)
- A Language (French, Spanish or a home language GCSE) (option 2)
- Religious Education
- Physical Education
- Citizenship
- Enterprise
- Enrichment

They then will get the option to take two additional subjects (see table below). Subjects offered are intended to build on skills learned at Key Stage 3 and the Enterprise focus of the Academy. In preparing students for the future we have to ensure that they have access to a broad range of subjects which will support their progress through to further and higher education. PE is part of the curriculum to support their healthy lifestyles learning. In the core PE classes they may be able to follow a qualification which is not a full GCSE such as JSLA, DSLA, Duke of Edinburgh (DoE). We have also included Citizenship and RE in the KS4 curriculum to ensure that our students leave the Academy well prepared to for the diverse and changing society that we live in with a good social, moral, spiritual and cultural grounding.

### The Key Stage 4 options

Designed to offer students a broad and balanced curriculum as well as allowing pupils to follow a curriculum that they can continue at college, allowing for progression.

Option 1	Option 2	Option 3	Option 4
GCSE History GCSE Geography	GCSE French GCSE Spanish GCSE Bangla	GCSE Art GCSE Computing GCSE Media GCSE PE GCSE Applied Business BTEC performing Arts Life Skills	GCSE Drama GCSE Applied Business GCSE Sociology BTEC Art DIDA ICT Preparation for working life

We are in negotiations with local sports and art groups who can support us with the delivery of some of our courses in KS3 until it becomes viable for the school to appoint full time staff in KS4.

Through the Enterprise and Enrichment Curriculum the students will have the opportunity to take part in Additional Active, Arts and Enterprise offers from within the school and with partners.

We have costed our curriculum to ensure that we can offer five classes for each of the options. This will ensure that some of the classes are even smaller, fitting with our vision of small class sizes as well as being able to offer additional subjects as part of the options creating a broader curriculum.

### How will the curriculum look like for the accelerated and progress students?

<b>Accelerated Students 12 GCSEs including EBacc</b>	<b>Progress Students 8 GCSEs inc Eng &amp; Maths and EBacc</b>
English Language English Literature Maths Statistics Triple Science RE: full course PE qualification Humanities option Language option Two additional options	English Language Maths Double Science RE PE –JSLA/DSL Humanities option Language option Two additional options

Regarding accelerated students (chosen using KS2 data and teacher assessment),

approximately 30 high ability pupils will be grouped together for the core subjects (English, Maths and Science) to ensure that we can really stretch them by offering them English Literature, Statistics and Triple Science during the normal curriculum hours. Professor John Hattie's research suggests that class size has very little effect for more able students. This means that we can make the class sizes even smaller than 22 for the remaining students to ensure high quality support as well as a range of teaching strategies to ensure they achieve their potential.

The LEA curriculum will ensure that our students who join the Academy with ability to achieve 12 or more GCSEs have the opportunities to do so. The progress pathway students will be given the support to achieve five or more good GCSEs with the large majority leaving with 8 GCSEs or equivalent qualifications.

The range of qualifications our students will leave the Academy with will include:-

GCSE

EBacc

BTECs

JSLA

DSLAs

Asdan

DoE

LEA Social Baccalaureate

LEA Academic Baccalaureate

### **Small school and the community**

While we are going to be a small school we are aware that, due to the community that we serve, we will have an intake of students with a variety of needs from English as an Additional Language, Special Educational Needs, a great deal of social deprivation and the barriers to learning that these can present. With the small school principle the students will be known to all the staff, which will individualise and personalise the way that the curriculum is taught and learned. Any student with a SEND care plan or need who applies for the school will be accepted at the LEA school according to the admissions policy. We are going to be a mixed, inclusive school and have an experienced SENDCo who was a former Headteacher of an EBSD school in Tower Hamlets in our group to provide us with the expertise and leadership in this important area.

The reasons why we want to open the school are outlined above. The population of Tower Hamlets is increasing; the plan for the borough was to be able to take advantage of the burgeoning business and employment opportunities offered by proximity to the City, Shoreditch and also Canary Wharf. While the GCSE results for Tower Hamlets are above national average (for 2011-12 according to the council website) the strategic plan is set to improve the statistics for NEETs, improve employment and create an Enterprise Forum. What we are planning to do with the

London Enterprise Academy supports Tower Hamlets' own plans. We want our students to leave with skills, qualifications and confidence to be successful in their future learning and careers which we hope will benefit the local community and economy in the long term. The plan for the London Enterprise Academy reflects local, national and international need in the context of personal success for all our students.

As a small school, all the students will be well known to us. The students will have individual education plans and with a strong mentoring team, their learning will be the focus of the weekly review in mentoring groups. While we will be measured by Ofsted for our work with groups of learners, we will know the students so well as individuals that we will be aware of how each student is progressing. We are aware that some groups will have certain needs within the pastoral and academic aspects of the school such as English as an Additional Language, SEND careplans, economic deprivation, social needs and behaviour needs. We are committed to closing the gap in educational attainment and enjoyment for these students compared to national and local averages. The small school, the project based enterprise learning curriculum and the personalised education plans for all are just some of the ways we will work together with the students, parents and other stakeholders to overcome educational barriers experienced for our students whose educational outcomes, employment opportunities and life expectancy are affected by their postcode.

**D2: A viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable**

The curriculum is broad in its outlook and balanced in its aims. At Key stage 3 the students will follow a project based enterprise curriculum.

There are discrete English/Literacy and Maths/Numeracy lessons of 50 minutes, four times a week. The blocking of the timetable for these single lessons will allow students to learn at their own pace in set groups. However, it is important that the setting system is flexible enough to enable each student to make the progress of which he/she is capable. The subjects should still have active and collaborative lessons where the students learn together. In addition, an HLTA will be able to support the learning; this means that the students will have access to much smaller groups within the setting.

The project based lessons will be taught in doubles of 100 minutes. The STEM subjects are linked so that specialists can lead on Science, Technology and Maths (where Maths is embedded as a functional skill). ICT will be used as a learning tool as well as a way of producing and analysing information. The students will have access to three double lessons in the STEM subjects. There is support available to students in the STEM through the HLTA especially in terms of numeracy. This is not to limit the STEM experience of the students. Project based learning brings a flexibility to the learning so that the timetable can look in depth at the areas of STEM

beyond the walls of the school and the boundaries of the timetable.

The largest amount of time is spent in the Creativity, Culture and Communications project where students will problem solve local, national and international questions. The subjects covered in the CCC curriculum would be History, Geography, PSHE, MFL, Literature, Citizenship, RE, Literacy (embedded as a functional skill). ICT will be used as a tool for learning and also a way of producing and analysing information.

It is here, in the CCC project, that the students will develop their ‘voices’. They will be using oracy skills as a starting point to learning. The start of each project will be based on introducing the Big Picture or Question as a stimulus to learning. The students will be taught how to discuss and use speaking and listening to establish prior knowledge. All students have to learn to listen and contribute to the learning. This is the centre of their spiritual, moral and cultural learning. The Creativity, Culture and Citizenship lessons are the place for big discussions and debate. The CCC projects will also focus deeply on functional literacy. In drafting their learning projects, students will have to be able to make notes, plans for future learning based on in-depth critique. The presentations in the exhibition of the final products may not be essays, but all the presentations will require annotation. The product may be a debate or a live presentation of ideas, all of which will require writing as way of planning. As a result, the lessons are supported by the literacy team. The project is also where the students will be learning transferable skills which will be useful in the world of work.<sup>vi</sup>

A timetable has been created for Key Stage 3 which looks like this:

		Monday	Tuesday	Wednesday	Thursday	Friday
840	advisory	Big picture	Peer mentors	Assembly	Student voice	Readers
900	1	lit	lit	MFL	lit	Lit
950	2	num	num	RE	num	Num
1040		B	R	E	A	K
1055	3	Hist	MFL	STEM	STEM	Hist
1145	4	Geog	Citz	STEM	STEM	Geog
1235		L	U	N	C	H
1310	5	STEM	PE	ICT	Arts	enterprise
1400	6	STEM	PE	P4C	Arts	enterprise
1440	7	Enrichment		Enrichment	Enrichment	
1530	extended studies					
1730	HUB					

The projects could be moved to have a longer lesson time so that a STEM project could be taught in session 3,4,5 and 6 on a Monday. There is some negotiation available especially if the students are going to be learning beyond the school walls. This will be especially easy in the first years of the LEA without Key Stage 4 but it is envisaged that there will opportunities for 'long' learning throughout the life of the school.

There is also negotiation to be made about the use of break-out spaces. Students might not learn in classes of 22 all the time. They may break out to the Hub or breakout space to be able to work in a smaller group, on their project focus or their problem to solve.

In addition, classes will be timetabled together for project time so that 44 students are working at the same time, but not necessarily in the same place. However, it would be a great chance to be able to test out the drafts with a class who are working on the same project in a different way. This makes the learning experience even further extended by having an alternative and willing audience in the draft stages.

The proportion of time given to each subject in KS3 is as follows but it needs to be born in mind that the projects are integrated subjects.

KS3			
Student load			
"Core"	lessons	minutes	Hours:mins
LIT	<u>4</u>	200	03:20
NUM	<u>4</u>	200	03:20
STEM	<u>6</u>	300	05:00
CCC	<u>10</u>	500	06:40
Arts	<u>2</u>	100	01:40
PE	<u>2</u>	100	01:40
Enterprise	2	100	01:40
Enrichment	3	150	02:30
ADV	5 days	100	01:40
total	33 lessons	1750	

At Key Stage Four the weighting of the subjects changes to reflect the weight of the GCSEs being studied.

It is expected that the majority of students will undertake 10 GCSEs following the English Baccalaureate in the majority of cases. Since Science is a double award, more time is given to Science in KS4:



## A typical KS4 Timetable

		Monday	Tuesday	Wednesday	Thursday	Friday
840	advisory	Big picture	Peer mentors	Assembly	Student voice	Review
900	1	Eng	Ma	Sci	Hum Opt 1	Eng
950	2	Ma	Eng	Hum	Sci	Eng
1040		Break	Break	Break	Break	Break
1055	3	R E	Pe	Eng	Hum	Op4
1145	4	Mfl Op2	Pe	Ma	Mfl Op2	Ma
1235		Lunch	Lunch	Lunch	Lunch	Lunch
1310	5	Sci	Mfl Op2	Op4	Op3	Sci
1400	6	Sci	Op3	Op4	Op3	Enterprise
1450		Citizenship		Enrichment	Enrichment	
1540		extended studies HUB				
1730						

## Time allocation to subjects

KS4			
Student load			
"Formal"	lessons	minutes	Hours:mins
Eng	5	250	04:10
Maths	4	200	03:20
Science	5	250	04:10
Hums Op1	3	150	02:30
MFL Op2	3	150	02:30
PE	2	100	01:40
Opt 3	3	150	02:30
Op 4	3	150	02:30
RE	1	50	00:50
ENR	2	200	03:20
Citz	1	50	:50
Ent	1	50	:50
ADV	5 days	100	
total	33	1750	

The extended studies period in the evenings after school are to assist learning Independent learning skills outside the formal teaching time has to be modelled. Students may be used to doing homework but by giving them the space and time in

school to complete their work they know that they be able to draw on more resources than at home. At school they will all have access to a quiet learning zone or a place where they can work in a group to complete work. It is not compulsory for each student to stay in the evening but they will be encouraged to do so. It means that afterwards they can go home knowing that they are ready for the next day's learning.

We will carry out regular surveys (exemplar attached Appendix 4) to gain feedback from students on their quality of learning experience so that we can strive to make continuous improvement.

## Organisation of pupils

### Student classes and groups

Students will be split into houses and taught in their advisory groups for the core lessons (although this is flexible as outlined above) at Key Stage 3. As the school grows the advisory groups change while membership to a house remains fixed. The advisory groups will have some vertical tutoring by key stages so that Key Stage 3 students are identified as being middle school students and Key Stage 4 will be identified as upper school students. The advisory groups will be led by an advisor and co-advisor so that there is a 1:11 student ratio for the advisors, supporting the vision that students will be well known as individuals.

### House System

There are four Houses named after inspirational people

Brunel (Engineer)	Yunus (Nobel laureate)	Amy Johnson (Aviator)	Carnegie (Business Tycoon)
7L	7E	7A	7D
8L	8E	8A	8D
9L	9E	9A	9D
10L	10E	10A	10D
11L	11E	11A	11D

The tutor groups will be vertical and consist of pupils from all year groups as the school student and staff numbers grow.

Any member of staff can be an advisor or co-advisor, but teachers and support staff (HLTAs) will be involved in the advising/coaching of students. The co-advisors will receive the training to be able to take on a small advisory group of their own after the first year. The advisors will be the parents' first port of call; supporting the need to engage the parents, the advisor will make regular phone calls home to celebrate good work as well as raise any concerns. The advisor will be the colleague who will create action plans with the students and complete their weekly reviews together.

There is an advisory programme built into the timetable. Every Monday starts with

the Big Picture which will introduce a new project or stimulus to learning. Tuesday is peer mentoring time during which time the students (with modelling) will become each others' mentoring 'buddies' to help with any issues at school. Wednesday is Assembly (which will become a 'moveable feast' as the school grows so that Assembly will be split into middle and upper school, being space dependent) which the Principal will deliver as a learning and reflection (SMSC) opportunity, a sharing of talents and celebration of success. Thursday is the house assembly led by Heads of House, (which in the first year is called Student Voice, led by the AP) and Friday is reading time. Students need time to read and they need to be encouraged to read. 'Accelerated Reader' is a great way of doing this and using the house system to support it. It is a program which has a vast range of quizzes based on books the students have read, providing evidence of their reading. There will be prizes for individuals completing a number of quizzes and the word count will be part of a house competition.

The vision is to create and engage independent learners; the house system supports it with students actively participating in the school pastoral system and problem solving within it.

In order to engage the students in their learning even further the houses will create a sense of identity for the students. There will be an element of competition between the houses and the advisory groups, but also cohesion within the house. Students from the Upper School will take on leadership roles within the house and be peer mentors to the house. The house structure is where student voice is led with the house representatives working with the school to improve the experience of the students. They will be involved in academic, pastoral, community, sporting and enterprise committees. Each of these student committees will have the opportunity to report to the school leadership team which will improve their self confidence and leadership qualities as well as empowering them to develop their areas of responsibility. We will also create a Head Boy and Head Girl as part of the student leadership programme who will be given the opportunity to sit at a governing body meeting as observers to gain a greater understanding as to how the Academy runs as an organisation.

### **Organising pupils for teaching groups**

Although we are a small school, we are large enough to provide both mixed ability and setting for our teaching groups.

#### **Mixed ability**

Our students will belong to four houses, but also to four classes as part of their year group (eg 7L 7E 7A 7D). We will use these groups for our mixed ability teaching in the in foundation subjects like the Arts, Humanities, Citizenship, RE, and P4C. This will help students to learn from one another and provide peer support.

## **Single Gender**

There will be time when we will have single gender classes to teach subjects like PE where many teenage girls are not able to excel in the presence of “macho” boys. We will also use single gender classes for Sex and Relationship Education lessons as many of the parents we came across showed a strong preference for this if they cannot send their children to a single sex school.

## **Setting**

We will use setting by ability in our core subjects of English, Maths and Science. We believe this is the best method to raise the achievement of all our students by meeting their individual needs, including the following reasons

- Targeting and matching resources to needs is more manageable
- Teaching methods can be better adapted to different learning styles
- Pace can be adapted to suit different needs
- Appropriate challenge is easier
- The strengths of teaching staff can be better deployed
- Lower ability pupils can be in a much smaller classes

Our settings will be flexible and can be different in discrete subjects. This can help alleviate labelling. Our regular assessments will ensure that movement is possible and students can change to the appropriate set

## **Mixed age groupings**

Some of our enterprise and enrichment activities will be organised in House groups as well as year groups. We will also have five calendared drop down days which will allow us to be more creative and facilitate trips and visits with minimal impact on the whole curriculum. For example we will be running overseas visits to France and possibly Spain for MFL students in KS4 (Years 7, 8 and 9) to improve their spoken language. These could be mixed age trips.

Examples of two of these days are laid out below.

## **STEM Day**

This STEM day will provide our students the opportunity to enhance their understanding of, and aptitude for, problem solving, creativity, design and engineering. The STEM day activity at LEA is geared to run as a complement to the National Curriculum in Science, Technology, Engineering and Maths. For the day, external STEM ambassadors will be brought in to facilitate learning.

The theme of the STEM activity will be rockets. This cross-curricular project will involve the students designing, building and launching their working model rocket which will be purchased as ready to assemble pieces. These rockets will reach altitudes of 800m! They will tailor their rockets and then analyze, evaluate and communicate their findings.

Initially they will be introduced to the science behind rocket design with their Science teacher. With their Technology and Maths teachers they will design, determine the cost effectiveness of their design and then make their rocket. They will arrive at the cost of their rocket through spreadsheet analysis linking Maths and ICT skills. The

day will conclude with the students learning about the relationship between science and society and will consider ethical and moral questions such as 'is it right to spend billions on space travel while people are starving and homeless throughout the world?'

### **Drop Down Day**

A typical Drop Down Day would involve all year groups taken off normal timetable. The aim is to provide opportunities for our students to develop life skills, prepare them for their working lives or preparation for forthcoming exams. Each year group will be participating in the following activities:

Year 7 will be allocated to the PE department. The theme will be the 'Olympic legacy'. The students will be participating in numerous sports particular team sports to develop leadership skills and team work skills.

Year 8 will be working with the Humanities department and the theme will be 'Global Citizenship'. They will be working with local agencies to understand key global issues and how they can be addressed.

Year 9 will be working with the Employability Team on Careers Education, liaising with external agencies to gain key knowledge and skills to make the most appropriate career choices. They will be developing researching careers and developing career plans.

Year 10 will be involved in preparation for Work Experience. The aim is to unleash the talents of these young people to both broaden their horizons and develop the necessary skills to become successful in the workplace. Throughout the day they will be developing relevant employability and interview skills in preparation for a successful, enjoyable and appropriate work placement. They will be embedding skills learnt in previous Drop Down Days.

Year 11 will focus on exam preparation for forthcoming external examinations. With an intensive day of revision and booster classes this will encourage exam success.

### **Big Society**

- House group weekly (4 houses of 88, 6 groups of 14/5)
- MAS Listen to Question Time – 3 topics that can affect society (lead a debate forum), blog on debate and finding
- Scouting groups / cadet groups – cleaning, crèche, youth projects, youth clubs, charity shops, gardening (parkways project) environmental awareness, allotments, recycling
- Reading and number partners for primary school, sports activities for primary schools
- STEM Club, year 10s mentor year 8s
- Chess club, library support
- Elected house leaders – empowering people, leadership
- Contribute to local events and festivals

## Social Honours (responsibility)

Programme	Detail	Frequency	Open to Cohort	Hours required to complete programme
Homeless Shelter/Soup Kitchen	Working closely with volunteers to clean homeless shelters and serve a hot meal to the homeless	Once every week	Year 10 and Year 11	20 hours
Parks and Waterway Cleaning	Cleaning with park attendants and the waterways agency	Once per ½ term	Year 10 and Year 11	10 hours
Primary School Readers	Working with local feeder primary schools	Twice every week	Year 7 onwards	40 hours
Meals on Wheels	Working with local volunteers to help deliver and prepare food for the elderly	Once per fortnight	Year 10 and Year 11	30 hours
Childcare/ Crèche	Working with nearby crèche providing extra help during breakfast and play sessions	Twice per week	Year 10 onwards	40 hours
Organising Sporting Events	Including both within the school and local primary school sports days	Once per half term	Year 9 onwards	10 hours
Charity Fund Raising	Students plan and prepare ideas to raise money for annual school charity, both within the school environment and the community.	Once per half term	Year 7 onwards	10 hours
International Schools Development	Students video conference and liaise with international partner schools, pupil exchanges and highlighting awareness amongst school of alternative education system	Twice per half term	Year 7 onwards	20 hours
Primary	primary school and Maths department to deliver		Year 7	30 hours

Number Partners	programme to improve primary numeracy levels	Once per week	onwards	
Community Arts Project	Students work with resident artist to complete community murals and interior design of prominent public buildings	Twice per half term	Year 7 onwards	20 hours
Community Music Festival/Drama Productions	Along with local musicians and performance artists to deliver programme in Victoria Park or Allen Gardens Summer Festival...	Twice per week	Year 9 onwards	40 hours

### **Enterprise Projects to support our specialism**

- Finance competency projects – investment bank
- Business development project - business leaders
- Investment challenge groups – track shares, forecast
- Business and finance mentoring – young enterprise projects (Yr 7-9) NFTE projects KS4, School Cafe project – home economics (BTEc students)
- Financial awareness – Natwest Bank
- Education Business Finance – activity based days

### **Academic Honours**

While we plan to celebrate all types of achievement, bespoke plaques will be awarded for outstanding academic success. Photographs of these being received will be exhibited permanently in the school reception area, ensuring a gender balance of equal numbers of successful girls and boys.

