



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August 2014)

THE CHARTER SCHOOL EAST DULWICH

URN 813111

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Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Protection

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

Application checklist

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

<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk? (See guidance for dates and deadlines).</p>	✓	
<p>10. Have you sent 2 hard copies of the application by ‘Recorded Signed For’ post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	✓	

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

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

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

Declaration

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

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

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

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

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

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

Signed:

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

Print name: XXXXXXXXXX

Date:

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

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

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.



1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83111
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Name of proposed school:	The Charter School East Dulwich
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Is this a route one application or a route two application?	Route 2
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Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
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Address of lead applicant:	<Redacted>
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Email address of lead applicant:	<Redacted>
----------------------------------	------------

Telephone number of lead applicant:	<Redacted>
-------------------------------------	------------

How you would describe your group?	A single academy
------------------------------------	------------------

If 'Something else' please describe your group:	
---	--

Have you applied before for this school, whether under the current name or something else?	No
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If 'Yes' and the name of the school was different, please say what the original name was:	
---	--

If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select
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About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
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Company name:	The Charter School Educational Trust
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Company address:	Red Post Hill, London SE24 9JH
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Company registration number:	07338707
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Date when company was incorporated:	06 August 2010
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Please confirm the total number of company members (must be a minimum of 3):	10
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	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

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

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

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	1
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	The Charter School Educational Trust
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	135508
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Outstanding
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	http://www.charter.southwark.sch.uk/page/?title=Ofsted+Report+2009&pid=34
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136298
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>No</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>NSN Development Programme</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	



1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.</p>	
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In which local authority is your preferred location?	Southwark
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Proposed opening year:	2016
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Age Range:	11-19
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If 'other' please specify	
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Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	1220
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	900 secondary places, 320 Post-16 places
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Please say which year groups the school will have in first year and the PAN for each	Year 7 -180 pupils
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Date proposed school will reach expected capacity in all year groups:	2022
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
--	----

If yes please say when you propose the principal would start:	Sep-15
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Please say how many people will sit on your governing body:	6-10
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Use of freedoms

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

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

Section C1

The Charter School East Dulwich

Executive summary

The Charter School East Dulwich ("TCSED") will be a co-educational, non-selective, non-faith, inclusive 11-19 secondary school, delivering the highest quality education to young people in its immediate diverse locality. This locality, incorporating East Dulwich and South Camberwell, is a geographical area with a proven level of educational need for new secondary provision from 2016 onwards. It has a very similar community to that for which The Charter School ("TCS") has provided with outstanding, proven success since opening ourselves in September 2000 as a brand new school to serve *our* immediate community. The existing Charter School well knows this population, with its wide socio-economic and highly diverse ethnicity profile, and knows how to ensure all students, with a very wide range of prior attainment on entry, have their needs met in order to achieve and succeed. This expert local knowledge and proven track record of success will be replicated in The Charter School East Dulwich's provision to serve a wider sector of our community.

Context

The Charter School itself was founded to offer the highest quality education to its immediate community, by parents invoking the Parental Charter and approaching government to utilise the empty site of previously failing boys' schools. We opened hugely oversubscribed in September 2000, a pattern which has continued year on year. Our track record with Ofsted shows Outstanding in 2009, in 2006, and Good with Outstanding features in 2003, plus our academic results are strong and secure for all cohorts and individuals. After a strategic review in Autumn 2013, and with the confidence that the existing school's outstanding provision is well established and secure, the Trust now wishes to open a new secondary school to meet local needs and demand. It is important to us that the second school is close to the existing school, so that we can maintain the Trust's strong local community identity and both schools can benefit from close co-operation.

Rationale: The need for a new Charter School to serve East Dulwich and South Camberwell

Shortage of school places

Our community simply needs more secondary school places in the future. A recent report to the local authority predicted a future crisis in secondary school demand, most immediately in the south of the borough where we propose to locate The Charter School East Dulwich.

Secondary School Demand in the London Borough of Southwark (2013-2020)

		Sept 2013	Sept 2014	Sept 2015	Sept 2016	Sept 2017	Sept 2018	Sept 2019	Sept 2020
Year 7	Pupil Place Demand	2444	2567	2653	2899	2940	3140	3403	3280
Year 7	Available Pupil Places	2636	2876	2876	2876	2876	2876	2876	2876
	Difference	192/	309/	223/	-23/	-64/	-264/	-527/	-404/
	(Pupil number/FE)	+7.3	+10.7	+7.8	-0.8	-2.2	-9.2	-18.3	-14

Source: Southwark Children's Services. (22/7/2014). School Places Strategy Update. London Borough of Southwark

The table shows that overall there is significant capacity within Southwark schools to meet the forecast demand for Year 7 places until 2016 and a dramatic decrease in capacity to meet demand from there on. It should be noted that for September 2014 and 2015 the data shows an overall surplus of places, although this is rapidly reversed by September 2018. There will be an expanding need for places from 2016. These figures do not allow for the 8-10% additional surplus required for Local Authorities to run, which are needed to accommodate unforeseen fluctuations

Southwark secondary schools have rapidly improved over the last fifteen years, now being ranked in the top 25% of all schools in the country. However there is a significant variation in schools' popularity with parents. Some schools, including TCS, are named as one of the first six preferences by over 1000 families - others by fewer than 200, according to the report.

Southwark Pupils receiving their preferred secondary place 2009-2013 Source: Ibid

Southwark applica- tions	2009		2010		2011		2012		2013	
Total applications re- ceived	2472		2459		2521		2436		2500	
Offered 1st preference	1355	55%	1345	55%	1322	52%	1362	56%	1468	59%

First 3 preferences	2020	82%	1987	81%	1987	79%	2011	83%	2126	85%
First 6 preferences	2267	92%	2232	91%	2232	89%	2213	91%	2327	93%
Not offered a preference	205	8%	243	10%	243	10%	215	9%	173	7%
Pupils without an offer	0	0%	0	0%	0	0%	0	0%	0	0%

Despite recent efforts to better inform those applicants who are unlikely to succeed because of distance from school, The Charter School not only receives over 1000 preferences for its 180 places, but this figure shows an increasing trend, with first preferences showing the same increases.

All Southwark and out of borough applications for The Charter School (2011-2013)

TCS	1 st preference	2 nd preference	3 rd preference	4 th preference	5 th preference	6 th preference	Total
2011	247	187	166	154	89	84	927
2012	280	244	166	149	112	87	1038
2013	347	270	189	186	127	91	1210

Source: *Ibid*

This picture is replicated for sixth form recruitment, as shown below:

TCS Post-16 recruitment, showing rising trends for demand over 4 years				
Applications	2010-11	2011-12	2012-13	2013-14
TCS Year 11	123	123	127	146
From External	169	262	257	341
Total	292	385	384	487
Offers	2010-11	2011-12	2012-13	2013-14
TCS Year 11		123	120	147
From External		152	257	279
Total		275	377	426
NoR	2010-11	2011-12	2012-13	2013-14
Y12	128	118	162	154
Y13	87	110	101	132
Total	215	228	263	286

In Southwark, the rate of appeals against allocations of school places is double the national average. At The Charter School we routinely have 2-3 days of Admissions Appeals annually from families feeling that we are the only school that they wish their child to attend locally.

TCS Appeals Y7	Lodged
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2009	61
2010	51
2011	69
2012	52
2013	47
2014	45

Increasing parental choice and diversity of local provision

To meet demand and increase parental choice and diversity of local provision, we highlight that the proportion of local schools offering mixed sex and non-faith provision is particularly low in the area with little Outstanding provision.

	Name of secondary school	Local Authority	Distance from The Charter School East Dulwich proposed site	Provision	Ofsted judgement	Date of last Ofsted inspection
1	The Charter School - proposer MAT sponsor	Southwark	0.5 miles	Mixed	Outstanding (since 2006)	Nov-09
2	Harris East Dulwich Boys	Southwark	0.7 miles	Single sex boys	Outstanding	Dec-11
3	Harris Peckham Academy	Southwark	1.0 mile	Mixed	Good	Sep-11
4	Harris East Dulwich Girls	Southwark	1.1 miles	Single sex girls	Outstanding	Mar-12
5	Evelyn Grace Academy	Lambeth	1.0 mile	Mixed	Good	Mar-13
6	St Thomas the Apostle College	Southwark	1.3 miles	Single sex faith boys	Requires improvement	May-13
7	Elmgreen	Lambeth	1.7 miles	Mixed	Good	Nov-13
9	Kingsdale	Southwark	1.9 miles	Mixed	Good	Dec-12
10	Sydenham Girls'	Lewisham	2.0 miles	Single sex girls	Good	Apr-13
11	Prendergast Ladywell Fields	Lewisham	2.4 miles	Mixed	Requires improvement	Oct-12
12	Forest Hill Boys'	Lewisham	2.4 miles	Single sex boys	Good	Nov-13
13	Prendergast Hillyfields	Lewisham	2.4 miles	Single sex girls	Outstanding	Nov-13
14	Dunraven	Lambeth	2.4 miles	Mixed	Good (before Academy conversion)	May-09
Other provider with extended federation across schools with range of outcomes						
8	HABS Hatcham	Lewisham	1.7 miles	Mixed	Outstanding	Jan-14
15	HABS Knights Academy	Lewisham	4.7 miles	Mixed	Inadequate	Nov-13
16	HABS Cray Fields	Bexley	13.6 miles	Mixed	Good	Mar-12

Ofsted judgements on secondary schools within the local area

High Standards: The Charter School's outcomes compared to other local providers

In both 2013 and 2014 66% of Southwark students achieved 5ACEM at GCSE. The Charter School's pupils' results continue to exceed the Southwark average, with our pupils achieving 73% 5ACEM GCSE grades in 2013 and 77% (Best) in 2014, illustrating how we sharply tailor our provision to the needs of pupils from our diverse local community.