### **Enrichment Activities Programme**

Within the classroom, LEA will create an environment whereby students are enthused and fully engaged in the pursuit of academic excellence. LEA strongly supports and believes that extra-curricular activities play a very necessary role in nurturing students' creative sides, thus providing a broader experience of learning beyond the classroom. We deliver an exciting range of enrichment activities.

Here are some examples of enrichment activities that will be available at LEA:

### **Enterprise Clubs**

In line with the academy's specialism in enterprise, a number of lunch and afterschool clubs will be set up. All students will join at least one. The clubs provide the opportunity for students to undertake enterprise activities, set up businesses, and/or further consolidate their learning.

### **Science Clubs**

A number of lunch and afterschool science clubs will be set up. The clubs provide the opportunity for students to undertake science experiments, create models, and/or further consolidate their learning.

### **Creative Writing Club**

Students who love writing will be encouraged to join this club. It provides a friendly and supportive atmosphere for anyone who wants to practise and develop their writing, whatever their aims.

### **Language Clubs**

In an increasingly smaller world, it is necessary to increase students' global awareness and intercultural sensitivity; language is the best medium to achieve this. Every student is expected to learn one language but LEA will provide further opportunities for students to learn others.

### **Debating Club**

To challenge our Gifted and Talented students and/or those students that are politically inclined, this is a superb opportunity for students to develop negotiating, debating and public speaking skills as they have their resolutions debated, challenged and passed. LEA will create an environment whereby students are enthused and fully engaged in the pursuit of academic excellence.

### **Sports**

A range of sports activities such as football, hockey, netball and cricket will be available for students. LEA will provide ample opportunities for students to participate in inter-house, local and regional competitions. Coaching for football will be done by semi-professionals and FA qualified coaches (through Vallance FC a local football club).

### **Student Council and Student Prefects**

Elected leaders of the student body are assigned various positions of responsibility throughout the academy. Amongst their responsibilities, they will: organise and/or lead assemblies; contribute towards the academy newsletters; instigate and lead charity events; raise environmental awareness; organise concerts; and engage in various other character-building activities.

### **Residential & day excursions**

LEA will offer opportunities to enhance students' learning with field trips, university visits, and adventure/outdoor pursuits. Innovative new projects will be developed to provide students with the opportunity to experience a different part of London and Britain each year; from key stage three to four. As part of the curricula for the Languages & Humanities faculties, students will also get the opportunity to travel to France and Spain.



### **D3: Staffing structure**

**Our proposed staffing structure has been tested against the following criteria**

- Does it match our vision
- Does it uphold our 10 point Academy Charter
- Can it deliver the curriculum we want?
- Can it provide the support needed by our students?
- Can it deliver the community engagement we want
- Is it affordable?

#### **The staffing structure was built in this order**

##### Curriculum plan

Our vision created our desired curriculum plan with our emphasis on the core subjects of English, Maths and Science together with our curriculum breadth and our extended day

##### Timetable needs

Our vision and our key principles dictated the way we timetabled and staffed our curriculum. We want qualified specialist teachers in our classrooms to create a climate of engagement and interest for our children.

##### Support needs

We want a range of staff to support our students not only in the classroom but in the extended day and as mentors and pastoral leaders.

##### Admin needs

As a small school we have kept our admin need to the minimum and we will buy in specialist support at critical times as needed e.g. audit, HR, etc.

#### **Rationale**

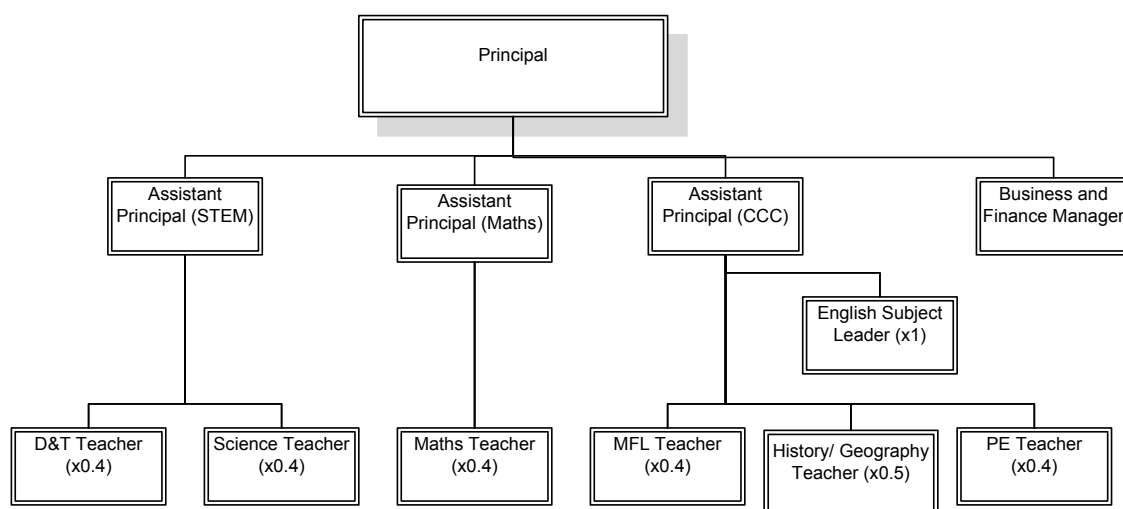
We are fortunate that our Principal Designate has been at the heart of this project plan which means that we will not need to expend any efforts in looking for a high calibre leader who meets the requirements set out by the National Standards for Headteachers as our PD already possess this. We have also planned to start year 1 with a strong leadership team of three Assistant Principals who will also act as subject leaders in year 1. This option is not much more expensive than hiring experienced heads of core subjects. We want our leadership team to teach as well as promote the school to the community.

The staffing structure for the small school needs to be sufficient for the classes to be taught, be financially viable and yet sustainable. We will be asking our staff to work beyond the normal working conditions, of which they will be aware at interview. As a new school there will be much to learn in the first year in setting up the structures, the schemes and the delivery of the curriculum. There will be additional hours which will be based on good will.

There are 33 lessons a week (including timetabled Enrichment) for each student as well as the extended time that they are in school, all of which needs to be supervised and staffed. As the school is growing there may need to be some specialist subjects which will be outsourced. It is expected that all staff will attend 4 sessions of PPA and INSET a week within the timetable. Therefore staff will teach 26 lessons as FTE with the directed time of an extra 4 PPA/INSET sessions leading to 30 lessons of directed time a week. Teachers with curriculum and pastoral responsibility will teach 23 lessons and have the 4 lessons of PPA/INSET as additional directed time as well. This is well above the guided directed time in secondary schools. The time for the PPA / INSET in the first years will be found from outsourcing the PE and Arts lessons if we are unable to recruit part time teachers for these subjects. For any outsourced lessons, all students will be taught by partner providers who will be CRB checked (e.g. THAMES, Honey's Dance Academy, Local sports coaches, Vallance Football Club, Big Foot drama classes etc).

Also in the first year, as the project is created there will be some team teaching. This will be an essential year and so the extra teaching staff will be necessary. Also, in order to foster an open door approach to teaching the staff must get used to working collaboratively too. In addition, one of the advisors in the first year plan is given the title Learning Resources (this will be the person in charge of the HUB and ICT hardware). However, this is just to represent the fact that non teaching staff can also be involved in the advisory programme.

## Year 1 Teaching Staff



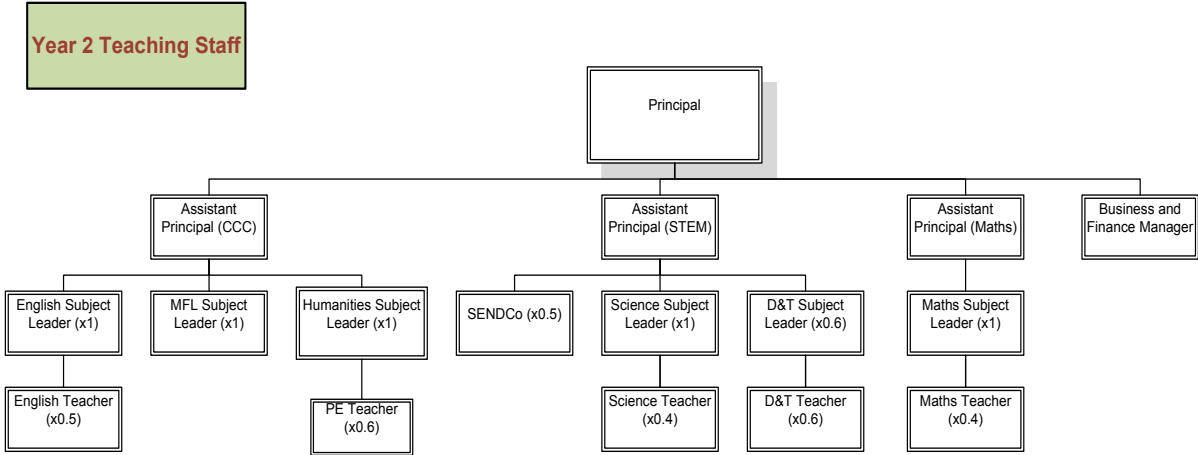
2014-2015	7.5	Periods	Lit 12	Num 12	STEM 24	CCC 40	Enrich 12	On call 33	
Principal	0.2	4				4		5	Assembly
AP (SENDCo)	0.5	14				8	3	5	Student Support
Subject Leader English	0.7	23	12			1	3	5	AD
AP Maths	0.5	14		6	4		1	5	Student Voice
AP Science/DT	0.5	14			10		1	5	Student Voice
HUMS	0.5	16				12	3	1	ad
Maths/ Science	0.6	20		6	10		1	3	ad
MFL/PE	0.6	20				16	2	2	Ad
HLTA	0.8			12	6	10			ad
EAL TA	0.8		12		6	10			ad

The team teaching open door idea also has teachers fulfilling several 'on call' duties. There is more on behaviour below but in the event that a student is struggling to learn and distracting the learning of others the On Call teacher who has been in a lesson supporting and team teaching will be able to support that student to learn elsewhere until they are able to return to the lesson.

Teachers will still be responsible for some on call/ behaviour issues but this will be less marked in the continued structures. Similarly HLTA and EAL TA have been

assigned to provide in class support but we will be uncertain until admissions how many other support staff will be required to support any students with SEND careplans etc. Here HLTAs are attached to learning areas/departments (from Year 2) so that they can work closely with the subject leaders in planning. Again the HLTAs will be part of the PPA and INSET sessions. It is hoped that this will build capacity in the school and also serve as in house CPD.

The Principal will teach four classes of year 7 every year so that the students are also known to the Principal.

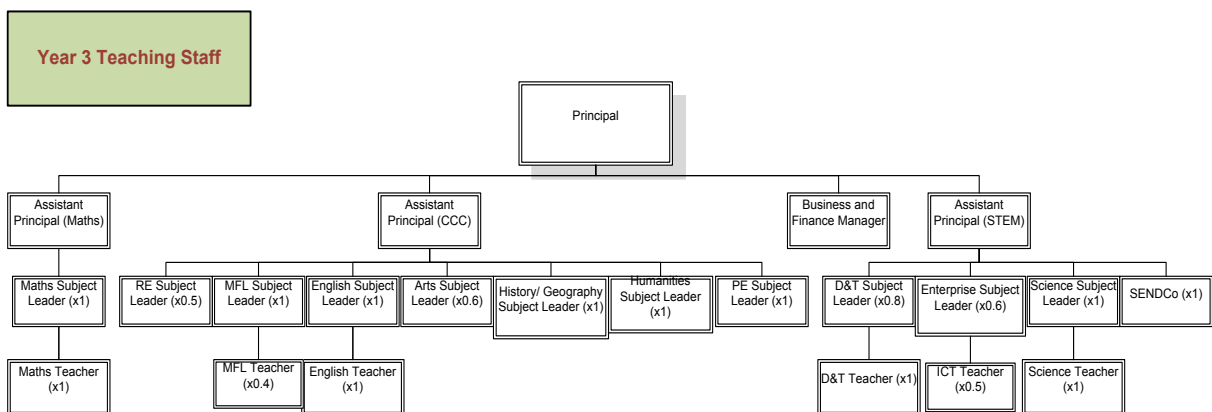


2015-2016	12.6	Periods	Lit 12	Num 12	STEM 24	Ccc 40	Enrich 12	On call 33	
Principal	0.2	4				4		5	Assembly
AP (SEN Dco)	0.5	14				8	3	5	Student Support
AP (Maths)	0.5	14		6	4		1	5	Student Voice
AP (Science)	0.5	14			10		1	5	Student Voice
SENDCo	0.5								
Subject Leader English	0.7	23	12			1	3	5	
Subject leader – Maths	0.7	23		8	12		2	1	
Subject leader – Science	0.7	23		8	12		2	1	
Subject	0.7	23	4			20			

leader – Hums												
Subject leader – MFL	0.7	23				20	3					
Subject leader – D&T	0.6											
		23		8	12		2	1				
HUMS	0.5	16				12	3	1				
Maths/ Science	0.6	20		6	10		1	3				
MFL/PE	0.6	20				16	2	2				
HLTA	0.8			12	6	10						
EAL TA	0.8		12		6	10						

The PE and Arts may need to be outsourced in the second year if we are unable to recruit high quality part time staff or a full time teacher who can offer teaching experience in two subjects. There is still space for ‘on call / team teaching’ but less than in the first year. There are more advisors than apparently necessary but four of the teachers will move up to Head of House. This will in turn have a knock effect on the hours taught as two more lessons will be taken up with House business for those appointed.

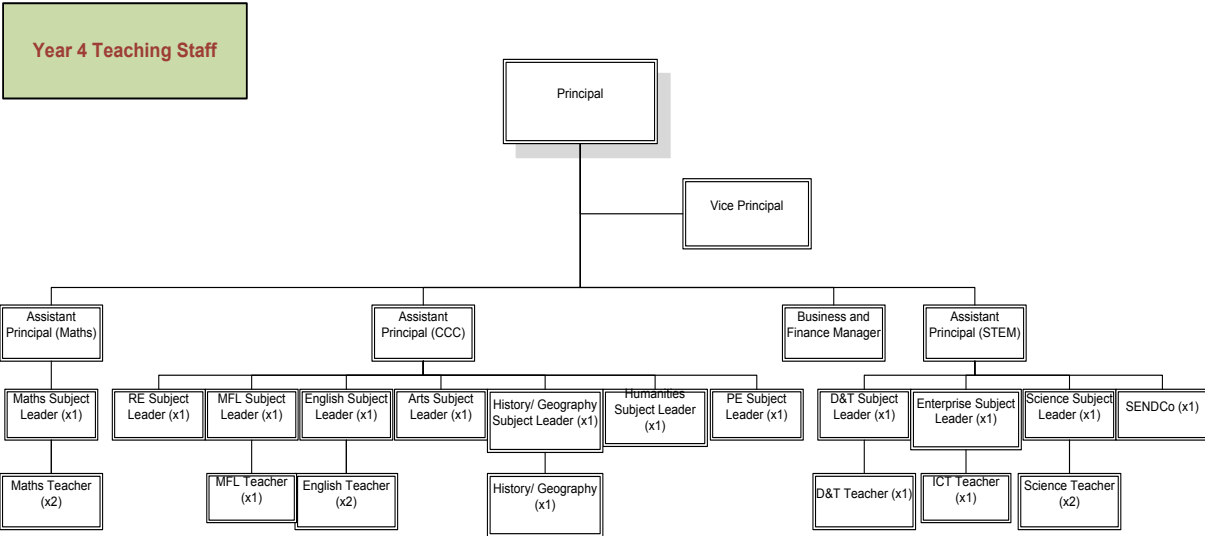
Moving through to Key Stage 4 there will be a change in structure to more ‘traditional’ lesson lengths (although double lessons will still be encouraged). The Academy will recruit appropriate numbers of subject specialist teachers and appropriately skilled support staff to met the growing needs of the school.

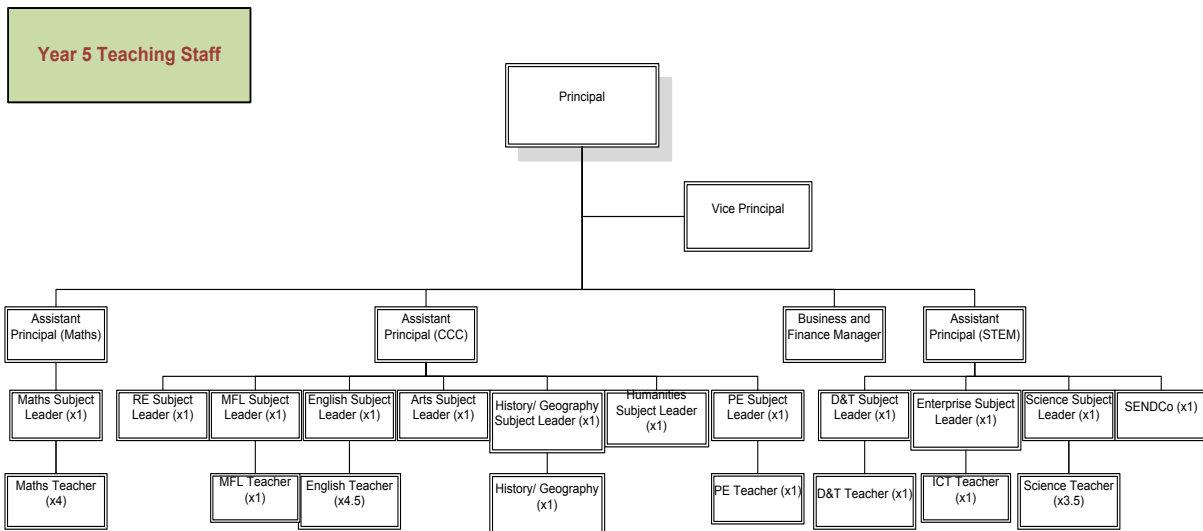


In Year 3 of the school opening, we will have recruited all of our Heads of Departments to ensure that all the subjects are well led as pupils start their Key Stage 4 learning pathways. Pupils will also have started their GCSE subjects and as per our educational plan we intend to offer a much broader KS4 choice which will require additional staff to facilitate this.

We will also increase administrative support staff and teaching assistants accordingly to ensure that the Academy functions smoothly and effectively.