In south Southwark, The Charter School's record over the last four years has been the most consistent, only exceeded by Sacred Heart School, a faith school, whose catchment area does not extend to East Dulwich.

5A*-C GCSE results for state funded schools within south Southwark (2010-2013)

School	5ACEM				Average	EBacc 2013	Total Roll
	2010	2011	2012	2013			
National	55.10%	58.20%	58.80%	60.60%	58%	22.80%	n/a

Southwark	56.10%	58.00%	58.80%	65.20%	59%	25%	n/a
The Charter School	66%	67%	78%	72%	71%	35%	1134
Harris Academy Peckham	34%	50%	56%	58%	50%	14%	866
Harris Boys Academy East Dulwich	NA	NA	NA	NA	NA	NA	608
Harris Girls Academy East Dulwich	49%	67%	64%	67%	62%	16%	737
Kingsdale Foundation School	59%	60%	36%	60%	54%	18%	1429
Sacred Heart Catholic School	85%	81%	73%	90%	82%	58%	754
St Michael and All Angels Academy	46%	48%	58%	70%	56%	16%	100
The St Thomas the Apostle College	49%	38%	42%	73%	51%	40%	674

Source: DfE

We are particularly proud that we add value to the outcomes for the widest range of pupils based on prior attainment at KS2.

TCS Best 8 Value-Added, including English & Mathematics				
TCS KS2 - KS4	2010	2011	2012	2013
VA	1021.9	1016.1	1037.3	1037.5
Sig	Sig+	Sig+	Sig+	Sig+

The Charter School is the highest achieving state school sixth form in Southwark by some margin. Average points score is two levels above national and local levels. AAB results are approximately double those of the other best performing other schools, as shown below.

Southwark schools 2013, compared to TCS for 2013 and 2014

School/College	Average Points Score per A Level Entry	APS expressed as a grade	% achieving at least 3 A Levels A*-E	% A Levels at grades AAB or higher in at least 2 facilitating subjects	% A Levels at grades AAB or higher in 3 facilitating subjects
National	211.3	C	79.0	12.1	7.5
Southwark	211.3	C	69.2	10.2	6.2
Bacon's College	214.3	C	77	8	5
Charter School (2013)	230.9	B-	82	21	12
Charter School (2014)	238	B	70	18	12
City of London Academy	202.6	C-	67	10	8
Kingsdale Foundation	175.0	D	47	2	2
Sacred Heart College	218.6	C+	85	9	6
St Michaels College	181.7	D	42	0	0
St Saviours & St Olaves	221.5	C+	85	12	6
Walworth Academy	205.1	C	47	7	3

Early figures for 2014 results show 64% of A2 results being A*-B at The Charter School, with 32% being A*-A. Of these, 18% gained AAB or higher in at least 2 facilitating subjects and 12% gained AAB or higher in 3 facilitating subjects. 100% achieved at least 3 A Levels at A*-E. Fully 95% of our students go to their first preference university or HE provider.

The Trust will found a new school with the same high standards giving a wider choice to greater numbers of parents in our community. Above all it will increase the life chances of young people, boosting their potential for future achievement and driving down underachievement.

Our Vision and ethos for The Charter School East Dulwich, within a new Multi-Academy Trust

Our vision

The Charter School Educational Trust believes that all our young people have the potential to achieve in school and succeed in life. We are committed to our pursuit of the highest standards possible in education and we are united in our determination that all students will excel regardless of their starting points or personal circumstances.

We want all our students to flourish and to become creative, confident and caring citizens who are happy in themselves, excited about learning, and ambitious for success. They will leave us ready to participate fully in our democratic society and prepared to face the challenges and opportunities of the 21st century.

To make this happen we will:

- Develop our existing school and open a second school as inclusive family schools founded on caring relationships with every child;
- Provide an exceptional academic education, supported by wide-ranging and exceptional sporting, cultural and artistic activities;
- Always go 'the extra mile' to enable all students to achieve above and beyond their perceived potential;
- Nurture in ourselves a love of learning and belief in a growth mind-set;
- Continue to build a happy community within each of our schools based on personal responsibility, civic pride and social justice.

In summary, our goal is to develop in all students the knowledge, skills and character necessary for success in higher education or the inspiring career pathway of their choice

Our ethos

The Charter School East Dulwich will provide an excellent education for children from the local community in a safe, supportive learning environment, where people are valued and make positive

contributions to the school, and where pupils go on to become responsible, independent members of society. We believe that all our young people have the potential to achieve in school and succeed in life. We are committed to our pursuit of the highest standards possible in education and we are united in our determination that all students will excel regardless of their starting points or personal circumstances.

We want all our students to flourish and to become creative, confident and caring citizens who are happy in themselves, excited about learning, and ambitious for success. They will leave us ready to participate fully in our democratic society and prepared to face the challenges and opportunities of the 21st century.

The Charter School East Dulwich will provide a secure but challenging environment where each pupil is expected to aim for the highest standard in all aspects of school life and beyond. Our new school will have pupils of diverse talents, needs and interests. We will guide all our young people in learning to be aware of other people's needs within both the school and our wider community, to be tolerant towards others and develop their own self-confidence and self-judgement. We will work to ensure our curricular offer best meets the needs of the individual.

Our curriculum will be organised to ensure our young people enjoy their learning, achieve success, feel safe and supported, and are given opportunities to develop healthy lifestyles. We are working in collaboration with King's Health Partners to develop a cutting-edge provision around health and well-being for our students and to capitalise on the Health shared usage of our proposed site for our new school. We will offer a range of opportunities to ensure pupils can make a positive contribution to our school and community, and offer opportunities for pupils to develop skills that will contribute to future economic well-being. As part of a broad and balanced curriculum, science, medicine and Work Related Learning around health will be a particular strength, reflecting our largest local employer, King's College Hospital and the biomedical science excellence on our doorstep. These are areas already strongly embedded at The Charter School that the new school will expand and develop further.

Synthesis between the two schools in the Trust

As we move from managing a single school to a Trust managing two sister schools, we will develop principles to describe the kind of relationship we wish to create between the schools. We believe these principles will ensure we play to our strengths, can be assured of delivering our vision and enable both the new and existing school to benefit from the partnership. The principles are:

- *Concordance*: The vision for the new school is closely aligned to the vision for our existing school. We want to build on a proven model, our track record of success and the strong support we have from the local community for a model we know fits the local context well. We design the new school starting not with a blank sheet but with what we know works from the existing school.

- *Collaboration:* We will further take advantage of having two schools in close proximity to share and collaborate to enhance student learning and operational efficiency where appropriate. This will include the two sixth forms working closely, offering for students at both schools to access subjects which might be solely available at the sister school, shared facilities and shared back office services. Existing links to external Science and health partners will be shared. In addition, during the start-up phase, the new school will draw extensively on existing provision in the current school.
- **Our expected Outcomes and Aspirations**

We will model The Charter School East Dulwich on the successes of The Charter School's proven success in serving this local community we know well, to ensure the best outcomes for all. Our KPI targets are therefore high and aspirational.

The Charter School East Dulwich will:

- be in the top 5% of schools nationally for achievement under the new, challenging national benchmarks for 2016 and beyond for GCSE
- be in the top 15% of schools nationally for Value-Added at Sixth Form, showing the impact of our provision on the full range of ability
- be in the top 100 schools in the country for progress for Pupil Premium students
- show continuously rising trends in attainment at KS3, GCSE and Post-16
- ensure 100% make expected progress, and 50% make above expected progress at KS4
- ensure 100% of PP students make expected progress, and 50% make above expected progress
- ensure 100% of EAL students make expected progress, and 50% make above expected progress.
- ensure 100% of "More Able and Talented" students gaining at least 8 A*-A grades at Number 9-8 new measures
- work to achieve 100% GCSE pass rate 5A*- C grades, 80% 5ACEM at the new measures' equivalencies
- work to achieve 70% of A Level results at A*AB
- work to achieve 17% of A level results at 3A+ grades
- work to ensure 95% of A Level students attend their preferred university
- work to achieve 97% attendance
- aim for all pupils to succeed with us through our strongly embedded Behaviour for Learning ethos, resulting in zero permanent exclusions

External verification of the quality of provision, in addition to Ofsted and SIP Reviews, will include the following: -

- Healthy School status
- Equalities and Diversities Award
- Parental Engagement Award
- International School Award
- Investors in Careers Award
- Investors in People

The Charter School Educational Trust is excited to have the opportunity to mould an expanded future generation of East Dulwich and South Camberwell pupils' future prospects through a new second school provision.

Expressions of support

Southwark Council

Southwark Council is pleased to record its support for the application by The Charter School Educational Trust to establish a new school in East Dulwich on the [REDACTED] site.

The council has worked successfully with the Trust over many years and recognises that The Charter School has established and is delivering first class educational provision which has benefitted the North Dulwich community over many years. For that reason we are delighted that the Trust is applying to open a new school in East Dulwich where our forecast data shows there will be an acute need for a new secondary school and where we know the local parents would welcome a school run by the Trust.

We hope that in considering the Trust's bid the Department for Education recognise the Trust as a local provider with an outstanding track record of success. If their application is successful we look forward to continuing to work closely with them to develop the new school.

Cllr Victoria Mills, Cabinet Member for Children and Schools
Cllr Peter John, Leader of the Council

King's Health Partners

King's Health Partners, South London's Academic Health Science Centre, is excited about the opportunity of working with secondary school [REDACTED]. As the largest local employer, King's Health Partners is already working with The Charter School, Red Post Hill on mentoring, work experience and apprenticeships. [REDACTED].

King's Health Partners is always keen to establish links between organisations to build on the synergies between healthcare, education and public health, providing young people with better insights into health, and undertaking specific work in areas such as resilience and wellness linked to performance both in school and beyond. King's Health Partners look forward to working with all partners to discuss how this might be best achieved.