In Year 4 below we will make the appointment of a Vice Principal to ensure that leadership is strengthened and the quality of teaching and learning remains of a very high standard leading to faster than expected pupil progress. This will also support LEA to ensure that the aspirational targets set for the pupils can be delivered in 2019 whilst improving the Academies leadership at all levels. We will also add to our support staff to ensure that we have the correct balance of admin and support staff to effectively deliver high quality education and pastoral care for all our pupils.





The final teaching staff structure will consist of 34 staff. The number of HLTAs and TAs are unknown but given a TA per subject area including a MFLA it should mean that the majority of needs of students can be met within departments, but the range of TAs required is entirely subject to the number of SEND students with careplans and the personal budgets, the use of which will be at the parents' discretion. There will also be a need to have admin staff, an exams officer, an attendance officer, a person in charge of learning hub (including ICT and reprographics), a network manager for when we need a fixed network, school supervisors etc managed by the school manager. The posts will be multi-tasked. There will also be some outsourcing of services such as HR and Auditing of accounts. This will be further outlined in the financial templates.

**Senior leadership team**

**LEA Leadership Team FINAL Structure Proposal**

Principal	Vice Principal	Business Manager
Overall Effectiveness Achievement Leadership and Management	Quality of Teaching Student Behaviour, Safety and Community	Finance and Operations
<i>Line Manage</i> Vice Principal Business Manager Assistant Principal	<i>Line Manage</i> Middle Leaders (curriculum & Pastoral)	Line Manage Premises staff Office Manager
<b>Leadership of</b> Drive and ambition for improvement	<b>Leadership of</b> Quality of learning and progress for all students	<b>Leadership of</b> Finance management monitoring, analysing

<p>Quality of leadership and management</p> <p>Setting and using challenging targets to narrow gaps in student performance</p> <p>Monitoring, analysing and evaluating the quality of provision of teaching and resources</p> <p>Monitoring, analysing and evaluating outcomes</p> <p>School improvement planning and implementation</p> <p>Effectiveness of the Governing Body</p> <p>School engagement with parents and carers</p> <p>Liaison with DfE, community stakeholder groups and external partners</p> <p>Efficiency and effectiveness of staffing, resources, finance and value for money</p> <p>Teacher recruitment processes</p> <p>Staff handbook</p> <p>Calendar</p> <p>Press publicity and media handling</p> <p>Analysing and implementing outcomes from internal and external reviews</p> <p>Quality assurance of teacher recruitment</p>	<p>Intervention Strategies</p> <p>Development of AFL</p> <p>Use of assessment to support learning</p> <p>Ensuring lesson planning supports progress and differentiation</p> <p>Lead Teacher development</p> <p>Oversight of CPD</p> <p>Meetings and agendas for T&amp;L</p> <p>Learning walks</p> <p>Performance Management for teaching Staff</p> <p>Day-to-day management of the school Systems to ensure children are safeguarded.</p> <p>Student attendance and punctuality</p> <p>School ethos to support safety from bullying and harassment including e learning environment</p> <p>Monitoring and improving student conduct</p> <p>Systems to support management of behaviour</p> <p>Promoting behaviour for learning</p> <p>Student attitudes to safety and risk</p> <p>Developing and monitoring impact of equal opportunities policy and practice for students</p> <p>Staff well-being and attendance</p> <p>Promoting strategies for harnessing evidence of wider community attitudes</p> <p>Cover and supervision arrangements</p>	<p>and evaluating the quality of support services</p> <p>Operations of buildings and premises</p> <p>Health and safety of all aspects of school operations</p> <p>Census returns and student counts</p> <p>Recruitment of support staff and supply staff</p> <p>Staff services including personnel management</p> <p>Staff welfare</p> <p>Catering services</p> <p>Performance</p> <p>Management for support staff</p> <p>CPD and induction for support staff</p> <p>ICT systems and operations</p> <p>Community liaison and premises lettings</p> <p>Grant applications</p> <p>Liaison with external agencies e.g. catering</p> <p>Educational visits</p> <p>Appeals</p> <p>Website development</p>
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Assistant Principal	Assistant Principal	Assistant Principal
<b>Key Stage 3 &amp; 4</b>	<b>Curriculum, SMSC &amp; Literacy Student Participation and Experience</b>	<b>Staff Development, Data and Assessment, Timetabling, Exams</b>
<p><b>Leadership of</b>  Careers and IAG  Impact of School Industry Links  NEBP  Impact of applied and WRL  Promoting and monitoring student participation in extended schools and enterprise activities  Implementation of programme for strategic use of student performance with HOHs  Mentoring and Tutorial Programme  Progress and achievement  Participation in extended activities  Oversight of organisation of parents meetings  Oversight of an appropriate tutorial and mentoring programme in each Key Stage  Behavioural overview whole-school, rewards and sanctions  Ensuring a high standard of pastoral care  Oversight of student</p>	<p><b>Leadership of</b>  Systems to support teaching and learning including student planners, quality and impact of homework  Oversight of celebration events  Healthy lifestyles  Promotion of school values  Analysis of student surveys and questionnaires, including parent view  Whole school environment  Anti-bullying  Enrichment day oversight  Curriculum development and implementation to raise standards at KS3 and KS4  Alternative accreditation  Impact of whole school literacy  The promotion, monitoring and evaluation of SMSC  Quality and impact of assemblies  Standards and outcomes in  Inclusion ensuring SEN are met  Recruitment from KS2 -Primary liaison and transfer</p>	<p><b>Leadership of</b>  Annual analysis and reporting of outcomes by Key Stage with a focus on standards attained by KS4  The effective use of individual student level data on entry and throughout the school  Implementation of programme for strategic use of student performance with  HOFs/HOSs/HOHs  Systems for tracking attainment and learning and progress  Systems for harnessing value added data on all categories of students  Assessment and reporting cycle  Assessment of reading and literacy skills  Data on individuals and groups of students for admissions  Annual timetabling</p>

participation and student voice Post-16 transfer for individual students and destination outcomes for all students in Y11		arrangements Revised timetabling as required Oversight of exams Staff induction programme Programme for development of NQTs Whole school Inset Quality and impact of CPD on improving quality of teaching Investors in People
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### **Educational, financial and other expertise**

We have education expertise within the group but will need ongoing support on educational, legal and financial matters and we intend to ensure that we have the appropriate professional input to get us from project approval in 2013 to the successful opening of a fully operational school in September 2014. We understand that in future stages paid support will be openly tendered following government procurement procedures.

### **Governance and staffing**

A range of key individuals have agreed to serve as Trustees and Governors during the critical phases of developing the proposals, application, business case and operations. Other positions such as staff, additional parent and LA governors will be filled through nomination or election when the school is open.

### **Governing Body**

Governor Type	Proposed	Status
Local Authority	1	Nominated by LA
Parent	3	Elected by eligible parents for term of 2 years
Staff	2	Principal – ex officio Staff member elected by eligible staff for term of 2 years
Community	2	Nominated by community
Directors / Members	4	Academy Trust
Total	12	

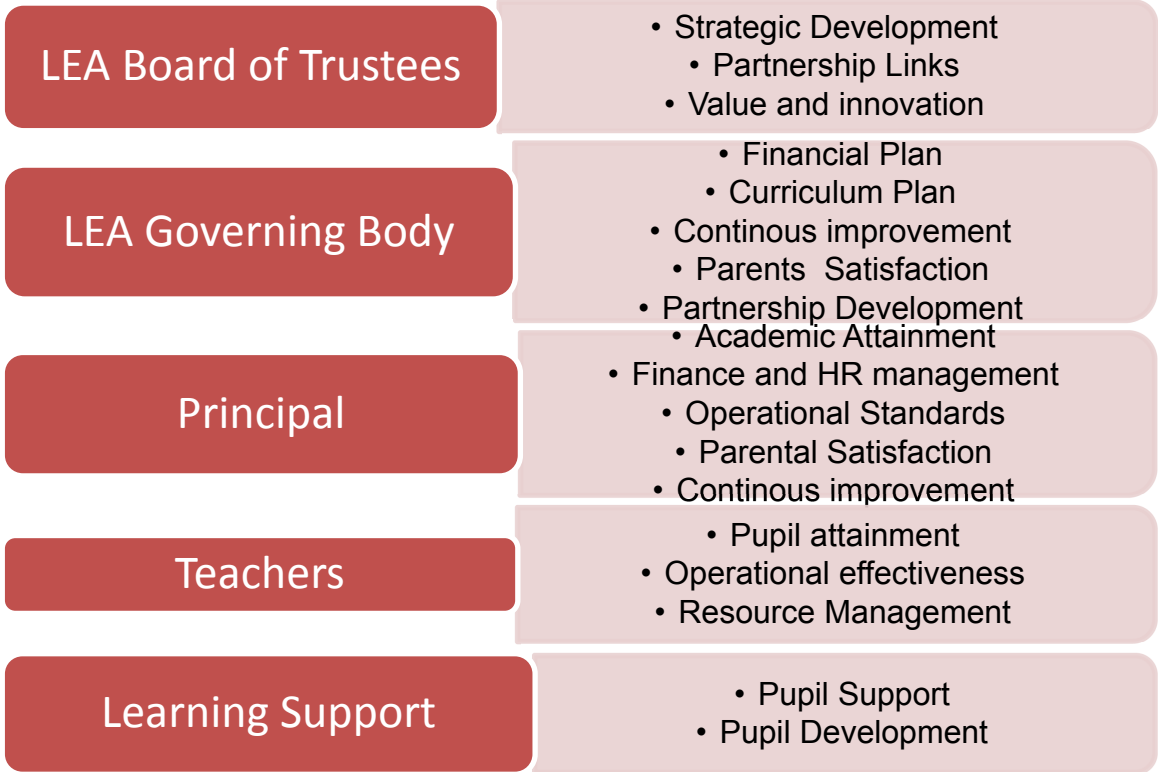
The Members / Directors of the Company will be the members of the Academy Trust and appoint the Governing Body. The 4 Directors will be Trustees and Governors for the duration of their time as Directors of the Company regulated by the Articles referred to above. Parent governors will be elected by parents of students at the school for a period of two years. Staff governors will be elected by staff employed at the school also for a period of two years. LA governors will be nominated by the LA. It is expected that the Principal will be an ex-officio governor. There will also be provision for co-opting governors for specific roles and periods.

Most of the Governing Body business will be conducted through committees to ensure focus on relevant areas. The constitution, membership, terms of reference, Chair and clerking arrangements will be decided by the Governing Body. Committees will report to the Governing Body. Decision making arrangements for the Governing Body, Committees and individual governors will be determined by the Governing Body and documented appropriately. It is envisaged that these committees are likely to be

- Finance and General Purposes
- Curriculum and Standards
- Personnel (staffing and students)

The governing body will achieve its vision through agreed policies reviewed regularly. Responsibility for day to day leadership and management will be through the Principal.

**Performance Metrics**



The successful performance of roles of Trustees, Governors, Principal and staff will be monitored through a simple, transparent performance management system. The system adopted will be agreed by Governors and will be based on the following performance metrics. The measurement of performance of different roles within similar areas provides a degree of triangulation and improved outcomes.

### **Staffing: appointment of Principal Designate**

If the scheme is given approval, a Principal Designate (see CV attached) will be recruited with effect from 1 January, two terms in advance of the school opening.

The appointment process for the Principal Designate and other members of staff will be as follows. This process will begin in September in anticipation of approval so that the recruitment process can begin as early as possible in the autumn of 2013 ensuring the best chance of a successful appointment for January 2014. The Governing Body will jointly set up an appointments committee to oversee the appointment. The appointment will follow proven practice for recruiting successful leaders:

- Detailed information pack targeted to relevant groups
- Detailed person specification
- Use of professional recruitment services e.g. Times Educational Supplement
- Advertising nationally
- Short listing against leadership competencies
- Assessment centres and interviews
- Formal ratification of the appointment by the Governors.

If our Principal Designate or any of the other Senior Staff identified in this application (as founders of LEA) are not available to take up posts for whatever reasons, we will procure support from organisations with successful and extensive experience of recruiting and developing Headteachers for established schools and new schools changing roles and can advise as required. The process will be based on the leadership competencies set out for serving Headteachers and would expect the Principal to hold the NPQH qualification.

Other appointments will follow national advertisement for teachers and local adverts for other staff, long listing, assessment centre and interview before ratification by the Governing Body. Every opportunity will be given to recruit staff from the local area wherever possible. For some appointments where candidates show potential and drive, additional support may be provided to acquire any necessary skills, experience and qualifications.

It is particularly important that the Principal Designate and other staff appointed share an educational vision and philosophy which is fully aligned with our education vision and that they have the expertise to lead the school in achieving expected

outcomes.

The school will start small in 2014 and grow year on year until 2018. The first year of operation will require sufficient experienced staff to lead the development of the new school, teach the curriculum, support students with special educational needs and perform the range of administration, catering, site management and other functions. The range of staffing required will grow in line with annual increases in the number of students and the range of functions.

- A modern organisational structure with a clearly defined direction, purpose, objectives and outcomes
- Targeted investment in staff development to continually attract, retain and develop the best teaching resources, expertise and knowledge

## Staffing

### Roles and Responsibility

The following provides a description of the key roles and responsibilities of staff in teaching and non-teaching posts which reflect the staffing structure in 2018/9 (full capacity). Until this is established, the Principal, Vice principal and the Assistant Principals will take responsibility for all roles not specified below.

<b>Title</b>	<b>Role and responsibility</b>
Principal	Overall responsibility for the school, its staff, its pupils and the education they receive. Directly responsible to the Governing Body for all aspects of the schools leadership, management and performance.
Vice-Principal	Accountable to Principal. Plays a major role in managing the school, particularly in the absence of the Principal. Line manages the assistants and SENDCo and has specific responsibility for Curriculum, Quality and Performance - pupil performance, tracking and intervention and leadership of the individual education programme system.
Assistant Principals	Supports the Principal and Vice Principal with the management of the school. Accountable to the Principal for performance of subject departments and aspects of the schools structure such as pastoral support and behaviour, post 16 provision, teaching and learning, staff development, London Enterprise Academy Plus (LEAP) and the Enterprise Curriculum.

SENDCo	Manages all aspects of provision for pupils with additional needs and the 1-2-1 programme. Responsible for all aspects of Special Educational Needs provision, Annual SEN reviews and relationships with parents and external agencies. Leads the HTLA and TA 1-2-1 team.
Subject Leaders	Accountable to Assistant Principal. Manages individual subject provision especially quality assuring provision and subject and supply teachers. Contributes to the Enterprise and LEAP Curriculum.
Middle Leaders	Manages cross-curricular provision and specific pastoral responsibilities, for example, key stage leadership, partner school liaison, behaviour and attendance, PHSE, school sports coordination. Contributes to the Enterprise and LEAP Curriculum.
FTE teachers	Accountable to Subject Leader. Plan, prepare and deliver lessons to meet the needs of all pupils, setting and marking work and recording pupil development as necessary. May includes advanced skills teachers and supply teachers. We do envisage that the complement of fte posts will be made up of full and part-time posts and short term appointments to meet the needs of our developing school.
High Level teaching Assistants	Accountable to SENDCo. Will play a key role in managing and delivering 1-2-1 and line managing teaching assistants
Teaching Assistants	Accountable to HLTA. Will play a key role in delivering Edge View 1-2-1 and supporting teachers in classroom situations.

### School timetable and calendar 2014/15 and 2015/16 (provisional)

	<b>2014-15 (75 days)</b>	<b>2015-16 (74 days)</b>
<b>Term one start</b>	Monday 1 September 2014	Tuesday 1st Sept 2015
<b>Half-term start</b>	<b>Monday 27 October 2014</b>	<b>Monday 26th Oct 2015</b>
<b>Half-term finish</b>	Friday 2 November 2014	Friday 30th Oct 2015
<b>Term one finish</b>	Friday 19 December 2014	Friday 18th Dec 2015
	<b>Term two (55 Days)</b>	<b>Term two (54 Days)</b>
<b>Term two start</b>	Monday 5 January 2015	Monday 4th Jan 2016
<b>Half-term start</b>	<b>Monday 16 February 2015</b>	<b>Monday 15th Feb 2016</b>
<b>Half-term finish</b>	Friday 20 February 2015	Friday 19th Feb 2016
<b>Term two finish</b>	Friday 27 March 2015	Thursday 24th March 2016
	<b>Term three (65 days)</b>	<b>Term three (67 days)</b>
<b>Term three start</b>	Monday 13 April 2015	Monday 11th April 2016
<b>Half-term start</b>	<b>Monday 25 May 2015</b>	<b>Monday 30th May 2016</b>

<b>Half-term finish</b>	Friday 29 May 2015	Friday 3rd June 2016
<b>Term three finish</b>	Wednesday 20 July 2015	*Weds 20th July 2016

Pupils are required to be in school 190 days.

5 Inset days to be taken plus 1 flexible day for EID al-Adha. Please note EID al-Fitr falls during Summer school holidays in 2014/15

**D4: Strategy for ensuring that the needs of pupils with differing abilities are met**

The London Enterprise Academy will have an ethos of accepting all students within the legal entry rules and will endeavour to address any identified needs such as SEN, BESD, EAL, Disability, More Able Students and particularly those with social difficulties or from deprived homes.

It is anticipated that many of the students will be from the local area and are therefore likely to be of Bangladeshi backgrounds and that there will be a spread of difficulties. Some special arrangements will need to be put in place before an Inclusion Department can be fully up and running. The nominated SENDCo will arrange this mainly through the use of specially trained Teaching Assistants through two of the very reliable local agencies.

Statemented students will attend the school through the usual process of consultation by the LAs and the school will ensure that statutory provision can be in place before such students attend. Should this not be possible, particularly in the early stages of the school, LAs will be advised that the school cannot meet the required needs but would seek to make reasonable adjustments if the parents so desired. These adjustments would have to be safe and universally agreed (for example if complex medical procedures needed delivering).

The Academy will investigate each cohort as they arrive to establish if barriers to learning need to be addressed for individual students or identified groups. Close partnerships are expected to be developed with the primaries feeding the school and a baseline assessment will be undertaken on entry. The latter will be for both identification and to quickly establish a means of progress checking.

From day one of the school there will be a member of the teaching staff formally nominated to be responsible for LAC with the duty to hold the necessary reviews with colleagues in Social Services, Foster Parents, residential staff, etc. A senior member of staff will be identified to ensure that MAS are constantly tracked. We feel that this is an issue which has been highlighted by Ofsted in recent secondary school inspections. Special provision will be made for such students both within and outside the curriculum. The nominated teacher will have close links with employers and universities and will ensure that these students are able to experience appropriate connections with these links. It is anticipated that students capable of accelerated study will be entered for external examinations at the earliest opportunity and further study encouraged afterwards.

By examining the demographics of Tower Hamlets, it is anticipated that a majority of the students will have EAL. Provision will be made for this by a nominated teacher who will identify and work with those involved. It is hoped that a parents' group can be arranged so that English can be a whole-family activity. In order to maximise the life chances of the students there will be frequent opportunities for them to improve their elocution. This will be arranged through the Drama department.



The SENDCo will have the duty of monitoring the progress of all students with additional needs and it is anticipated that specialised ICT software will be available for this task. This will be additional to the whole-school monitoring discussed elsewhere. The students on the SEN Register will be given reviews termly and one of these each year will be a person-centred in order to maximise the 'student voice'. It is also considered necessary for the more able students to be regularly reviewed to facilitate the communication of their learning needs. This will be done with learning groups and eventually be organised by the major departments.

Behaviour will be addressed through the school policy to which all students will be expected to adhere. There will, however, be a few students whose difficulties will be beyond the consistent approach of the staff. Should this occur, or be continued having already been identified, the school will call upon outside consultants to manufacture an improvement programme. This will be inclusive and will be administered by the SENDCo. It will also be possible to arrange some therapy should this be recommended or demanded by a statement.