[REDACTED]

Section D: Education plan – part 1

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

If you are proposing to open later than 2016, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Year 7			180	180	180	180	180	180	180
Year 8				180	180	180	180	180	180
Year 9					180	180	180	180	180
Year 10						180	180	180	180
Year 11							180	180	180
Year 12*					100	120	140	160	160
Year 13						100	120	140	160
Totals			180	360	640	940	1160	1200	1220

Section D: Education plan – part 2

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

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

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary Mandatory if not stated	Comments : KS3 curricular provision
Art	1		All-ability grouping throughout
Computing (ICT)	2		All-ability grouping throughout
Design Technology	2		All-ability grouping throughout
Drama	1		All-ability grouping throughout
English	3		Setted by prior attainment, CATs testing in June of Y6 and baseline testing on entry and Module results
Humanities	4		Combined Humanities course for Y7s only, to ease Y6 into Y7 transition to fewer teachers. Incorporating Citizenship, Geography, History, RE.
Mathematics	3		Setted by prior attainment, CATs testing in June of Y6, baseline testing on entry and Module results
Modern Foreign Languages	2		Either French or Spanish delivered, others available as after-school activity
Music	1		More Able and Talented 1-year Music scholarship support for instrumental lessons; not part of Admissions process
Physical Education	2		Healthy Schools provision, plus co-curricular sporting activities shared with The Charter School
Philosophy for Children (P4C)	1		Delivered by Humanities/Sci specialist Philosophy for Children (P4C)
Science	3		Setted by prior attainment, CATs testing in June of Y6 and baseline testing on entry and Module results
SEN			Withdrawal and in-class support, plus during Tutorial and E+E
Tutorial, one assembly per wk.	20 mins daily		Social responsibilities, morality, spirituality, ethics, global and local citizenship issues. Health and WRL opportunities through King’s Health Partnership. Target-setting, 1:2:1 tutorial IAG
Total curriculum hours	25		
Latin and Mandarin		Identified cohorts	More Able and Talented cohort. 1 hr. per wk. Rotational time table, as for peripatetic music instrumental lesson provision
Total co-curriculum hours	1 hr. per day	Voluntary, open to all	The Charter School has an Extension and Enrichment (E+E) provision of 100+ clubs and activities each week, which our New East Dulwich School pupils will be invited to attend while their own provision grows and develops Extensive sporting provision within the 150+ clubs each week. Will achieve Healthy Schools status

KS4 Subjects	Hours per week Year 10	Hours per week Year 11	No-one dis-applied from EBACC subjects through choices available
English	4	4	Setted. Includes English Lit or 2019 alternative.
Mathematics	4	4 1	Setted. Top ability pathway Setted. Middle, lower ability pathways
Science	4	4	Setted. (Triple Sciences provision for MAT Scientists & one hour after school as p6, Double Science /BTEC Sci for mid/lower ability)
Option A	3	3	All-ability classes (BET, Comms, CPA, Hums) Pupils can specialise further into areas or chose a breadth of their interest/skills areas
Option B	3	3	All-ability classes (BET, Comms, CPA, Hums) Pupils can specialise further into areas or chose a breadth of their interest/skills areas
Higher ability pathway			
Humanities (History/Geography)	3	3	All higher ability choose a Humanities subject, plus can study others in Options if choose
MFL or Citizenship /RE /Computing	3	3	MAT linguists MFL Other higher ability have choices as shown
PE	1	1	
Middle, lower ability pathways			
PE	1	1	
RE, Citizenship, Hi, ICT or RE, Citizenship, Hi, ICT & SEN	6 or 3 + 3	5 or 3 + 2	Middle ability choose Humanities subject Lower ability choose Humanities subject plus receive SEN support
Tutorial, assembly	20 mins daily	20 mins daily	Some tutor groups in Y11 become focus- groups for En, Ma, MFL to support EBACC subjects
Total curriculum hours	25	25	
Co-curriculum extended provision			
Triple Science	1	1	Additional hour after school for Triple Scientists
Latin, Mandarin (withdrawal provision on rotation)	1		MAT linguists, upper ability cohorts
Learning Support withdrawal *Individualised support programme	1-5*		Individual responses to , e.g., Statement IEP needs
Peripatetic instrumental and vocal tuition (withdrawal on rotation)	30 mins		MAT musicians
Co-curriculum E+E club activities	1 hr daily		Extensive sporting provision within the 150+ clubs each week. Will achieve Healthy Schools status

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments Post 16 curricular provision
Most students in Year 12 will study four subjects to AS Level or equivalents, with most continuing the study of three of these in Year 13. The two Charter Schools will offer a shared Sixth Form provision, enabling a widening of subjects on offer and ensuring most applicants will be able to study subjects of their choice (within the usual constraints of option block clashes). Early provision will evolve into a wider offer on the new school site, as the school grows and staffing increases. Wherever practical, students will study at their "home" site, but will travel to the sister school during school break or lunchtimes as necessary to study any subject being delivered at the other venue. This position will be replicated for teaching staff, who will work under their own Post-16 Director of Learning at each site.			
Creative and Performing Arts			
Fine Art	5		
Drama	5		
Music	5		
Photography	5		
Physical Education	5		
Theatre Studies	5		
Communications			
English Literature	5		
French	5		
Media Studies	5		
Spanish	5		
Humanities			
Anthropology	5		
Geography	5		
History	5		
Politics	5		
Religious Studies	5		
Sociology	5		
Sciences			
Biology	5		
Chemistry	5		
Physics	5		
Psychology	5		
Business Enterprise Technology			
Computing	5		
Design/Technology	5		
Product Design	5		
Economics	5		
BTEC			
Business	5		
ICT	5		
Music Technology	5		
Performing Arts	5		
Sport	5		
Travel and Tourism	5		
Extended Project	1		It is expected that most will undertake this qualification
Supervised Study	3 / 8		It is common now to include this in learning hours
Tutorial	1		IAG, including UCAS preparation.
Total Curriculum hours	25		

Summary

Organisation of the curriculum

Students will join The Charter School East Dulwich in Year 7 and complete compulsory education at the end of Year 11. Our standard number will be 180 students, divided into 6 tutor groups and teaching groups of 30. The Sixth Form will cover Years 12 and 13, with approximately 300 students on roll when we are at capacity. The Tutor and Year Leader, working under a Director of Learning (Assistant HT) will closely monitor each child's academic, personal and social progress. Each student will receive 25 hours teaching during the school week, consisting of 5 x 1-hour lessons per day. The school day will be as below. Our Extension and Enrichment programme will run before school, at lunchtimes and after school daily.

The school year will be divided into six modules of seven weeks on average. Our curriculum delivery plus assessment and reporting schedule will be shaped as below: -

Academic Year	Mod1 Sep-Oct	Mod2 Nov-Dec	Mod3 Jan-Feb	Mod4 Mar-Apr	Mod5 Apr-May	Mod6 Jun-Jul
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Years 7 to 9

All pupils will have access to the same courses of study. This will be based on the National Curriculum. Some subjects will deliver elements of GCSE courses during Y9, as appropriate.

- Y7 pupils will study an hour of Philosophy for Children (P4C). Those needing additional support for Literacy, Numeracy, EAL will be withdrawn from P4C on a carousel to receive intensive additional support. (Outcomes for students with EAL are strong at TCS 86% 5ACEM 2014, in a cohort of 14 Year 11 pupils)
- More Able and Talented pupils and able linguists will be have a carousel provision for an hour of Mandarin and/or Latin
- More Able and Talented musicians will be able to apply for a one-year scholarship to support tuition in vocal/instrumental teaching. All pupils will be able to apply to join instrumental/vocal tuition; those who have learnt previously before joining secondary school plus open auditions will identify those prioritised to begin have a carousel provision for 30 mins of vocal or instrumental provision delivered by peripatetic instrumental visiting tutors. Co-curricular ensembles will be provided by each peripatetic tutor for pupils to attend after school and/or at lunchtimes.
- The Tutorial programme will replicate the strengths of the TCS model, with clear foci on each day of the week (e.g. Active Reading to support literacy, Work-Related Learning (WRL) programme – with a renewed focus on Health and Medicine, developing the partnership link with King's.)
- All pupils also have the opportunity to extend their studies by attending any of the 80-plus Extension and Enrichment activities which will be on offer each week when the school is at

full capacity. Sporting provision will be a key feature, where pupils can join squads with pupils at The Charter School during the early years, to widen opportunities

Years 10 and 11

Pupils will be grouped into different Pathways according to their expected attainment at GCSE examination level, to give the best chance of success at the end of Key Stage 4. All pathways will study the core subjects of English Language and Literature, Mathematics, and Science. In addition they will also follow entitlement programmes of study. The most able cohort will have full EBACC provision; access to EBACC to the other pathway(s) will be accessible through Option choices, should a pupil wish to study these. Through the Tutorial programme and in meetings with the Connexions PA, Work Experience and Life Skills, pupils will be able to sign up for city mentoring with partner companies (including PwC, King & Wood Mallesons SJ Berwin, IPC Media, King's College Hospital NHS Foundation Trust). Community and work experience placements are part of the Key Stage 4 curriculum for all pupils. DoE Bronze and Silver will be available.

Post-16

Based on their GCSE outcomes, students will be provided with information, advice and guidance in order to create a personalised learning programme for study at Year 12 and Year 13. A range of Level 3 qualifications will be available, including A Levels and Level 3 BTECs. Level 2 provision will not be available, as this locality is well served with alternative providers offering extensive Level 2 Post-16 provision and a wide range of vocational courses. The EPQ will be available to all Y12s and will be an expectation for those studying A Levels. The extensive Work Related Learning provision offered at KS4 will continue into Sixth Form; this is strength of the current TCS provision that will be fully utilised to offer the widest support to the new consortium provision. DoE Silver and Gold will be available. All Y12s will additionally undertake one hour a week of Community Service, as at the current TCS provision; this supports developing new skills, enables our Sixth Form to engage with our local community, and offers them concrete experiences to cross-reference in UCAS applications and at interview.