The overall anticipated aim of the Academy is one where all staff are teachers of students with SEN and any other difficulties and the various talents of individuals will be fostered. This will be achieved in the local area with as much co-operation with parents, employers, further and higher educators, businesses and professionals as possible.

We place immense worth on both quantity and quality of education. Our innovative learning approach ensures that learning is personalised, particular and purposeful<sup>vii</sup>. We have high expectations of our students and shall not be making excuses for the backgrounds of many of them. We recognise, realistically and practically, that there will be issues to be addressed if our students are to realise their potential and therein there will be specific needs to support.

### *Gifted and Talented*

We know that regardless of background, gifts and talent cross boundaries. We recognise the importance of early identification and support for our gifted and talented students and have a robust strategy in place through which we can support them to fulfil their potential.

### **Identification**

We will identify gifted and talented students through the transition phase with information from primary schools and early assessment at the beginning of the year. The small scale of the school will allow us to get to know the capabilities of the students early on. All students who enter London Enterprise Academy with three Level 5s at KS2 will be placed automatically on the gifted and talented register.

The Academy will identify three distinct but interrelated groups.

1. The first group will be students with academic ability. This will take place primarily using the results of standardised tests. The criteria are students with 3 level 5s upon entry and 3 level 6s by the end of Key Stage 3. The Year 7 list will be provisional to allow for other sources of information to be considered.
2. The second group will be students with particular ability in Art, Drama, Music, PE or any sport or creative art. The respective departments will nominate these students.
3. The third group will be students identified within each subject area.

Students in the first two groups will be placed on the Academy Register. This will be made available to all staff. Individual students and parents will be informed but the Academy Register will remain confidential. Each subject will compile a Subject Register of Gifted and Talented students. This will be made available to all staff within the department. Subject Registers will be updated annually.

We will support the students to extend their personalised learning in the project work and encourage them to take qualifications early where possible. The gifted and talented students may have access to higher level learning through a partnership project such as with a business mentor. The Aim Higher programme and Into University programmes would start very early on in their school career. It is hoped that visits to universities will become part of the programme of educational visits for the whole school. Educational visits will be important to all but also to the G&T students. Universities want to see students arrive with the same social and cultural capital as others from more privileged backgrounds. The curriculum will not be 'dumbed down' just because the students are young; they will be challenged throughout. There may be a seminar programme available in the later years to support the social capital learning. Debating and mock trials will be available in the enrichment curriculum as will science projects as part of the Crest awards. These are also ways in which the school will stretch the G&T students. There will be a dedicated 'stretch' zone on the learning platform to assist the students in their independent study.

LEA staff will liaise with parents of gifted and talented students who are underachieving.

Parents will be informed by letter and by normal lines of communication – reports and at parents' evenings if their sons/daughters have been identified as more able and/or talented.

It is the expectation of LEA that parents/carers of able and talented students - like the parents/carers of all students – will support their children's learning.

*Students with SEN*

We understand and will meet the provisions of the SEN Code of Practice (bearing in mind the review and new system of SEND careplans is due to be introduced at the time of the school opening) and the DDA. All of our staff will be trained to understand, identify and successfully support students with SEN within our school environment.

This will be done not only in house with the work of the SENDCo and the team but also using the Achievement for All programme<sup>viii</sup>. There are ever increasing barriers to learning in a disappearing system of the SEN code. We will have to be able to find ways of dealing with students who present with formerly School Action and School Action Plus behaviours. There is a lot to be said for good teaching and learning as a tool for dealing with such behaviours but sometimes students do not have the skills to be able to deal with a challenging situation and therefore we have to work hard to reduce flash points and behaviour escalation.

Review for SEND students will be regular and timely so that appropriate support can be given.

#### *Students with a disability*

We recognise that our disabled students may include hearing-impaired, partially sighted, wheelchair users or those who suffer from specific medical conditions. We are fully committed to ensuring that our disabled students have their needs fully met ensuring that they have every opportunity to participate in the full school life at the same levels as their non-disabled peers. When we have a permanent building then access rights will be optimised.

In order to ensure this we will have identified the needs of any disabled students through prestart visits, when we will have closely liaised with the student, their parents and any external agency involved in their support. We will prepare relevant staff prior to student starting so that they are fully prepared to accommodate and make adjustments to teaching in line with individual needs.

Students will be made aware of disability issues, including 'invisible' disability such as autism. The student will have targeted support in lessons and should receive extra support in terms of resources which enable independent learning. The SENDCo will be the primary liaison person in the school for parents of SEND students until a team of support assistants can be called upon.

#### **Accountability**

Our Governing Body plays an active role in the life of our school. They will receive termly updates via the Principal (Data Dashboard) on student progress against targets agreed at the beginning of the school year. They will be fully aware when targets are not being met and provide scrutiny of effectiveness of staff and interventions and help identify and inform additional support.

### **How we use ICT to support the needs of our students**

Advances in ICT have been embraced in recent years by SEN teams. Both hardware and software have developed to the extent that they are now essential tools in successful student support. We would expect our ICT to support our work in the following ways

- On-line testing will feature in rigorous assessment. This can give much quicker results which speeds up the identification of need.
- Our SIMS (or e-portal) suite of management information systems will provide access to a wide range of data about all students. This will be readily accessible to all education staff and parents. They will know the needs of students and will be able to read and add to the data. Our aim is for all staff to be fully informed so that they can plan to meet the needs of all.

There is a range of commercial programmes online that we will consider if they are appropriate for specific students or groups of students. These can support our own staff by providing extra capacity. They can offer flexibility and the chance for students to work on them at home. Our tablet computers will give students access to a wide range of programmes and apps that can support specific need e.g. literacy and numeracy. Many software packages will give instant feedback to students and this motivates and rewards (Lexia, My Maths and those alike).

### **Use of ICT in and for the curriculum**

ICT will be a way of learning, presenting and recording work. We should tap into the students' digital literacy and skills as well as teach them about it. ICT will be used throughout the curriculum but again this should be innovative as well as keeping up with innovation. There will be use of IT in the hub and classrooms but also mobile devices and tablets. With the use of mobile devices and wireless systems the students have access not only to the internet and a range of software but also a vast range of apps which can be used to integrate learning and can be used collaboratively. Mobile technology can be used as voting devices, for research, for creating notes and drafts, for recording, for emailing, etc. They can be hooked up to be used interactively on plasma screens (rather than interactive whiteboards) and make teacher/student contact very easy. In addition, due to them being wireless and to fact that secure storage areas can be created via Dropbox or Evernote, the students have access to 2gb of storage without the need to create a network. This will be really useful if we have to have temporary accommodation and is also incredibly financially viable.

Students with EAL will receive targeted language support lessons. They will be tested on entry to the school to help us to target their needs specifically. It would be great to offer ESOL lessons to the community at the same time.

## **D5: Definitions and measures of success to deliver aspirations for pupil achievement**

Monitoring and evaluation will be a strong focus of the school. Teaching and learning will be reviewed rigorously and governance systems will be in place to support this monitoring process. Students will be important participants in the monitoring and review of how the school operates, with parents having opportunities to contribute to the running of the school through regular parents' meetings and forums. There will be a clear system of rewards and sanctions using 'Assertive Discipline' to promote positive behaviour throughout the school. Individual tracking of students in the London Enterprise Academy will demonstrate our commitment to every child, no matter what their background or however disadvantaged their life might seem. We believe that all young people can prosper. This individual attention is most likely to succeed in a small school environment where each child is well known to staff.

### **Our proposed targets**

#### **Academic**

- All students make at least three levels progress between KS2 and KS4 in core Baccalaureate subjects and 40 % make 4 levels of progress
- GCSE results are 5% above National Average
- All students are expected to reach an attendance target of at least 96%
- All students continue with their education after leaving LEA
- 90% of parents regularly attend progress meetings relating to their child
- 90% of pupils contribute 250 hours to "Big Society"
- All students take part in the LEAP activities

Our strategy to monitor, review and report our measures:

#### **Students**

Using the key performance indicators described above we will use ICT to track student progress and to enable us to monitor progress against targets, evaluate intervention strategies (if in place) and review the individual education plan at least every half term for all students. We will use the SIMS suite of products or something similar if better value for money. This will electronically record indicators such as:

- Attendance and punctuality
- Assessment data - both formative and summative
- Behaviour information (Rewards and Sanction)
- Community involvement

Responsibilities for analysing the data will be the role of the Assistant Principal via

the subject leads. The inclusion (including SENDCo) role reiterates our vision of wanting the best from all students (SEN, EAL, MAS, LAC, gender, ethnicity, FSM, etc). They all need assessment, targets and review and some will need intervention. There will be a fortnightly meeting of all the agencies involved in student support to raise any issues and target any students in danger of failing their targets.

### **Staff**

All staff will take part in an annual performance management process that involves self-review and line manager review. This will result in a performance statement that outlines strengths and areas for development. There will be an ethos built on having high expectations of staff with an equal emphasis on support and development. For teaching staff it will be appropriate to use student targets and progress as indicators of success together with a systematic observation of lessons. As stated above, we will be working towards an open door approach to learning. Observation will be rigorous but also regular and informal to share best practice and support learning. All teaching staff will have the opportunity to observe others teaching. The PPA and INSET sessions which are built into the timetable will facilitate sharing of best practice, of sharing videos of what went well in lessons and giving short presentations (called Teachmeet, these will be about sharing good practice and will be teacher led). We feel this openness and transparency drives up the overall quality of learning and teaching, which is essential to match our vision of getting good and outstanding lessons throughout the Academy. This is reflected in our staffing structure which includes two currently serving Advanced Skilled Teachers in our leadership team from year one designed to promote highest quality of teaching and learning from day one leading to outstanding pupil progress – something that every parent has been telling us that they would like.

### **D6: Admissions policy, including commitment to fair and transparent admissions practices**

We will be building up the school from our first admissions in 2014 of 88 and continue for five years until we reach capacity of 440 students.

Given approval for the LEA in 2013, the governing body and trust will need to approve the admissions process and arrangements for 2014 including key dates, the setting up of the information systems for the parents online and on paper, approving the appeals procedure and appointing an appeals adjudicator from within the Trust.

### **Admissions Policy**

The admissions policy for the LEA school will follow both national and local guidelines<sup>ix</sup>. The admissions policy will be clearly available on the school's website. The policy is open, available to all so that parents will be able to look at a set of arrangements and understand easily how places for the school will be allocated. It

may be that in the first year that applications will be made directly to LEA.

Following that the application process should be made through Tower Hamlets CAF.

The LEA school will operate an admissions system that provides equal and fair opportunities to all applicants. If the LEA is undersubscribed then we will accept every student who has made an application. Students applying with SEND will be accepted (so long it was suitable for the child, did not prejudice the education of other children or did not mean an inefficient use of funds.)

If more than 88 students apply then the students will be placed in five bands:

1. Children applying who are in the care of the Local Authority ('looked after' children) and children who were previously in the care of the Local Authority (as 'looked after' children) but ceased to be so because they were adopted, or became subject to a residency order, or special guardianship order immediately following having been 'looked after'.
2. Children in receipt of FSM.
3. Children who will have siblings in the school at the time when they are admitted to the school (in years following 2014 and those applying as siblings in the case of twins)
4. Children of staff (teaching or support) of the school, provided they have been directly employed for a minimum of two years at the time at which the application for a place is made, or have been recruited to fill a post where there is a demonstrable skills shortage. (The definition of a direct employee is an employee holding a contract of employment with the school.)
5. Places will be offered to those children who live closest to the school, based on measuring distance in a straight line from the school. For 2014 admissions, the distance criteria will be measured from the front gate of the site of the school to the front door of the applicant's home. In the event that temporary accommodation is required, the distance criteria will be measured from the front gate of the permanent school site.
6. After places have been filled under the first five criteria, any remaining places will be offered on a geographical basis measuring distance in a straight line from the school, with priority given to children who live closest to the school. Distances are measured between the front door of the child's home and the main school gate.

In the event of a tie break based on students at the same address (e.g. in the same block) or equal distance from the school then there will be a random selection with an adjudicator and witnesses present.

## **D7: Our approach to behaviour management, pupil wellbeing and attendance to improve pupil outcomes**

Behaviour, attendance and student engagement go hand in hand. We need to make sure the school is a place where students want to come to learn. Planning and delivery of student led lessons will certainly help with behaviour. But there will be students who need support to help themselves and others to learn. The main way to encourage learning behaviour will be through the use of Assertive Discipline (explained below) system of rewards over sanctions which have been proven to be successful throughout the UK and other parts of the world. The ICT (VLE) system used (SIMS/e-portal) will be able to log rewards and will be able to be monitored by school and home. This way parents have the chance to see how well their child(ren) are doing from day to day in their learning and behaviour. This system of rewards (see Appendix) will build up so that congratulatory phone calls home are made, certificates and other awards are given and a celebration with the principal and parents will be for those students making the best progress in terms of behaviour and learning. Reward trips will be offered (with an educational slant e.g. a trip to the theatre).

### *What is Assertive Discipline?*

As explained by ██████████, students must know beforehand what is expected of them in the classroom, what will happen if they choose to behave, and what will happen if they choose not to behave. Students learn self-discipline and responsible behaviour by being given clear, consistent choices. They learn that their actions have an impact and that they themselves control the consequences.

“The master teachers were assertive; that is, they *taught* students how to behave. They established clear rules for the classroom, they communicated those rules to the students, and they taught the students how to follow them. These effective teachers had also mastered skills in positive reinforcement, and they praised every student at least once a day. Finally, when students chose to break the rules, these teachers used firm and consistent negative consequences - but only as a last resort”. ██████████

The empowered teacher:

1. You have the **right** and the **responsibility** to establish rules and directions that clearly define limits of acceptable and unacceptable student behaviour.
2. You have the **right** and the **responsibility** to teach students to consistently follow these rules and directions throughout the school day and school year.



3. You have the **right** and the **responsibility** to ask for assistance in handling the behaviour of students.

We will ensure that we have simple rules that are understood by all students, staff and parents that are consistently applied. This system has been effectively enacted in many schools across the country including a large secondary school in East London where the system was set up and managed by our Principal Designate. Assertive discipline has reduced pupils being sent out of lessons by 90% and cut down on fixed term exclusion by 40%. Ofsted has judged pupil behaviour in classrooms as exemplary in that school. As a result the schools attainment has increased significantly over the past three years surpassing that of National Average.

### **LEA Classroom Rules**

1. Follow teachers instructions
2. Keep hands, feet and objects to yourself
3. Do not tease or call others names

### **LEA Classroom Rewards** (Appendix 2 – LEA Draft Rewards Ladder)

1. Verbal praise
2. Merits in diary
3. Post cards home
4. Positive letters home
5. Certificates in assembly

### **LEA Classroom Sanctions** (Appendix 3 – LEA Draft Sanctions Ladder)

1. First warning
2. Second warning
3. Detention (Class teacher)
4. Sent to Faculty On Call (30 min detention)
5. LG On Call for serious incidents (HoH action to follow)

### **Catch them being good**

The key to Assertive Discipline is catching students being good: recognizing and supporting them when they behave appropriately and letting them know you like it, day in and day out.

### **Negative Statements**

- ▶ Stop talking and get back to work
- ▶ Don't do this. Stop that!
- ▶ How many times have I told you?

- ▶ What are you doing?
- ▶ You, you and you, you're not sitting properly (assembly).

### **Positive Statements**

- ▶ [REDACTED] and [REDACTED] are sitting up with their arms folded
- ▶ [REDACTED] is lining up by the door as expected
- ▶ [REDACTED], thank you for having your eyes on me. Good.
- ▶ Well done the people in this row, you are sitting properly.

### **Using positive recognition to motivate pupils to behave**

- ▶ Positive reminder to reinforce pupils who are not yet following directions
- ▶ Use scanning and circulating techniques and recognise the appropriate behaviour as you teach
- ▶ Make a goal to praise every student sometime throughout the day
- ▶ Use the class-wide recognition system to motivate your class toward a specific behavioural goal

“A teacher shouldn't administer a disciplinary consequence to a student until the teacher has reinforced at least two students for the appropriate behaviour. Effective teachers are always positive first. Focusing on negative behaviour teaches students that negative behaviour gets attention, that the teacher is a negative person, and that the classroom is a negative place”. ([REDACTED])

### **Implementing consequences**

- ▶ Calm Assertive Statement
- ▶ Be consistent – provide a consequence every-time a pupil chooses to disrupt
- ▶ Re-focus pupils who attempt to argue with you
- ▶ Offer the consequence as a CHOICE
- ▶ Find the first opportunity to praise after child has been disruptive

In terms of negative behaviour there will be sanctions (see Appendix) applied through the ICT (SIMS) system and also privileges will be removed for persistent disruption. If disruption continues after warnings and demerits have been issued then a detention can be set. However, detentions will be seen as times for restorative justice and discussions to take place so that teacher and pupil can return to the learning. Similarly if a student has to be removed from a lesson then the expectation is that they will be transferred to another lesson to continue with the learning. On Call will remove them from a transfer to a break-out space to either reflect on their behaviour or resolve the issue before returning to lessons.

If the behaviour has been dangerous then a fixed-term exclusion may be made but this will be completed on school premises with work to complete. Sending children home does not serve their learning well and the point is to help them to learn.

Exclusions will be used sparingly and we will only exclude if the behaviour is so extreme as to endanger members of the school community e.g. possession of a knife or illegal substances.

### **Bullying**

LEA will promote anti – bullying by engaging students through our comprehensive citizenship programmes and assemblies. We will encourage students to take proactive actions in preventing bullying in the school.

Bullying incidents will be recorded and dealt with using the schools discipline policy.

### **LEA Uniform**

London Enterprise Academy will ensure that all students are appropriately dressed for school as they would in the business world. We will have high expectations on uniform and be very firm in implementing the uniform throughout the Academy.

### **Provisional School Uniform Students must be in full uniform during the school day and the uniform consists of:-**

- black blazer with the Academy badge
- white shirt
- school tie
- black trousers or Skirt (minimum knee length)
- grey or black long-sleeved pullover
- grey or black socks
- black shoes
- school bag
- black or white headscarf (for religious purposes)

A separate uniform for PE/Games lessons will be designed in consultation with parents and pupils during the pre opening stage which will be published in the Academy Prospectus.

We will expect all our staff to be positive role models for our students and dress smart for work.

### **D7: Attendance**

We want every pupil to turn up on time every day. Engaging students in their learning will make this an easier target. However, we recognise that for some pupils and parents this may not be easy and so we will work hard to ensure that:-

- Coming to school is purposeful and enjoyable.
- We will create a learning environment which is supportive and when pupils have a problem they are helped to resolve it through restorative justice.

- Using ICT to register the students and also knowing the students well will help to identify where pupils are and quickly alert staff when they are absent.
- Pupil absence is dealt with quickly, usually on the same day by the attendance officer.
- The advisor will triangulate on attendance and with their close liaison with parents they will be able to speak to them regarding absence and that their roles in ensuring that their child attends school regularly.
- Attendance will be on the home school agreement.
- The school curriculum, day length and term dates responds flexibly to community wishes regarding festivals whilst ensuring learning time is not lost.
- Pupils who are absent from school for legitimate reasons are supported as independent learners using the school's learning platform
- Rewards for good attendance and punctuality (merits, trips, visits)
- Rewards for improved attendance for targeted pupils (school refusers)
- Phone calls, text messaging and emails regarding attendance and punctuality.
- Targeted parents will receive weekly attendance reports
- Set up a breakfast club which will include access to games, sports, ICT and reading facilities as well as a cooked breakfast as a reward for attending

# Section E: Evidence of demand – part 1

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	88		88	100%	88		88	100%
Year 8					88		88	100%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Overview of demand

# Section E: Evidence of demand – part 2

## Evidence of Deprivation

Tower Hamlets is the most deprived local authority in the country with 59.1% of children are growing up in income deprived families (source: CLG, Indices of Deprivation 2010). Over 70% of ethnic minorities in Tower Hamlets live in Social Housing with 48% of pupils in inner London being on Free School Meals; in certain areas of Tower Hamlets the percentage is significantly higher (source: Families of Schools document 2011). When taking into account that around 90% of secondary school pupils in Tower hamlets are non-white British this means there will be a large percentage of EAL pupils as well as vast majority growing up in families and neighbourhoods where there is a dependency on social housing.