Section D1:

Matching our Vision & Values to our future students' needs

The Charter School East Dulwich will be amongst the highest achieving in the country. Whatever a student's starting point no young person will be left behind. Excellent performance comes through effort, motivation and targeted interventions throughout the years of secondary education. We will be particularly conscious of the importance of results and the need for a curriculum relevant to the future and will set our challenging targets accordingly.

Special attention will be given to those children assessed as More Able and Talented. Those pupils whose abilities develop at a later stage will also be given special attention. The school will participate in the More Able and Talented programme for very able pupils. To continue to encourage high achievement and a rigorous programme of challenging work, the school will run a system of accelerated setted groups. These will be designed for those who have already demonstrated the ability to work faster or the need to work at a higher level earlier in their school career. Some pupils will be entered early for examinations as appropriate. The Charter School has a strong track record of supporting pupils in primary school through GCSE Mathematics examination success, and of its own students sitting A Level Mathematics in Y7 and Y8; having a local shared resource of expertise will strengthen and enhance provision for such students at TCS East Dulwich.

However, our careful tracking and monitoring assessment programme will work to ensure every child's needs are fully met, so all are supported to meet rigorous and challenging aspirational targets, building on their own prior attainment.

Our Future Pupils' Needs

We have carried out a careful study of our future pupils needs to establish the type of curriculum that would be appropriate. We believe that in large measure our intake will share the characteristics of the intake at The Charter School. Namely:

- That there will be mixture of ethnic backgrounds reflecting the diverse nature of our community
- That there will be a balanced intake of gender
- We expect 35-40% will have received Free School meals in the last 6 years (The Charter School figure of 30.8% is low for Southwark; East Dulwich is a more affluent area than South Camberwell, which is reflected in the information available for several feeder primary schools, which give an indication of the variation in this locality. We are erring on the side of a slightly larger FSM cohort)
- That average achievement on entry at Key Stage 2 will be 76% Level 4+ (The Charter School is above 90% L4+)

In this respect we believe that the current curriculum of The Charter School will serve these students' needs well. The table below summarises the academic and social characteristics of the main five primary schools in the area to be served by the new school:

Major indices for the five primary schools within the East Dulwich area – 2013

Primary Schools in East Dulwich	Ever6	SEN/S A+	EAL	All L4+ Reading, Writing, Maths	Low	Middle	High	Total Roll
Dog Kennel Hill	36.4%	13.3%	42%	64%	0%	74%	100%	458
Goodrich	27.2%	12.2%	22%	86%	60%	97%	100%	713
Goose Green	n/a	n/a	n/a	77%	38%	100%	SUPP	n/a
Heber	17.7%	12.4%	25%	80%	0%	88%	100%	466
St John's & St Clement's	21%	7%	27%	72%	0%	91%	SUPP	415
Average	25.6%	11.2%	29%	76%	19.6%	90%	100%	513
of The Charter School	30.8%	6.4%	6.7%					1134

A difference that emerges is that a much higher proportion of pupils will have English as an Additional Language. There are also a larger percentage of pupils with Special Educational needs at these schools. We have made provision for this within our curriculum planning and staff forecasting.

Why The Charter School East Dulwich will be able to meet these needs

The proven internal systems that have produced successive "Outstanding" judgements from Ofsted and strong annual results at each Key Stage at the existing Charter School will be emulated to ensure that the new school succeeds in the same way, as it works to serve a very similar intake profile for an expanded section of our local community. Students from The Charter School East Dulwich will move into education, employment and training on leaving; we will track their destinations to monitor the impact of the information, advice and guidance they receive, to ensure no student is left without post-school routes of their choice.

Having two schools within the same Multi-Academy Trust federation locally will strengthen both schools. The close geographical proximity will enable many aspects of provision to be enhanced, from: pupil peer-mentoring, School Council and Student Voice, shared cultural and sporting opportunities, plus Sixth Form widening opportunities to increase the breadth of curricular offer, to economies of school around shared support staff. Shared senior staff will ensure high quality accountability and monitoring. The importance of older role models for young learners entering secondary school is critical, so proximity will be a real benefit to the new school in its early years of delivery. The two schools combined will be able to offer a wider number of specialist teachers and further improved staff development and training.

We are working in collaboration with King's College Hospital to develop a pupil health and well-being programme to address identified needs in the locality around healthy eating. We are working

to develop a strong Employability Careers Advice and Guidance programme, as King's College Hospital is the biggest employer in Southwark, plus incorporating embedded partnerships with The Charter School around city firms such as PwC, King & Wood Mallesons SJ Berwin, IPC Media to cover finance, law, and creative media employers. Two high quality local schools united under a single federation will provide the outstanding educational outcomes our community needs and has shown it strongly supports.