## Need for additional places

Tower Hamlets council, in a report published September 2012, has highlighted the massive shortage of school places both primary and secondary from 2015. Furthermore, almost a 1000 pupils are educated in independent Muslim faith schools whilst many of these parents are on welfare benefit.

The council is building several thousand extra houses and is therefore projecting a need for a 48% increase in secondary school places by 2012 even after Wapping Free School and East London Science School become fully operational.

Extract from the report:

**“The scale of growth in need for school places presents a significant challenge to Tower Hamlets** as it does to many other London LAs.

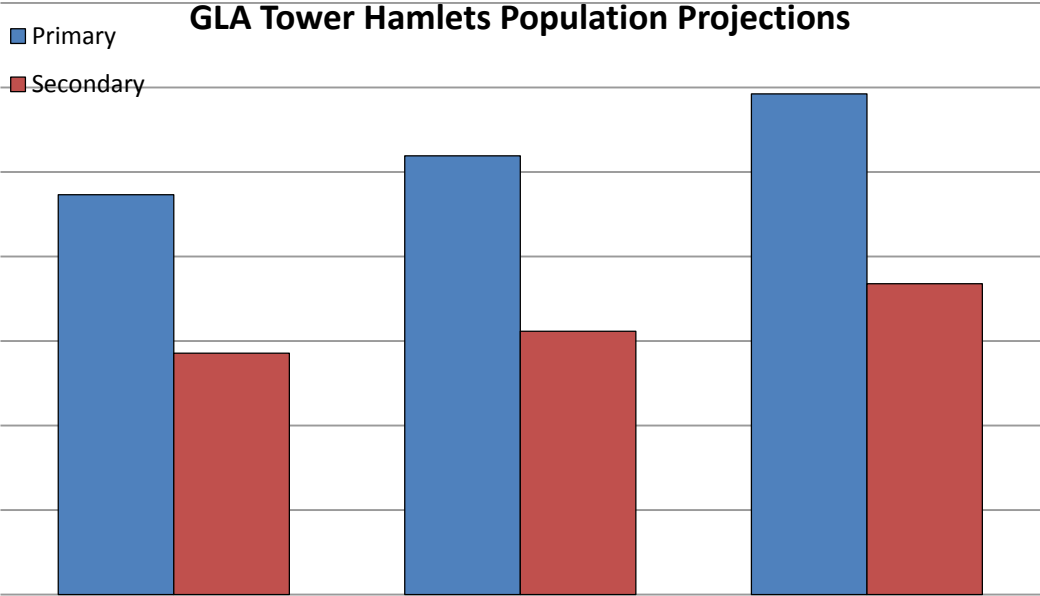
**Expansion of existing schools alone will not meet the need identified.**

This plan refers to a number of potential site options for additional primary and secondary capacity, but the Council has great difficulty where these options are not in its control to implement. Therefore the Council has to secure as many options as possible from within its own assets, either by school expansion or by use of other assets in ownership. This has to be planned at the same time as making provision for other competing social infrastructure requirements. The projected need will continue to be kept under review annually and the trend may increase if the birth rate rises at a higher rate than that included in the projections.

For children of secondary school age there are also significant increases projected, with the numbers aged 11 to 15 projected to increase over 9% by 2016. Further growth is then projected between 2016 and 2021. This would take the secondary school aged population from an estimated 14,278 in 2012, to over 18,396 in 2021 **(an additional 4,118 secondary age children over the 2012 estimate).**”

**Secondary - Year 7 Projections** - Source: GLA BPO Population Projections - 2011 round

Tower Hamlets in their own projection estimate a need for 810 extra secondary places per year by 2022 which is equivalent to 27 form entry school. No secondary school in Tower Hamlets is expanding to accommodate additional forms of entry except for Bow Boys (as part of BSF). From both of these charts we can see the significant increase in secondary school places projected in Tower Hamlets.



Source: GLA BPO Population Projections - 2011 round

**Parental Choice**

Tower Hamlets has very limited choices of secondary schools for parents as there are four Christian faith (Bishop Challoner Boys and Girls, Sir John Cass, Raine’s Foundation) and six Muslim independent faith schools as well as four single sex schools (Mulberry, Stepney Green, Bow Boys and Central Foundation Girls) which means that there is a limited number of mixed school for parents to choose from and all are over-subscribed. Every secondary school in Tower Hamlets receives significantly higher number of applications than places available. See table below.

## SUMMARY OF SECONDARY TRANSFER APPLICATION 2012

School	Places Available	No of applications by the closing date	Pupils admitted on SEN grounds	Number of children accepted under each criterion on March 1					Total
				Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	
Bethnal Green	180	419	3	0	0	26	31	73	133
Bow	125	235	2	0	0	20	21	57	100
Central Foundation	240	614	1	0	1	60	81	97	240
George Green's	210	308	10	0	0	36	68	57	171
Langdon Park	180	570	8	2	5	45	91	29	180
Morpeth	240	898	14	0	2	60	95	69	240
Mulberry	210	729	5	0	2	52	66	85	210
Oaklands	120	507	8	0	1	30	61	20	120
St.Paul's Way Trust	240	764	12	0	1	60	56	111	240
Stepney Green	180	569	3	0	0	45	47	85	180
Swanlea	210	742	7	0	0	52	80	61	200

School	Places Available	No of applications by the closing date	Number of children accepted under each criterion on March 1						Total
			Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	
Bishop Challoner Boys	120	308	This information is available direct from the school						120
Bishop Challoner Girls	150	272	No applicant was refused a place						125

School	Places Available	No of applications by the closing date	Criterion 1	Criterion 2	Other World Faiths	Pupils with Statements of special educational need	Children with medical or social needs	Total Offered
Raine's Foundation Places	113	131	This information is available direct from the school					47
Raine's Open Places	37	240	This information is available direct from the school					67

School	Places Available	No of applications by the closing date	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Total Offered
Sir John Cass's Foundation Places	36	125	This information is available direct from the school					36
Sir John Cass's Open Places	144	1178	This information is available direct from the school					144

The above tables clearly demonstrate that there is a need and demand for additional secondary places. This is further supported by the demographics of Tower Hamlets which is a local authority with one of the highest ratio of 'youthful population' who will be moving into secondary schools over the next five years adding more pressure on to the secondary schools. Already there are almost 1000 Secondary age pupils who are attending independent Muslim schools as an alternative to the state maintained



schools relieving some pressure on the system.

A local parent expressed his dilemma whilst interviewing for support of LEA. “I put Mulberry Girls as first choice for my daughter and was fortunate to get Central Foundations which although is a church school, it is an all girls’ school. I send my eldest son to an independent Muslim school, my second son did not get his first choice local school either and I would like to put my other two children in LEA when it opens. Ideally I would like to have all my children attending the same school so that we can develop a good strong relationship between school and home” (██████████).

Another parent was disappointed that living in Poplar, two of their children could not get a school place at Stepney Green, St Paul’s way or Mulberry and they ended up in George Green which is significantly further away. “We are concerned that the council cannot offer us local schools and failed to meet parental choice We support LEA’s vision which will give parents greater say in the running of the school” (██████████).

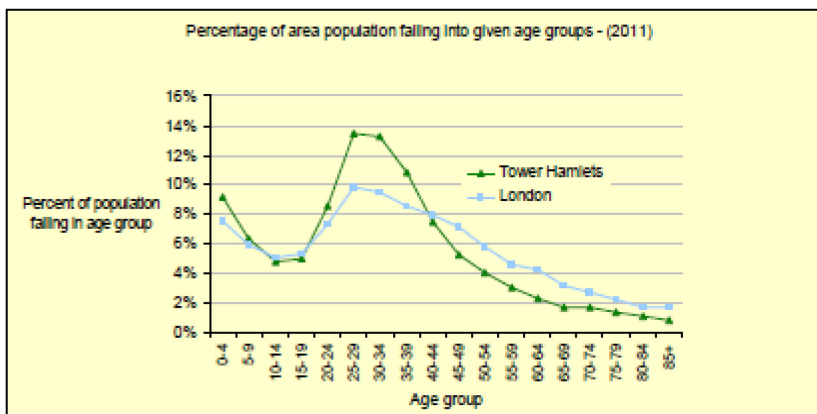
There are many parents who told us the same story in all parts of Tower Hamlets.

## Demographics

Tower Hamlets population is predicted to grow by 40% by 2026. This will be as a result of improved local environments and facilities during the London 2012 Olympics which has made the area and the surrounding environment more attractive as well as natural population growth and internal and international migration to inner city for employment. Tower Hamlets has embarked on extensive house building programmes to cope with the projected demands which will put additional pressure on local services.

Fig 2d below shows that Tower Hamlets has a significantly higher youth population than the rest of London. This will put an additional demand on places in secondary schools. We feel parents need to have a choice of where they send their children instead of the only school that has places.

Figure 2d



### **Academic achievements of existing schools**

The 2012 GCSE results show that schools in Tower Hamlets are performing relatively well on the 5 good GCSEs or equivalent. However, in several of the schools the figures drop to below national average when focusing on good GCSE's only (source: BBC Secondary League Table 2012). The new important performance indicator known as the English Baccalaureate shows that Tower Hamlets schools are performing well below national average including some schools with zero percent pass rate. Our group having a number of people who are or have worked in Tower Hamlets schools know that many of the students are not stretched beyond the 'C' grades and in some schools the equivalent qualifications (BTECs) are preferred to the GCSE which are seen as harder qualifications. We will want to see all pupils stretched and challenged to achieve personal excellence and will negotiate appropriate pathways for pupils with their parents. We aim to provide a personalised curriculum and where necessary put in place a range of interventions to ensure all pupils are achieving personal excellence in national exams.

Five of the secondary schools in Tower Hamlets also have a CVA of below a 1000 showing that pupils are underperforming compared to that which they should be achieving.

### **Consultation and equality of opportunity**

The evidence of demand gathered to date is strong. We have worked hard to reach out to our parents in shaping our offer and using this information to secure the pledges of parents. We have spent nearly nine months engaging in focus groups and consulting various community groups in Tower Hamlets.

We know that in disadvantaged and deprived inner city communities such as Tower Hamlets, we have to work harder to effectively engage parents and carers. We have arranged focus group meetings in areas and during times that suit our communities including using females who speak both English and Bangla to approach the females of Tower Hamlets Bangladeshi Community (who make up the largest ethnic group) in libraries, idea stores, shopping streets, community events and a range of women's groups.

We have also attended networking meetings and met 1:1 with interested professionals and community representatives. We have also held stalls in popular markets, shopping streets, libraries and community events handing out leaflets and taking time to explain our academy aims.

We are fortunate that our team of volunteers have strong local knowledge and experience of working in Tower Hamlets as well as several who have been actively involved in volunteering and charity groups. We were also fortunate that many of our volunteers can speak an additional community language which made it easier to

engage the major ethnic groups.

Our website which includes useful information [www.londonenterpriseacademy.org.uk](http://www.londonenterpriseacademy.org.uk) has been positively received including many parents registering their interests through this medium.

We know our methods are working. The map below demonstrates the wide range of areas from where we have secured pledges. We know we can get more and will continue to work on recruiting more families. Once we have approval we will put into action a more comprehensive marketing plan as detailed to ensure that London Enterprise Academy becomes oversubscribed from day one.

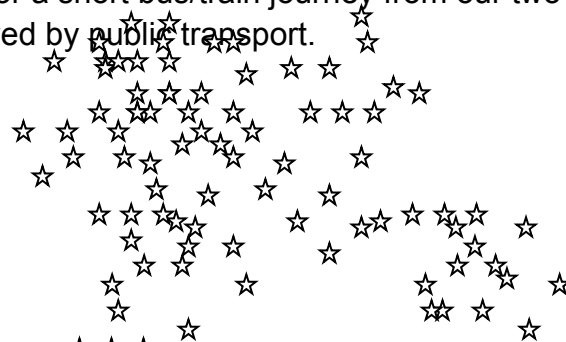


This map shows the electoral wards of Tower Hamlets. We focussed our parental demand surveys around our two sites which incorporates mostly the following postcodes E1, E2, E3 and E14

MAP – location of our pledged intake



Although this map shows that we have pledges scattered across Tower Hamlets, it is important to remember is that the local authority in terms of land area (19.77 km<sup>2</sup>) is small compared to most other London Boroughs and nearly all the pledges are within walking distance or a short bus/train journey from our two preferred locations which are both well served by public transport.



## Parental Demand

The following table is merely *part* of the expression of interest. We have approximately 300 year 4 and 5 that have signed up as well as other year groups.

We have approximately 460 parents of year 3, 4 and 5 that have signed up as well as dozens of other year groups. Below we have summarised the details of 270 pupils whose parents have signed up pledge forms for London Enterprise Academy as their first choice school in 2014 (97)m 2015 (89) making the school oversubscribed in its first two years of opening. We are confident that after opening LEA will be as popular as the Kings Science Academy (Bradford) and the West London Free School.

Number	Postcode	Current Year 2	Current Year 3	Current Year 4	Current Year 5
1	E3 [REDACTED]				
2	E14 [REDACTED]				
3	E12 [REDACTED]				25.08.2003
4	E1 [REDACTED]				24.07.2003
5	E3 [REDACTED]				28.08.2003
6	E2 [REDACTED]			22.12.2003	
7	E14 [REDACTED]		12.01.2005		
8	E14 [REDACTED]		26.02.2005		
9	E14 [REDACTED]	04.03.2006			
10	E1 [REDACTED]		14.09.2004		
11	E1 [REDACTED]				16.05.2003
12	E14 [REDACTED]	11.12.2005			
13	E3 [REDACTED]				26.02.2003
14	E14 [REDACTED]			21.01.2004	
15	E1 [REDACTED]			15.11.2003	
16	E14 [REDACTED]				02.02.2003
17	E1 [REDACTED]				11.11.2002
18	E3 [REDACTED]			20.04.2004	
19	E7 [REDACTED]	31.05.2005			
20	E1 [REDACTED]	13.03.2005			
21	E3 [REDACTED]	05.09.2004			
22	E1 [REDACTED]				13.11.2002
23	E14 [REDACTED]			23.01.2004	
24	E14 [REDACTED]	27.10.2005			
25	E3 [REDACTED]			23.02.2004	

26	E1			27.05.2004	
27	E2			02.10.2003	
28	E2		06.04.2005		
29	E14				14.11.2002
30	E14			18.04.2004	
31	E1			07.04.2004	
32	E14			01.03.2004	
33	E14			06.12.2003	
34	E12			02.09.2003	
35	E12			17.05.2004	
36	E12	26.08.2005			
37	E1				02.07.2003
38	E1				29.12.2002
39	E14	18.11.2005			
40	E13		24.10.2004		
41	E14				15.03.2003
42	E14				16.05.2003
43	E14	10.10.2005			
44	E12			27.10.2003	
45	E14		14.05.2005		
46	E14				24.11.2002
47	E14		25.05.2005		
48	E14		16.06.2005		
49	E14		14.08.2005		
50	E14				20.07.2003
51	E14				28.01.2003
52	E14				26.07.2003
53	E14		24.03.2005		
54	E14		11.02.2005		
55	E14				24.08.2003
56	E14		14.06.2005		
57	E14		25.01.2005		
58	E14				31.07.2003
59	E13				29.09.2002
60	E14		26.02.2005		
61	E14			10.04.2004	
62	E14				14.09.2002
63	E14		05.01.2005		
64	E14				21.11.2002
65	E14			18.11.2003	
66	E14		08.11.2004		
67	E14			14.01.2004	
68	E14		15.08.2005		
69	E14		08.01.2005		
70	E2		28.02.2005		

71	E14		09.11.2004		
72	E2		19.06.2005		
73	E2		14.06.2005		
74	E1				21.10.2002
75	E2		07.10.2004		
76	E1			28.06.2004	
77	E1		31.05.2005		
78	E1			24.11.2003	
79	E1				06.11.2002
80	E1			15.05.2004	
81	E1		14.04.2005		
82	E1			18.02.2004	
83	E14			17.06.2004	
84	E14		31.05.2005		
85	E1			29.10.2003	
86	E1			21.10.2003	
87	E1			21.06.2004	
88	E1		05.08.2005		
89	E14			15.11.2003	
90	E6		26.09.2003		
91	E3			08.05.2004	
92	E14	10.09.2005			
93	E14			06.07.2004	
94	E14			03.12.2003	
95	E14				23.02.2003
96	E14				15.07.2003
97	E14				02.07.2003
98	E14		14.12.2004		
99	E14			29.03.2004	
100	E14				07.06.2003
101	E14			16.01.04	
102	E14	07-01-06			
103	E14	01-07-05			
104	E14	10-10-05			
105	E1	12-03-06			
106	E1			07-06-04	
107	E1				03-11-03
108	E15				27-12-02
109	E16			11-10-03	
110	E1		10-10-04		
111	E14				15-02-03
112	E1				09-12-02
113	E3				28-10-02
114	E14			16-07-04	
115	E3				19-03-03

116	E1			21-06-04	
117	E2				20-07-03
118	E1				03-12-02
119	E3			14-09-03	
120	E13				25-02-03
121	E2	05-05-05			
122	E3				01-04-03
123	E1		29-01-05		
124	E1				30-08-03
125	E6			21-07-04	
126	E2				15-04-03
127	E1				12-10-02
128	E1	27-11-05			
129	E1				
130	E1				04-05-03
131	E1			15-01-04	
132	E14		22-6-05		
133	E3				29-01-03
134	E15				06-06-03
135	E3			14-07-04	
136	E3			13-02-04	
137	E14				28-11-02
138	E3				03-07-03
139	E14				17-12-02
140	E14			09-03-04	
141	E3				27-08-03
142	E1				03-10-03
143	E1				18-05-03
144	E3			28-11-2003	
145	E2				04-11-2002
146	E2				29-11-2002
147	E1		04-04-2005		29-09-2002
148	E2				25-09-2003
150	E14		28-08-2004	09-09-2003	
151	E14			11-08-2004	10-09-2002
152	E2			29-07-2004	
153	E3			31-08-2004	29-09-2002
154	E14		26-08-2005	19-09-2003	
155	E1		29-08-2005		
156	E1W		01-09-2004		
157	E1W			21-07-2004	30-08-2003
158	E1			24-08-2004	
159	E14				14-10-2002
160	E2		28-05-2004		30-09-2002
161	E1		26-04-2004		

162	E14 [REDACTED]	04-01-2006	15-11-2004		
163	E3 [REDACTED]	21-02-2007		24-03-2004	
164	E1 [REDACTED]	26-06-2006			
165	E1 [REDACTED]			27-08-2004	
166	E13		01-02-2004		31-08-2002
167	E1W [REDACTED]	08-08-2006			
168	E1 [REDACTED]		01-09-2004		17-05-2003
169	E14 [REDACTED]			16-09-2003	
170	E1 [REDACTED]				10-10-2002
171	E3 [REDACTED]			26-10-2003	
172	E1 [REDACTED]			20-08-2004	29-08-2003
173	E1 [REDACTED]			25-05-2004	04-11-2002
174	E1 [REDACTED]			28-01-2004	17-12-2002
175	E1 [REDACTED]	28-11-2006			
176	E1 [REDACTED]	03-04-2006			
177	E1 [REDACTED]		29-06-2005		
178	E14 [REDACTED]			29-01-2004	08-12-2002
179	E14 [REDACTED]	26-11-2006			
180	E1W [REDACTED]			14-02-2004	
181	E2 [REDACTED]			14-10-2003	26-01-2005
182	E3 [REDACTED]			30-08-2005	25-09-2002
183	E3 [REDACTED]			08-10-2003	
184	E3 [REDACTED]				01-10-2002
185	E14 [REDACTED]				19-05-2003
186	E1 [REDACTED]		25-11-2004		21-10-2002
187	E1 [REDACTED]		28-01-2005		29-11-2002
188	E14 [REDACTED]		17-09-2004		28-01-2003
189	E3 [REDACTED]	30-09-2005			17-08-2003
190	E14 [REDACTED]			28-08-2004	30-08-2003
191	E1 [REDACTED]			29-09-2003	
192	E1 [REDACTED]		26-09-2004		
193	E14 [REDACTED]			28-12-2003	
194	E14 [REDACTED]				01-09-2002
195	E2 [REDACTED]			19-05-2004	14-03-2003
196	E2 [REDACTED]	27-07-2006			1-11-2002
197	E2 [REDACTED]				02-02-2003
198	E3 [REDACTED]			28-07-2004	2-11-2002
199	E1 [REDACTED]		11-08-2005	24-04-2004	
200	E14 [REDACTED]			04-03-2004	
201	E1W [REDACTED]			11-02-2004	
202	E2 [REDACTED]			24-04-2004	
203	E14 [REDACTED]				14-12-2002
204	E3 [REDACTED]	03-11-2006			
205	E14 [REDACTED]			30-07-2004	18-08-2002
206	E14 [REDACTED]		29-09-2004		



207	E2 [REDACTED]		10-11-2004		
208	E14 [REDACTED]				2-09-2002
209	E13 [REDACTED]				20-01-2003
210	E3 [REDACTED]			23-03-2004	
211	E14 [REDACTED]				29-04-2003
212	E14 [REDACTED]			14-02-2004	06-11-2002
213	E12 [REDACTED]			17-02-2004	08-09-2002
214	E2 [REDACTED]			2-05-2004	23-09-2002
215	E14 [REDACTED]	28-05-2006		14-04-2004	
216	E2 [REDACTED]			24-06-2004	
217	E14 [REDACTED]		28-05-2005		1-12-2002
218	E14 [REDACTED]	28-08-2006			24-01-2003
219	E14 [REDACTED]			4-08-2004	3-11-2002
220	E1 [REDACTED]			23-08-2004	18-12-2002
221	E14 [REDACTED]	23-07-2006		13-03-2004	
222	E2 [REDACTED]		1-08-2005	1-04-2004	
223	E2 [REDACTED]			21-04-2004	1-12-2002
224	E14 [REDACTED]			1-02-2004	
225	E14 [REDACTED]	28-09-2006		24-09-2003	
226	E14 [REDACTED]			12-02-2004	02-01-2002
227	E3 [REDACTED]	06/03/2006			
228	E2 [REDACTED]		24-08-2005		24-01-2003
229	E14 [REDACTED]			29-08-2004	4-09-2002
230	E2 [REDACTED]			11-04-2004	
231	E2 [REDACTED]			11-11-2003	1-09-2002
	TOTAL	31	53	89	97

### Marketing the school

Learning from the experience of other free school groups, a strategy emerged which engaged a significant number of local parents. Our approach has targeted residents in Tower Hamlets especially close to the two potential locations, and engaged ward councillors and senior Council officers. We wrote to Mayor Rahman, parliamentary members Rushanara Ali and Jim Fitzpatrick, Baroness Uddin of Tower Hamlets and the Council's Executive Director of Children and Young People, [REDACTED]. We have held initial meetings with some elected members (Labour Party Councillors wish to remain anonymous) enabling detailed discussions of the emerging proposal and consideration of opportunities to shape the overall direction to achieve a wider range of strategic and operational objectives.

We have calendared a meeting with Tower Hamlet Council's [REDACTED] [REDACTED] and her senior advisor for 9<sup>th</sup> January 2013. Email communications have established some agreed protocols and the Director is pleased that our admission policy will support that of the Council and our willingness to recruit a local

authority Governor.

Having established secure understanding of the proposal with senior Council Officers and elected Members it was possible to begin the formal process of explaining the proposal to local parents and gathering evidence of commitment in principle.

Families in the local area known to have children in Years 3, 4 and 5 were targeted through a range of ways including house calls. A specially prepared leaflet explained the background and the proposal. A return slip was provided to confirm commitment in principle along with contact details and signatures, numbers and age of children (with date of birth) likely to be eligible and current school year. To establish the current level of demand and increase awareness of our school we have already undertaken the following marketing and public awareness activities. We printed 5000 colour leaflets, 3000 have been distributed to targeted:-

- Parents/carers outside several primary schools in Tower Hamlets
- Valance FC Football Academy which attracts an average of 200 children between the ages of 6-12 every Saturday. This was done during several Saturdays between September and November to increase awareness and then sign up commitment in principle
- Distributed leaflets and advertised using our 8ft Banner at Whitechapel Market outside the Idea Store, Wapping Market, Bethnal Green Road shopping parade, Cannon Street and Crisp Street Market in Poplar.
- Signed up parents inside idea stores and libraries across Tower Hamlets
- Attended Saturday subsidiary schools to meet parents and community language schools
- Annual sports events at the Bangladeshi Football League Awards in Troxy Hall (October), Commercial Road, London Tigers Sports Awards at the Waterlilly in Mile End Road (December), Speaking to Parents at the Global aid Fundraising Event at the Waterlilly in Mile End Road (November)
- Meeting with Bangladeshi Governors Association in Tower Hamlets
- Speaking at the Bangladeshi Cultural Event in Whitechapel (December) and the Sylhet Education Trust Launch at Impressions (December) explaining our vision and proposals
- Leafleting parents in the Inner London Sunday league in Victoria Park
- Leafleting and small group meetings at Tower Hamlets Badminton Tournament in Wapping (November)
- Meeting parents with young children in several parks in Tower Hamlets
- Leafleting residents around [REDACTED] (preferred site)
- Distributing leaflets outside mosques

The next phase of marketing is planned for early Summer 2013 following approval of our proposal and as parents consider their options for admissions to secondary schools for September 2014. We expect the momentum and level of demand to increase further. Our Communications and Marketing Plan is set out below.

## **Communication and marketing plan**

We understand that Governors are required to carry out further formal consultation described in legislation and guidance. If our proposal is approved we propose to carry out a statutory consultation as set out in Section 10 of the Academies Act 2010. The Governing Body will confirm the strategy and time frame.

We expect to consult on a question along the lines of:

*Do you agree that we should enter into a funding agreement with the Secretary of State for Education to allow London Enterprise Academy to open in September 2014?*

It is anticipated that we will consult with

- Parents and carers across the local area most likely to be affected
- London Borough of Tower Hamlets Council
- Community groups,
- Local primary schools and early years providers
- Secondary schools, colleges and training providers; such as Tower Hamlets College, Cambridge Heat Sixth Form Centre,
- University of East London, Queen Mary's University, Institute of Education and the other Universities in London
- Local Businesses (City of London, Canary Wharf and Stratford City)

The basis of the consultation will be a detailed description of the proposal for London Enterprise Academy. This will include education vision and ethos, summary of the education plan, admission arrangements, location, key dates and other relevant details. The documentation will describe how responses should be made, the deadline for submission and address for responses. To minimise costs and improve efficiency we will make all of the information available on [www.londonenterpriseacademy.org.uk](http://www.londonenterpriseacademy.org.uk) with alerts posted in the local newspapers, idea stores, libraries, health centres and other public facilities.

We will allow sufficient time for people to learn about our proposal, raise questions and formulate a considered response. All meetings will be recorded and all correspondence logged and retained. The Governors will publish a report on the consultation, the responses received and any changes the Governors may wish to make. The information from the consultation will inform the Governing Body decision regarding proceeding with the proposal and entering into a Funding Agreement with the Secretary of State.

## **Consultation timetable**

April 2013	Soft market testing of how and when people and groups would want to be consulted		
June 2013	Advance Notice of Consultation on website, and in local media after DfE Approval	4 weeks	Requires time to arrange venues and prepare documentation and website
August 2013	Consultation period including issue of consultation document and guidance, public meetings, other meetings	6 weeks	Meetings, responding to questions
December 2013	Analysis of consultation responses	2 weeks	Data analysis, preparing report
January 2014	Governing Body Decision	2 weeks	Time to consider report, discuss and decide

### **Group Contact Local residents**

A further 5000 leaflets will be distributed in the areas surrounding the school publicising the consultation and the consultation evenings. An advert will also be placed in the East End Advertiser (Tower Hamlets newspaper)

### **Local schools**

Letters about the consultation and the school will be sent to every maintained primary, secondary and sixth form in the borough

### **Local community and religious groups**

Letters will be sent to a large number of local organisations

### **Local Business and Universities**

Leaflets and letters will be sent to the University of East London and Queen Mary's University

### **Parents/carers**

All the parents who had expressed an interest in London Enterprise Academy in the signature gathering phase will be sent letters about the consultation.

### **Politicians**

The two MPs in the area, Jim Fitzpatrick and Rushanara Ali and elected Mayor Luthfur Rahman were sent letters. Councillors from the surrounding wards as well others who had expressed an interest were also sent letters. During the formal consultation we will write to them again.

### Working with the community

<b>Title</b>	<b>Objective</b>	<b>Method</b>	<b>Desired Result</b>
<b>General School Marketing</b>	Stimulate continuous awareness in the community and increase child admissions	Brochures, radio interviews, public meetings, local events and newsletters	Increased school admissions, effective parent, and community awareness of the school on an ongoing basis
<b>Business Links Marketing</b>	Stimulate financial sponsorship and deliver curriculum commitment on enterprise education	Direct and targeted campaigns to local businesses. School visits and presentations from local business owners and city firms	Sponsorship revenues from local businesses. Delivery of enterprise education, practical workshops and business mentoring
<b>Parent Links</b>	Stimulate parent involvement in the overall school's performance and continuous improvement	Establish a forum for parental feedback to measure how they view the school is performing	Parental feedback will drive continuous improvement initiatives and encourage parental participation
<b>Child Links</b>	Stimulate student involvement in continuous school improvement and ideas for curriculum activities in their school	Through informal targeted feedback and dialogue which engages students in providing feedback, influencing and participating in school curriculum activities	Student feels part of the school events, activities and curriculum bringing value to their school
<b>Seasonal Events Calendar</b>	Stimulate local community involvement in school activities on an enduring basis	Annually published calendar of school events sent to local households, parents and business links to encourage ongoing participation with the school	Positive local community participation in school events and activities
<b>Website</b>	Maintain parent,	An interactive website	Website provides a low

	student and community awareness of school offerings and capabilities	capability detailing all school staff, facilities, services, admissions, school performance, policies, holiday calendar, newsletters and events	cost and effective communication mechanism with the community and parents
<b>School Interlinks</b>	To develop a co-ordinated approach to sharing experiences, resources and activities between local schools	Setting up and marketing a series of inter school activities and events which extend and enhances each students social awareness and inter school participation	Extends and enhances the student's social awareness and inter school participation. Delivers an effective teacher network including pooling resources
<b>Adult Links</b>	To foster local adult interest in further education	A series of marketed lectures and classes around popular adult subjects and themes, languages, ICT, the Arts etc	Adult participation in further education classes, school is recognised for offering value added services for adult education. Additional financial revenue to school from class revenues
<b>Charity Links</b>	To stimulate parent and student engagement and contribution to charities.	A series of marketed events integrated into the curriculum, which deliver measurable value to local and global charities. School visits to and presentations from charities combined with fund raising events	Local charities receive benefit from school. The child has increased awareness of the value and role of charities in the community
<b>Language Links</b>	To stimulate student participation in other cultures and languages	A series of curriculum led events and presentations by foreign nationals to provide an insight into cultural diversity and languages (country history and facts, letter sounds, dialect, word pronunciation, alphabet etc).	Each student has increased awareness and appreciation of diverse languages and cultures. Greater student participation in the language curriculum and resources helping with EBacc
<b>Performing</b>	To stimulate	A series of marketed	Each student has

<b>Art Links</b>	student/community awareness and participation in the performing arts	events for external artists to not only deliver a performance but to present how the performance was created, rehearsed, refined and produced. A series of marketed school events with child participation in various productions throughout the year Use of the premises out of hours for amateur and professional performers to stage productions and events.	increased understanding and participation in performing arts. Community benefits from local performances and productions. Increased revenue opportunities from out of hours activities.
<b>Teacher Links</b>	In addition to inter-school links, establish a programme of teacher development initiatives which enhance teacher expertise and capabilities on an enduring basis	A series of structured programmes and links with educational specialists and forums which provide further development of our teachers. Links with educational research institutes where teachers can gain insight and expertise on best practice and new innovations	Our teachers are regarded as the best in their field and consider themselves to be fully equipped to deliver our educational commitments. In terms of recruitment our school attracts the best teaching professionals.

All marketing and communication activities will be planned, approved and quality assured by the Principal Designate and the Chair of Governors or another responsible governor. Any public announcements or interviews will where possible be scripted, rehearsed and quality assured to the same extent as a marketing activity prior to being delivered.

Live radio or TV interviews will be delivered by the Principal Designate or Chair of Governors and we will ensure appropriate media training and guidance is provided.

### Success Measures

We will measure the success of our marketing campaign in terms of receiving:

- At least 88 applications for Year 7 places in September 2014 and 2015
- Expressions of interest in supporting London Enterprise Academy from local

businesses, charities and other organisations

- Support for working with local primary schools, secondary schools, colleges and other providers
- Positive links with work based learning providers
- Positive feedback from parent/carers after each parents evening
- Positive feedback from students through pupil questionnaires termly and interviews
- Positive media coverage
- Smooth transition through the processes required to set up and open the school.



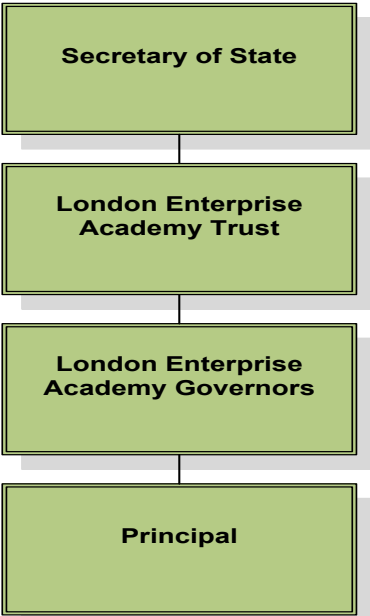
# Section F: Capacity and capability

We have selected a team drawn from people with a wide range of experience and capability. The team consist of people who are currently teaching in the local areas, people with private sector expertise who are working at some of the most recognised brands and very dynamic organisations and local parents. These people will bring in their experiences and knowledge, which will add value and ensure that the school is successful.

The following pages include summary CVs for the team:

## Governance

A simplified version of our governance structure is provided below.



The LEA Trust (a company limited by guarantee) will operate within the terms and conditions set out in the memorandum of articles of the trust. The trust has appointed Chair, Secretary, Treasurer and other directors. Not all of the members (Directors) of the Trust will be on the Governing Body of the Academy to ensure that issues with governance can be escalated to the Trust and these can be addressed in an independent, objective and robust way. The Trust will meet twice a year and will receive minutes of all Governing Body meeting minutes. The Trust members will also have the option to attend Governing Body meetings as observers should they wish to.

The Governing Body will consist of three Directors from the Trust, three employees including the Principal, two parents, one Local Authority representative and two community governors. The Principal will be a non-voting member of the governing

body (i.e. in attendance) and the other two employee governors will be elected by the LEA staff. In situations where a vote has been taken and there is no majority, the Chair of the Governing Body will have the casting vote. The Governing body will meet once every term. Each sub-committee of the Governing Body will also meet once every term.

The Principal will report to the Governing Body and be closely managed by the Chair of the Governing Body (or a Governor, who is not a staff, appointed by the Chair). The Principal will provide timely reports and a data dashboard to ensure that all governors have important progress information from the Academy to ensure that they can provide a strategic direction to ensure every child receives an outstanding education. The Principal will be aided by the leadership team in the day to day running of the school and the delivery and continuous development of the curriculum.

We have defined the roles of the various bodies and key individuals that will set-up and run London Enterprise Academy. These are as follows:

- London Enterprise Academy Trust**
- Agree the vision
  - Prepare and submit the application
  - Appoint initial governing body from directors
  - Hold governing body accountable for delivering the vision
  - Approve Annual Report including Financial Statements
  - Approve Business Plan

- London Enterprise Academy Governors**
- Appoint Principal
  - Set aims and objectives
  - Set policies
  - Set challenging targets
  - Accountable to London Enterprise Academy Ltd. (the Trust)
  - Expand governing body as school opens and develops

- Principal**
- School leadership
  - Staff recruitment and retention
  - Curriculum development
  - Building development
  - Marketing
  - Parental and community engagement
  - Accountable to the Governing Body

- Transitional Team**
- Liaise with DofE
  - Support governing body and Principal in realising the vision through curriculum development
  - Staffing
  - Building design
  - Marketing
  - Community engagement
  - Governance procedures
  - Setting up the internal control environment (both financial and non-financial)

**Managing conflicts of interest**

The Academy’s Business and Finance Manager will maintain a ‘Register of Interests’ and all Trustees, Governors and Senior Leadership Team members will be required to complete this on a bi-annual basis (as well as each time an individual has a new interest to declare). This will form our first line of defence against conflicts of interest. Declarations of interest will also be a standing item on all meetings, forming a second line of defence. Each individual will also be required to sign up to the ‘Seven

Principles of Public Life', recommended by the Committee on Standards in Public Life.

**Independent Challenge to the Executives**

The Trust and the Governing Body will provide the independent challenge to the Executives, mainly the Principal. To facilitate this, we have ensured the Principal is a non-voting member of the Governing Body. In addition, staff governors cannot Chair the Governing Body or any of its sub-committees. Additionally, the Trust will have at least one Director who is not on the Governing Body to ensure any issues that are escalated to the Trust can be dealt with in an independent and objective manner. The Governing Body will also include a representative from the Local Authority to add a further independent voice within the Body.

**Individual Roles and Experiences**

We have also identified roles for each individual, commensurate with their skills and experience, to help deliver the schools vision. A list of individuals, their roles and relevant experiences has been set out as follows:

Name	Role	Experience
[REDACTED]	Principal Designate	[REDACTED]
[REDACTED]	Trustee  Governor (Chair of Curriculum Committee)	[REDACTED]
[REDACTED]	Trustee	[REDACTED]
[REDACTED]	Governor  HE Expert and Staff Development	[REDACTED]
[REDACTED]	Trustee  Budgeting & Finance  Internal Controls & Governance	[REDACTED]
[REDACTED]	Governor Lead on	[REDACTED]

Name	Role	Experience
	Inclusion	
	Governor (Chair of Disciplinary Committee, Staffing and Students)	
	Trustee Governor	
	Education Advisor	
	Trustee	
	Governor (Chair of Finance Committee)	
	Local Parent	
	Community Liaison	

## F2 Educational Expertise

### London Enterprise Academy Working Group: educational expertise

We have several people within our team who have extensive experience in education including people who have the NPQH qualification, experience as Head Teacher, curriculum, pastoral, behavioural, assessment etc. We have named these individuals below, some of these individuals are willing to leave their current employment and work at the London Enterprise Academy to ensure the school gets the best start in delivering the founding group's vision.

We are also in negotiation with two local secondary schools that are positive about the idea of providing support to our governors and the leadership team to ensure that we set up and run a very effective school.

The individuals with specific educational expertise are as follows:

London Enterprise Academy – Educational Expertise	
Name	Qualifications

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

[REDACTED]

- [REDACTED]

[REDACTED]

- [REDACTED]

[REDACTED]

- [REDACTED]

[REDACTED]

- [REDACTED]

[REDACTED]

- [REDACTED]

[REDACTED]

- [REDACTED]

[REDACTED]

- [REDACTED]

[REDACTED]

- [REDACTED]

**F3: Financial expertise**

We have several people who are highly competent in finance within our group including three qualified accountants and one investment consultant (details provided in the table below). We are in negotiation with two local secondary schools who are positive about the idea of providing support to our leadership team to ensure that we set up and run a very effective school which has sound financial planning and provides value for money.

We also intend to recruit a Business and Finance Manager at the earliest opportunity, to be part of the leadership team to ensure we have the best schools finance expertise on the payroll at the outset.

London Enterprise Academy – Financial Expertise	
Name	Qualifications
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

[REDACTED]

- [REDACTED]

[REDACTED]

- [REDACTED]

[REDACTED]

- [REDACTED]

[REDACTED]

- [REDACTED]

#### F4: Property, planning, building regulation

[REDACTED]  
[REDACTED]

#### Legal

We have identified this area as a gap within the group. We have therefore acquired the services [REDACTED], whose Principal Solicitor is our advisor. In addition to this, we are currently negotiating with [REDACTED], who have schools expertise, particularly on free schools, having advised around 10% of the current free schools. We anticipate retaining [REDACTED] services provided their package offers value for money.

#### Human Resources

HR is another area where we do not have significant expertise within the group. We are currently looking for specialist advisors in this area, as well as recruiting a Trustee or a Governor with expertise in this area. We anticipate bridging this gap within the next four to six weeks.

#### ICT Network

We have already met with two experienced School ICT Network Managers working in East London Schools, one employed by the school and other by RM who will be willing to provide support and guidance to ensure that an appropriate cost –effective and efficient network is set up to meet the needs of the Academy staff and pupils.

Both of them are willing to act as consultants when the project is approved and set up the network during Easter and summer holidays if required.

## **F5: Recruitment**

### **Appointment of Principal Designate**

If the school is given approval, a high calibre, ambitious Principal Designate will be in place from 01 January 2014, two terms in advance of the school opening.

We will procure support from organisations with successful and extensive experience of developing Head Teachers and school leaders as part of his continuous professional development. Our Principal Designate meets the leadership competencies set out for Head Teachers and has successfully completed Masters in Education and the National Professional Qualification for Head Teachers. Six years ago he was appointed at his current school as a mini-Head Teacher in charge of 210 pupils and a team of pastoral and curriculum staff. He has experience of staff recruitment, curriculum leadership, whole school behaviour systems and management, staff development, community cohesion and has an exemplary track record of raising standards.

The Principal Designate's CV has been attached as an appendix. He would be willing to undergo benchmarking interviews.

We have looked at the person specification for Principals and Head Teachers for schools of similar size and have established that our Principal Designate would be a strong candidate for these posts based on his experience, qualifications, knowledge and understanding of the education system. Please see below an example person specification from an advert for a Headteachers post at a slightly larger school, which has been completed for benchmarking our Principal Designates Competencies, Qualifications, Skills and Experiences:

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#### **BENCHMARKING OF PRINCIPAL DESIGNATE AGAINST PERSON SPECIFICATION OF A HEADTEACHER (TES Jan 2013)**

	COMPETENCIES, KNOWLEDGE, QUALIFICATIONS	Criteria met by Principal Designate
QUALIFICATIONS AND CPD RECORD	Essential: <ul style="list-style-type: none"> <li>• Qualified Teacher Status and first degree (or equivalent, eg. Cert Ed)</li> <li>• Record of CPD relevant to headship</li> </ul> Desirable <ul style="list-style-type: none"> <li>• Higher degree relevant to headship</li> </ul>	√

	<ul style="list-style-type: none"> <li>• NPQH</li> <li>• CPD record includes substantial relevant achievement</li> </ul>	
EMPLOYMENT RECORD	<p>Essential:</p> <ul style="list-style-type: none"> <li>• Successful track record of leadership in the secondary sector in England preferably in a school of &gt;600 students</li> </ul>	√
PERSONAL EFFECTIVENESS	<ul style="list-style-type: none"> <li>• stable and supportive, stamina, energy, drive, confidence</li> <li>• capacity for personal development</li> <li>• ability to identify and grapple with priority issues and be adaptable and responsive to circumstances.</li> <li>• consistency of judgement and inner integrity.</li> </ul>	√
LEADERSHIP AND MANAGEMENT OF STUDENT/PUPIL ACHIEVEMENT, PROGRESS AND SAFETY	<ul style="list-style-type: none"> <li>• concerned about individual student needs; regards personal safety and achievement for each individual as the highest priorities.</li> <li>• ability to inspire high levels of performance in students;</li> <li>• the ability to analyse the complex issues relating to students' attainment and progress and develop effective and creative responses.</li> <li>• successful track record in managing and deep appreciation of monitoring and evaluation techniques of student progress, translating into detailed plans with specific measurable targets.</li> </ul>	√
LEADING AND MANAGING STAFF	<ul style="list-style-type: none"> <li>• high-level understanding and implementation of management structures and systems, with appropriate delegation, monitoring and enforcement of accountability.</li> <li>• able to inspire and maintain high morale, address problems and resolve conflict by applying skills of arbitration and reconciliation in the context of persistently pursuing accountability</li> <li>• positive and approachable with a commitment to equal opportunities and high achievement</li> </ul>	√
LEADERSHIP AND MANAGEMENT OF CURRICULUM	<ul style="list-style-type: none"> <li>• depth of knowledge of the National Curriculum and sound experience of curriculum delivery, monitoring and assessment</li> <li>• the ability to analyse complex curriculum issues and develop effective and creative responses,</li> <li>• In-depth knowledge and understanding of</li> </ul>	√



	<p>current national and international curriculum thinking which informs school priorities and developments and against which the school's progress can be mapped.</p> <ul style="list-style-type: none"> <li>• a vision for the 21st Century curriculum provision</li> </ul>	
MANAGING RESOURCES	<ul style="list-style-type: none"> <li>• The ability to analyse complex issues relating to finance and resources and learning environment issues and develop effective and creative responses.</li> <li>• A vision for 21st Century learning environment</li> </ul>	√
STAKEHOLDERS AND THE LOCAL COMMUNITY	<ul style="list-style-type: none"> <li>• effective communication with staff, parents, pupils and governors and is sensitive to the school's role within the community.</li> <li>• build on and increase links with the community.</li> <li>• evidence of the ability to establish a "standing" within the community and engagement with a wide variety of stakeholders.</li> </ul>	√
ACCOUNTABILITY AND GOVERNANCE	<ul style="list-style-type: none"> <li>• successful school development planning, and a strong track record of implementing and managing the delivery of sustained improvements.</li> </ul>	√
TEACHING	<ul style="list-style-type: none"> <li>• Substantial successful teaching experience in the age range.</li> </ul>	√

### Other staff recruitment

Our Curriculum plan to the deliver the school's vision has been set out in Section D above. Our staffing is linked to the curriculum plan and we have described below our plan to recruit the required level of high quality staff.

Appointments will follow national advertisement for teachers and local adverts for other staff, long listing, assessment centre and interview before ratification by the Governing Body. Every opportunity will be given to recruit staff from the local area wherever possible. For some appointments where candidates show potential and drive, additional support may be provided to acquire any necessary skills, experience and qualifications.

It is particularly important that the Principal Designate and other staff appointed share an educational vision and philosophy which is fully aligned with our education vision and that they have the expertise to lead the school in achieving expected outcomes.

The school will start small in 2014 and grow year on year until 2019. The first year of operation will require sufficient experienced staff to lead the development of the new school, develop the curriculum, support students with special educational needs and

perform the range of administration, catering, site management and other functions. The range of staffing required will grow in line with annual increases in the number of students and the range of functions.

We will:

- Adopt a modern organisational structure with a clearly defined direction, purpose, objectives and outcomes; and
- Commit targeted investment in staff development to continually attract, retain and develop the best teaching resources, expertise and knowledge.

Our approach to recruitment will be based on:

- Defined roles and job descriptions; and
- Focus on relevant competencies drawn from the national standards for different staff roles where they exist and informed by best practice from elsewhere.

Every post will have a role description, person specification, and performance standards monitored regularly through the school's performance management systems.

We are aware that recruiting and retaining high quality staff in inner London can be challenging. We are fortunate that our extensive experience of working in Tower Hamlets and the surrounding areas has allowed us to establish contacts with highly skilled and qualified professionals who have expressed firm interest in working at the London Enterprise Academy. All of our teaching professionals have committed to the development of this bid and have significant teaching, leadership and management experience which are nationally required for these posts. We have used adverts and person specifications from the TES for these posts for the purpose of benchmarking. We feel that this strengthens our capacity and capability to set up and develop an outstanding Academy for the children in our care.

Every attempt will be made to recruit locally although we anticipate advertising in national media including the education press (TES) and internet recruitment agencies. Applicants will be shortlisted against clear selection criteria with assessment centres as appropriate and interviewed by a panel consisting of Governors and senior staff. The Principal Designate will be fully involved in recruiting the staff required for September 2014.

There will be a focus on high quality training and CPD for all staff with their performance targets linked to the school's development plans and focused on the raising of achievement across all the school community.

### **Recruiting Governors**

A range of individuals has agreed to serve as Trustees and Governors during the

critical phases of developing the proposals, application, business case and operations. Other positions such as staff, additional parent and LA governors will be filled through nomination (local authority and community) or election (parents and staff) when the school is operational. We are anticipating Community Governors to include representatives from local entrepreneurs and voluntary/ community organisations.

**Proposed Membership of Governing Body**

<b>Governor Type</b>	<b>Proposed</b>	<b>Status</b>
Local Authority Representative	1	Nominated by LA (Tower Hamlets)
Parent	2	Elected by eligible parents for term of 2 years
Staff	2 + 1	- Principal – ex officio - 2 other staff members elected by eligible staff for terms of 2 years (outside of the Leadership Team, one teaching staff and one support staff)
Community	2	Nominated by community/ co-opted by the Governing Body
Directors/ Members	4	London Enterprise Academy Trust
<b>Total</b>	<b>12</b>	

The Members/ Directors of the Company will be the members of the Academy Trust and appoint the Governing Body. Three of our Directors will be Trustees and Governors for the duration of their time as Directors of the Company regulated by the Articles referred to above. Parent governors will be elected by parents of the pupils at the school for a period of two years. Staff governors will be elected by staff employed at the school also for a period of two years. An LA governor will be nominated by the LA. It is expected that the Principal will be an ex-officio governor. There will also be provision for co-opting governors for specific roles and periods.

Most of the Governing Body business will be conducted through committees to ensure focus on relevant areas. The constitution, membership, terms of reference, Chair and secretarial arrangements will be decided by the Governing Body. Committees will report to the Governing Body. Decision-making arrangements for the Governing Body, Committees and individual Governors will be determined by the Governing Body and documented appropriately. It is envisaged that these committees are likely to be as follows:

- Finance and Personnel
- Curriculum and Standards

- Disciplinary (staff and students)

The governing body will achieve its vision through agreed policies reviewed regularly. Responsibility for day to day leadership and management will be through the Principal.

We also wish to establish a strong parental voice which will be led by a member of the leadership team and a parent governor. Parents' views will be acted upon both by the school leadership team and the governing body through this channel.

### Roles and competencies of Governors in place

Name	Role	Relevant Competencies
██████████	Trustee  Chair of Governors	Finance Business Strategic Planning
██████████	Vice Chair of the Governing Body (Educational Expertise)	Education (+HE) Curriculum Development CPD
██████████	Principal Designate	Leadership Education (Curriculum Leadership, Staff Development, Whole School Behaviour) School Improvement Knowledge of key subject – Entrepreneurship CPD
██████████	Trustee  Governor (Chair of Curriculum Committee)	Education Safeguarding Knowledge of key subject – English, Creative and Performing Arts, Pastoral Leadership
██████████	Chair of Disciplinary Committee	Leadership Finance Business Strategic Planning Developing Improvement Plans Marketing/ PR

Name	Role	Relevant Competencies
[REDACTED]	Chair of Finance Committee	Finance Business Strategic Planning Securing Accountability

### Commitments

We have set out below the commitments of each member of the group in compiling this proposal for the Academy, in setting up the Academy post approval and in the running of the school once it is operational.

### Individuals' time commitments

*(all units are per month)*

Name	Role	Time Commitment (pre Application)	Time Commitment (between Approval and Opening)	Time Commitment (first 2 years)
[REDACTED]	Project Leader Principal Designate	8 days	Full time	Full time
[REDACTED]	Trustee Governor (Chair of Curriculum Committee)	8 days	2 days	1 day
[REDACTED]	Trustee	4 days	0.5 day	0.5 day
[REDACTED]	Governor (HE Expert)	1 day	0.5 day	0.5 day
[REDACTED]	Trustee	8 days	0.5 day	0.5 day
[REDACTED]	Governor Lead on Inclusion	1 day	0.5 day	0.5 day

Name	Role	Time Commitment (pre Application)	Time Commitment (between Approval and Opening)	Time Commitment (first 2 years)
██████████	Governor (Chair of Disciplinary Committee, Staffing and Students)	4 days	1 day	1 day
██████████	Trustee Governor	4 days	1 day	1 day
██████████	Education Advisor	1 day	1 day	1 day
██████████	Trustee	4 days	0.5 day	0.5 day
██████████	Governor (Chair of Finance Committee)	4 days	1 day	1 day
██████████	Local Parent	4 days	1 day	1 day
██████████	Community Liaison		1 day	1 day
██████████	Property Expert	0.5 day	2 days	0.5 day

## Section G: Initial costs and financial viability

██████████

# Section H: Premises

## Steps taken to identify a potential site

Being close to central London, it was difficult to identify suitably large properties to accommodate a secondary school for 440 pupils. We used our local knowledge and contacts to identify two possible locations that can accommodate the school.

We have had a tour of both of the premises and with expert support from architects and construction experts we will be able to convert either of the properties to deliver our education plan.

The criteria used for option appraisal are:

- **Location:** The location of the free school is of paramount importance and should be situated in Tower Hamlets within walking distance for many pupils and a short bus ride or train journey for others. .
- **Capacity:** For 440 pupils aged 11 – 16.
- **Suitability:** The premises need to provide high quality flexible and adaptable spaces.
- **Condition:** Premises should offer a viable structure for conversion into educational facilities without excessive expenditure on structural alteration and /or remedial works.
- **Cost:** Premises should be provided within a mitigated budget and identify capital expenditure required before the development starts.
- **Outcomes:** Premises should enable the educational outcomes referred to in this proposal.

██████████

## Appraisal of all sites

Each of the sites has been scored against the six criteria above.

Site A – ██████████.

## Location of Site A (Preferred site)

██████████

██████████

- This site has not been surveyed in detail other than a boundary visual review to

- establish the extent and external quality of the premises.
- One main building once used as a school, later as a training centre and now has mixed uses, not to 100% capacity.
- Predominantly brick built Victorian structures, with some more modern isolated structures and links/in-fills across the site.
- Site has been used as a school and is located close to several primary schools. The building is still mostly spaced out as classrooms and with three floors of accommodation, it can be converted into a modern school fitting our requirements of around 25 classrooms (including science labs and creative arts studio), offices, meeting rooms, toilets, assembly hall, dining room, etc.
- We will have to make use of local sports centres, Allen Gardens and Weavers Field for Physical Education lessons.
- It is well served by a large population and excellent transport network.
- There is potential for playground space on the roof of the building and additional buildings can be erected on the car park subject to planning consent.
- There is an adjacent community building (Brady Centre) which could be potentially used for Assembly Space, Creative Arts Studios if required on full capacity.

This would be our **preferred site** as the nearest secondary schools Bethnal Green Academy, Swanlea and Mulberry Girls are all oversubscribed and many parents are sending their children to schools that are not their first choice and significantly further away from their home. This area is also identified by Tower Hamlets council as a priority zone.

The property is currently managed by [REDACTED]

**Site B** [REDACTED], [REDACTED] London [REDACTED]

Five storeys of Offices, Retail, Banqueting & Conferencing space.

Most of the ground floor of this property is occupied by Tesco Express and Sports Direct. The first floor has two multi - purpose halls currently used as conference, wedding and banqueting halls.

The remainder of the property is partly let out as offices. During informal conversations with one of the directors, we got the indication that they would like to rent out the remainder of the property to one group instead of multiple occupancy.

Location of the [REDACTED] – it is easily accessible by bus and trains (Stepney Green and Whitechapel station).

[REDACTED]

- This site has not been surveyed in detail other than a boundary visual review to establish the extent and external quality of the premises.
- [REDACTED] One main building with separate entrances for the ground floor



commercial space, two entrances for the events halls and side entrance for the office spaces to the fourth and fifth floors.

- Predominantly brick built Victorian structures, with some more modern decor and chandeliers for the two events halls which can be used for assembly, dining hall and recreational space during break time, and one of them could be converted into 7-9 classrooms/labs/theatres.
- Site is located close to several primary schools, secondary schools and Queen Mary's University - all within walking distance. The building can be converted into a modern school fitting our requirements of around 25 classrooms (including science labs and creative arts studio), offices, meeting rooms, toilets, assembly hall, dining room, etc.
- We will have to make use of local sports centres, Stepney Green Astro turf and Mile End Athletics and Leisure Centre for Physical Education lessons.
- It is well served by a large population and excellent transport network.

#### The Events Halls:

Both suites are individually self-serving with their own entrances, exits, toilets, cloakrooms, stage and private room attached. They are both fully air-conditioned and have integrated sound and lighting systems.

The [REDACTED] can also be combined to function as one large space totalling 19,000 sq ft of usable space

[REDACTED]

Plan of the Events Halls, one will be used as assembly, indoors games, recreational space

[REDACTED]

**Plan of the office spaces which will be converted into classrooms. This has similar floor space to the events halls described above.**

## Map of Tower Hamlets with both sites A and B



### **Capital investment: availability of the site and the nature of the tenure**

The first site is under-occupied currently and used as a multi-use centre with offices and Sure Start crèche facilities. The owners would probably prefer to have the whole site occupied on a long term lease but are concerned about destabilising current tenants unless the school will definitely go ahead.

The second property is currently at less than 50% occupancy and, again, the owners would probably like to have the whole site occupied on a long term lease.

The initial observations and measurements (floor space) of both sites suggest that with improvement repairs to the building, new services, reconfiguration as a school and external works, both sites will be able to deliver our vision and curriculum with some use of sporting facilities from nearby leisure centres. Full details of the costing for repairs will need to be obtained by appropriate surveys which will commence subject to approval of this proposal. We will follow DfE procurement requirements in all aspects including tendering for required works.

We would like the EFA to do the negotiations and legal contracting on our behalf.

### **ICT and FFE**

We propose to procure the ICT infrastructure, hardware and on-going support following government advice. We are anticipating using an appropriate framework for the procurement of ICT such as [REDACTED]. We will follow a similar process for furniture, fittings and equipment.

## **Section 9: Suitability and Declarations**

This section has been completed by each of the members and directors (including governors) of the LEA Company Limited by Guarantee (also commonly known as the Academy Trust) separately.

The completed declarations have been returned by registered post to:

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

## **Annexes / appendices**

**[REDACTED] - PRINCIPAL DESIGNATE**

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[REDACTED], [REDACTED], London, [REDACTED]  
[REDACTED] [REDACTED]

**PERSONAL SUMMARY**

[REDACTED]

**CAREER HISTORY**

- [REDACTED]
- [REDACTED]

**PROFESSIONAL EXPERIENCE**

[REDACTED]

**KEY STRENGTHS**

[REDACTED]

**ACADEMIC QUALIFICATIONS**

[REDACTED]

**PROFESSIONAL TRAINING**

[REDACTED]

**Other Experiences**

[REDACTED]

**Interest & Hobbies**

[REDACTED]

**REFERENCES**

[REDACTED]

## Appendix 2 – LEA Draft Rewards Ladder

<b>REWARDS LADDER</b>	
Merits are recorded electronically on SIMS for good class work, homework, behaviour and positive contribution to school life. Rewards are given out by HoH.	
<input type="checkbox"/>	<b>200 MERITS</b> <ul style="list-style-type: none"> <li>You get entered into a £50 Prize Draw when you achieve 200 merits</li> </ul>
<input type="checkbox"/>	<b>175 MERITS</b> <ul style="list-style-type: none"> <li>A Principal's Letter is awarded when you achieve 175 merits</li> </ul>
<input type="checkbox"/>	<b>150 MERITS</b> <ul style="list-style-type: none"> <li>A Platinum Certificate is awarded when you achieve 150 merits</li> </ul>
<input type="checkbox"/>	<b>125 MERITS</b> <ul style="list-style-type: none"> <li>A USB Memory Stick is awarded when you achieve 125 merits</li> </ul>
<input type="checkbox"/>	<b>100 MERITS</b> <ul style="list-style-type: none"> <li>A Gold Certificate is awarded when you achieve 100 merits</li> </ul>
<input type="checkbox"/>	<b>75 MERITS</b> <ul style="list-style-type: none"> <li>A Parker Pen is awarded when you achieve 75 merits</li> </ul>
<input type="checkbox"/>	<b>50 MERITS</b> <ul style="list-style-type: none"> <li>A Silver Certificate is awarded when you achieve 50 merits</li> </ul>
<input type="checkbox"/>	<b>40 MERITS</b> <ul style="list-style-type: none"> <li>A Rewards Pass is awarded when you achieve 40 merits</li> </ul>
<input type="checkbox"/>	<b>30 MERITS</b> <ul style="list-style-type: none"> <li>A Bronze Certificate is awarded when you achieve 30 merits</li> </ul>
<input type="checkbox"/>	<b>20 MERITS</b> <ul style="list-style-type: none"> <li>A Postcard Home is awarded when you achieve 20 merits</li> </ul>
<input type="checkbox"/>	<b>10 MERITS</b> <ul style="list-style-type: none"> <li>A Stationery Choice is awarded when you achieve 10 merits</li> </ul>
<input type="checkbox"/>	<b>MERITS</b> <ul style="list-style-type: none"> <li>A Merit is awarded by the subject teacher for good work</li> <li>Form tutor awards a Merit for no incidents in a week and also for 100% attendance / punctuality</li> </ul>

### Appendix 3 – LEA Draft Sanctions Ladder

<input type="checkbox"/>	<p><b>Permanent Exclusion</b></p> <ul style="list-style-type: none"> <li>• Governors' hearing</li> <li>• To be considered for repeated, deliberate, disruptive anti-social behaviour, assaulting a member of staff, extreme violence towards another student, theft, damage to property, possession of offensive weapons, dealing in illegal substances, extreme racial/sexual harassment</li> </ul>
<input type="checkbox"/>	<p><b>Referral to Student Conduct Panel e.g.</b></p> <ul style="list-style-type: none"> <li>• Meeting with Governors, AVP and Parents after Fixed Term Exclusions and PSP have failed to impact and there is a risk of permanent exclusion</li> <li>• Alternative provision via LA / managed move</li> </ul>
<input type="checkbox"/>	<p><b>Fixed Term Exclusion</b></p> <ul style="list-style-type: none"> <li>• 1-45 days in any academic year</li> <li>• Consider referrals for PSPs</li> <li>• Consider Alternative provision LA / managed move</li> <li>• Parental interview and student returns on report for one week</li> </ul>
<input type="checkbox"/>	<p><b>Internal Exclusion Room. This will replace 1<sup>st</sup> day fixed term exclusion</b></p> <ul style="list-style-type: none"> <li>• For failure of report, disruptive behaviour, anti-learning behaviour, fighting, anti-social behaviour</li> <li>• Usual fixed term exclusion paperwork to be submitted and parental interview follow up by HoH</li> <li>• Students will be supervised doing work</li> </ul>
<input type="checkbox"/>	<p><b>AP to review with Year Team behaviour data once a month. Could lead to:</b></p> <ul style="list-style-type: none"> <li>• Consider referrals for PSPs</li> <li>• Parental interview</li> <li>• Student returns on report for one week</li> </ul>
<input type="checkbox"/>	<p><b>Principal' s Detention</b></p> <ul style="list-style-type: none"> <li>• Friday Evening</li> </ul>
<input type="checkbox"/>	<p><b>If there is persistent misbehaviour a HoH / HoF can:</b></p> <ul style="list-style-type: none"> <li>• Place on HoH / HoF Report – Orange for behaviour and Pink for attendance - to run for 5 days</li> <li>• School detentions (possible without further notice) if report not good at the end of the day</li> <li>• Community Service (clearing litter, tidying etc.)</li> <li>• Removal of privileges while on report e.g. playing for school teams, posts of responsibility, no visits</li> <li>• Parental contact by letter</li> <li>• Too many adverse comments on report will result in parental interview/Principal' s detention</li> </ul>
<input type="checkbox"/>	<p><b>On-Call</b> If poor behaviour persists, HoF / HoD have option to use Patrol. This will lead to:</p> <ul style="list-style-type: none"> <li>• Detention</li> <li>• Parental contact by letter / phone call / meeting</li> <li>• Incident logged by HoF/HoD on SIMs behaviour management</li> <li>• Supervised by Form Tutor/HoH</li> </ul>
<input type="checkbox"/>	<p><b>Faculty System.</b> Teachers to follow Faculty system for behaviour e.g.</p> <ul style="list-style-type: none"> <li>• Faculty on-call</li> <li>• Detention of between ten minutes and one hour</li> <li>• Incident logged by teacher on SIMs behaviour management</li> <li>• Teacher may want to contact home to parents. (Teachers to ensure tone and content is factual and impersonal)</li> <li>• Students must respond positively to teacher's instructions</li> </ul>
<input type="checkbox"/>	<p><b>Classroom Management Techniques (Supporting Classroom Principles)</b></p> <ul style="list-style-type: none"> <li>• Teacher uses “Assertive Discipline” strategies to modify anti-learning behaviour e.g.</li> <li>• Informally warning students: Classroom principles</li> <li>• Moving student to another place (inside/outside classroom)</li> <li>• Note in contact book</li> <li>• Students should be encouraged to respond positively to teacher's instructions and not argue/challenge</li> <li>• Formal warning issued here as the last resort prior to next step</li> <li>• Incident logged by teacher on SIMs behaviour management</li> </ul>

## **Appendix 4 -LEA Draft Behaviour Policy**

### **Our Values**

We value London Enterprise Academy having girls and boys, men and women, from a wide variety of backgrounds.

The academy aims to provide a positive working and recreational environment in which students and adults work together to realise their full potential in security and dignity.

### **Rights and Responsibilities**

Everyone in the school community has rights and responsibilities. We believe students have the right to learn and work, and teachers to teach, without disruption from others. We believe everyone has a right to feel safe in our school whatever our race, gender, religion, sexuality or specific need. We should treat everyone with respect and have the right to be treated with consideration and respect ourselves. We believe this behaviour policy applies to all those who work or learn within our community: students, teachers, and support staff. We believe that parents have a part to play, by supporting their children and teachers, and by treating them with respect and courtesy.

### **Our Aims**

To encourage a positive, calm and purposeful atmosphere where everyone feels safe, students can learn to the best of their abilities and everyone feels valued and treats others with respect.

To encourage young people to take responsibility for their behaviour.

To encourage students to achieve high standards in learning and behaviour.

To celebrate achievement and to discourage negative behaviour.

To tackle incidents/instances of poor behaviour effectively and fairly.

### **Our Expectations**

We expect students to behave appropriately in school, on school trips and on their way to and from school.

We expect students to attend regularly and punctually. If a student is going to be late or absent, it is the parent or carer's responsibility to notify the school.

We expect students at London Enterprise Academy to take responsibility for their uniform, wear it at all times when required by school, and keep it neat and clean.



We expect teaching staff to encourage an effective learning environment by:

Being punctual, consistent and fair

Making lessons appropriate and stimulating

Ensuring students stay in class throughout lessons (medical reasons accepted)

Ensuring lesson changeovers are reasonably quiet and orderly and not dismissing students before the end of the lesson. Ensuring that focussed learning starts within 4 minutes of the start of the lesson.

Maintaining close home/school contact

Being responsible for the area outside their teaching room, including display.

## **Rules**

LEA's rules derive from the Behaviour Policy based on Assertive Discipline.

We keep them simple and clear, so that everyone knows how they are expected to behave.

Class rules are displayed in a prominent place in the classroom, so that all members of the class can refer to them.

LEA Classroom Rules

4. Follow teachers instructions
5. Keep hands, feet and objects to yourself
6. Do not tease or call others names

## **Rewards**

During the school day appropriate behaviour should be rewarded by positive responses i.e. words of praise; comments in books; and class rewards.

### *Merits*

Students are rewarded for good work and behaviour with merits. These are recorded on SIMS. Students will be rewarded according to the LEA Rewards Ladder.

LEA Classroom Rewards

6. Verbal praise
7. Merits in diary
8. Post cards home
9. Positive letters home
10. Certificates in assembly

### *Letters of Commendation*

Teachers fill in a special Letter of Commendation with student's name and reason for the commendation. This is then sent home to parents.

Merits also contribute towards points for tutor group and house competitions.

### Celebrating achievement

When a student has gained sufficient merits, they will be given an award at a special assembly and a postcard sent home to inform parents. Special assemblies celebrate achievement in many fields: academic progress, sporting success, improved behaviour, good attendance and community work. Awards will be recorded in the student's Record of Achievement. A Principal's Certificate may also be awarded for exceptional work or progress.

Special events and activities are shared by displaying work and pictures throughout the school. There is an annual whole school Prize Giving at the end of the year.

### **Sanctions**

The sanctions ladder will be used for students who have not responded to the class rules and who are seriously disrupting lessons and/or compromising the safety of others.

#### LEA Classroom Sanctions

6. First warning
7. Second warning
8. Detention (Class teacher)
9. Sent to Faculty On Call (30 min detention)
10. LG On Call for serious incidents (HoH action to follow)

Frequent referrals to 'on call' will lead to the development of a Pastoral Support Plan under the guidance of the Head of House.

Demerits are given to students to record instances of poor behaviour.

Poor attendance is followed up by House Staff, student manager and the Attendance Officer. Latecomers will make up the lost time.

Students who come to school out of uniform, unless they have a satisfactory explanation from their parent/carer, will be sent home to change

For cases of serious or sustained breaches of the School behaviour policy, fixed term or permanent exclusions are an important sanction.

## LEA Classroom Climate Survey

Year group: \_\_\_\_\_

Teacher: \_\_\_\_\_

	Strongly agree	Agree	Disagree	Strongly disagree
1. My teacher in this class makes me feel that s/he really cares about me.				
2. My teacher really tries to understand how students feel about things.				
3. Students in this class treat the teacher with respect.				
4. Our class stays busy and doesn't waste time.				
5. My teacher has several good ways of explaining each topic that we cover in this class.				
6. My teacher explains difficult things clearly.				
7. In this class, we learn a lot almost every day.				
8. In this class, we learn to correct our mistakes.				
9. My teacher makes lessons interesting.				
10. I like the ways in which we learn in this class.				
11. Students speak up and share their ideas about class work.				
12. My teacher respects my ideas and suggestions.				
13. My teacher checks to make sure that we understand when s/he is teaching us.				
14. The comments that I get on my work in this class help me to understand how to improve.				

Any other comments/suggestion to help you improve your learning

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Department  
for Education

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<sup>i</sup> “*Supporting Transition from Primary to Secondary School*” Sutherland, Lee and McNess, University of Bristol, 2010

<sup>iii</sup> <http://www.greatlearning.com/imyc/> and “looking for learning” by Fieldwork Education

<sup>iv</sup> <http://innovationunit.org/knowledge/our-ideas/21st-century-education>

<sup>vi</sup> “Schools are also struggling to prepare young people for work. Businesses have complained that they’re taking on employees who lack crucial basic employment skills such as problem solving, team-working and time management, and reported that they need to provide training to school and college leavers in order to prepare them for their jobs. This only covers the problems of today. In the coming decades, the changes we are experiencing now - to politics, economics, technology, and climate – will become even more dramatic. In the US, the ten jobs most in demand didn’t exist in 2004 – 21st century education needs to prepare young people for jobs that don’t exist yet, using technologies that haven’t even been invented, for which competition will be global. If we are to develop candidates who are capable of holding their own on a global stage we simply must get better at equipping them with the skills to handle this uncertain future.” Innovation Unit “10 Ideas for 21<sup>st</sup> Century Education” (also highly referenced here is “Shift Happens”)

<sup>vii</sup> “In England, when we talk about a child with ‘special educational needs’, we are referring to a child with diagnosed learning difficulties. But the fact is that everybody has ‘special educational needs’: we approach problems in our own way, grasp concepts at our own pace, and respond differently to different kinds of feedback. Good teachers have always taken account of this, but the structure of conventional schools limits the extent to which they can personalise learning. In most schools everyone studies the same thing, at the same time, in the same way. What is personalised, generally, is how much they are expected to understand. This has come about because when one teacher is presenting material to a large class and then personally gauging how much of it each of them has learned to apply, there is not enough time to provide each student with a course of learning tailored uniquely to suit them. However, this is beginning to change...” Innovation Unit 10 Ideas for 21<sup>st</sup> Century Education.

## <sup>viii</sup> **About the programme**

Achievement for All is a tailored school improvement framework, delivered in partnership with leaders, teachers, parents, pupils and support professionals, that aims to raise the aspirations, access and achievement of pupils identified with SEND. A two-year pilot has demonstrated unprecedented impact for pupils with SEND, who progressed faster on average than all pupils nationally in English and Maths. Achievement for All schools may wish to apply the Achievement for All framework to a wider range of vulnerable pupils in line with their whole-school improvement strategy.

The evaluation of the pilot has shown that exclusions are reduced and attainment raised on average by 3-4 point score gains. More details on the pilot can be found on our [Pilot page](#).

The Achievement for All framework takes a holistic view to supporting wider school outcomes including teaching and learning, leadership and staff development and effective parental engagement, based on an evidence-based, proven and trusted approach to addressing under-achievement.

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The programme is supported by the DfE through an innovative public, private sector partnership between Achievement for All 3As Ltd and PwC. Achievement for All is being rolled out nationally across England, and is available to all schools to improve the access, aspiration and achievement of learners in their school.

More information on the programme and what support is available can be found on our [Schools](#) page or visit our [programme registration details](#) page.

You can read about Achievement for All on the Department of Education's website by clicking on the following link: [DfE Information](#)

The evaluation report has been released and can be found by clicking on the following link: [Achievement for All – Final Pilot evaluation report](#)

You can download a copy of our information leaflet 'The Journey' here: [The Journey Leaflet](#)

<sup>ix</sup> Tower Hamlets admission policy

What is outlined below is the Tower Hamlets Oversubscription Criteria:

#### **Oversubscription Criteria**

Firstly, children with a statement of special educational need naming the school must be offered a place, unless there are particular reasons why the school is unable to so. The place will be provided in the appropriate band.

A quarter of the total places available at these schools are allocated to each of the four bands. If any of these are oversubscribed in any band, the admission criteria below will be used (in descending order of priority) to allocate places:

- 1) Children in public care (looked after and previously looked after).
- 2) Pupils who have a strong medical or social reason to attend the school applied to. This can include the parents', carers' or other family members' medical conditions and the family's social needs. Parents must complete the relevant section on the application form and attach medical and/or social reports from a suitable professional (e.g. a doctor or social worker) to support the application.
- 3) Pupils living nearest the school who are the eldest child in the case of a mixed school. The number of children admitted under this category will reflect 25% of the intake of the school in each band.
- 4) Pupils who have a brother or sister at the school at the time of admission.
- 5) Pupils who live nearest to the school by the shortest walking route.

In categories 3, 4 and 5 above, a higher priority will be given to pupils who live in the priority geographical areas of south Wapping or west Bethnal Green applying to one of the designated schools.

**Note 1:** Parents of children with statements of special educational need should note that Tower Hamlets LA seeks to ensure that pupils with statements do not, at secondary transfer time, become unduly concentrated in a few schools. Experience indicates that this can compromise the efficient education of children and the efficient use of resources. This means that if any particular school receives a large number of applications for pupils with statements, some of these may be refused. All applications for pupils with statements will be considered by the Special Educational Needs Panel.

**Note 3:** Applications under this category are considered by the Primary to Secondary Transfer Committee, comprising a Headteacher, a member of the Attendance and Welfare Service and a school governor. The Committee will decide whether the application should be given priority under this category.

**Note 4:** Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner, and in every case, the child should be living in the same family unit at the same address.

The address used should be the one that the child usually lives at and attends school from.

**Note 5:** Home to school distances will be measured by the shortest walking route from the home address to the nearest available pupil entrance in constant use to the school, using a computerised digitised map. **NB Tower Hamlets has not set an actual distance: LEA would be one mile from the door to be able to reflect our vision of being a community school.**

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### Priority areas

The south Wapping priority area is the area south of [REDACTED] and [REDACTED], west of [REDACTED], north of the Thames and east of [REDACTED] and [REDACTED]. Children living in this area will have priority for admission to the designated schools, which are Mulberry and Stepney Green.

The west Bethnal Green priority area is the area south of [REDACTED], west of [REDACTED], north of [REDACTED] and east of [REDACTED]. Children living in this area will have priority for admission to the designated school, which is Swanlea.

**NB if LEA is in the priority areas we will have an issue that students will be placed in the designated schools. Therefore the parents will have to make a specific choice to name the LEA school on the primary transfer form. In accordance with the School Admissions code, any parent who places the LEA school on their preference, and it is undersubscribed then the student must be offered a place. The priority areas are part of Tower Hamlets' oversubscription policy.**

### 4. Exceptional Medical or Social Reasons

Where there is a very strong medical or social reason for attending a particular school priority may be given for admission. Parents must complete the relevant section on the transfer form and attach medical and/or social reports signed by a doctor or social worker to the form. These reports must be received by the closing date.

### 5. Confirmation of Address

Parents may be required to provide acceptable independent proof of their child's address. They must make sure that the application form they complete is accurate and to contact Pupil Admissions or tell their child's headteacher if there are relevant changes after it is submitted. Places may be withdrawn if false information is entered on the application form. Parents who do not provide evidence of their child's address as requested, or provide conflicting or inconclusive information, may have the place withdrawn, even if it has already been accepted. When parents live separately, the address used should be the one that their child usually lives at and attends school from. If a child lives equally with both parents at different addresses, it is the parents' responsibility to make this clear on the application form. Parents may be asked to provide acceptable proof that this is the case.

### 6. Siblings in the same year group transferring

Where two or more siblings are in the same year group (e.g. twins), and it is the parent's wish that the siblings should attend the same school, if one sibling can be offered a place at a school, the other will automatically be offered so as not to separate them.

### 7. Changing Preferences

Parents and carers may not change their preferences unless there is exceptional and genuine reasons for doing so, for example, change of address. Requests to change preferences must be made in writing giving the full reasons.