Having carried out a review of our future students' needs we are planning the curricular provision that will be most appropriate to enable them to succeed. We believe that all our students have the right to equal access to our broad and balanced range of courses and to our wide range of facilities. Our provision will be based on the National Curriculum, with its emphasis on excellence in English, Maths and Science. However we will personalise this provision to best meet individual needs, as described below. Particular care will be taken over primary/secondary transfer and to all transition points between Key Stages to ensure students are appropriately coursed and grouped.

Outstanding Teaching and Learning – The Charter Way

Teaching and learning will be judged outstanding by external inspectors and pupils as well as by outcomes. We will aim for the percentage of outstanding lessons to be 90%, with 100% and Good and Outstanding. A strong CPD and Appraisal programme that is clearly understood, transparent and fair, and holds individuals firmly to account for the outcomes for their pupils

- A professional development programme will ensure that all teachers and support staff progress through their careers Staff will be accessible 24-7 through email, our website and a strong VLE housing individual student information, achievement and attendance data, homework and learning resources. The results of all teaching observations will be recorded as part of the performance management process
- We will use all available pupil tracking data to inform and adjust our teaching provision. Teacher Appraisal targets will include targets for their own examination classes, as well as for PP and MAT pupils across the whole school. Subject Leader meetings with staff will hold their teams firmly to account for the outcomes for individual pupils and for classes.
- As data is gathered each seven weeks, so pupils can/will be moved between classes or sets to ensure the best diet to meet their needs. Staff for whom data shows pupils are not progressing as securely will be supported through the CPD programme.
- Professional development will be a key feature of the provision for teaching and for support staff. The whole-school CPD policy will support the 1-3-5 year SIPs plus include personal development needs as identified through rigorous termly Appraisal meetings with Line-Managers. For example, our expectation will be that all colleagues moving from UPS2-3 will play a critical role in the life of the school over the previous two years, providing a role model for teaching and learning, making a distinctive contribution to the raising of pupil standards, contributing effectively to the work of the wider team, and take

advantage of appropriate opportunities for professional development and used the outcomes effectively to improve pupils' learning.

- Auditing against the Professional Standards for Teachers will be undertaken annually in LM meetings as part of the Appraisal process, with teachers required to produce evidence of impact of their work
- Targets will be SMART and data-driven for all staff. Termly Appraisal observations will be supported through an internal Review process of each Faculty annually, using Ofsted criteria and focusing on whole-school priorities as identified in the SIP and SEF. Two members of the Headship team at the sister school, The Charter School, are Ofsted trained AIs with Tribal; sharing this expertise will further support internal scrutiny and improvement.
- Learning Walks with clear whole-school priority foci, Peer Observations, Triadic Observations and a focus on developing and improving high-quality feedback will be embedded routines to ensure the quality of teaching is high and continuously improves
- Shared INSET days will further develop a Charter Educational Trust Ethos amongst all staff and allow a wider CPD programme of sharing expertise and experiences to improve the practices of both schools.
- Strong HR management will support ensuring staff have access to high quality advice and guidance, that all systems are transparent and are applied with consistency, without fear or favour.
- The ethos will be one of continuous development and improvement, as at the sister school.

We will hold regular Parental Engagement events over and above Achievement Evenings; such events will include a Welcome to KS3, "Help Me to Help My Child in...." (e.g. "...working to achieve Lev5A in KS3 English"). The Charter School host over 80 such events annually, which help provide a family-school feel, with parents and carers regularly in school for positive events. We will have a clear and simple home-school agreement which sets out the responsibilities and rights of students, their families and staff at TCS East Dulwich.

Our Positive Discipline policy will clearly show how we will actively reward all aspects of strong behaviour, care, achievement. Most pupils want to learn and work successfully; we will ensure they all share our high expectations through a clear code of conduct, a clear set of classroom rules and expectations, a simple and clear sanctions process that is applied with consistency by all staff, and an automatic rewards policy to identify and reward all aspects of school life where a pupil is following expectations.

A Warnings system will operate in class, to work to support students in keeping their focus on learning through strong behaviour for learning expectations; the aim is to keep the child in class by changing their behaviour and giving them the opportunity to re-focus and settle. A "Respect" out-of-class set of expectations will be clearly understood and implemented to ensure good order and

harmonious changeovers, breaks and lunchtimes. Restorative Conferences will follow a breach of the Positive Discipline code of conduct, which will include families in discussion with their child and the adult concerned, to enable true partnerships in working to solutions to help students learn from mistakes and move forward. Pupil-pupil restorative meetings will support pupils in developing an empathetic understanding of the impact of their actions on others, to sit alongside sanctions. The Charter School's Behaviour records show high levels of strong behaviour in class and around school replicated in pupil pride in their learning and achievements. Strong adherence to a sensible school uniform will create a sense of belonging, will identify and celebrate TCSED in the local community, and will hold pupils accountable for their behaviour in representing us outside school.

Through the PiXL Edge programme (see below) we will work to demonstrate how we value all our students in order that students learn in a mutually supportive environment and develop:

- respect for others
- self-esteem
- skills for collaboration

Year Leaders working under the Directors of Learning for each Key Stage will oversee the holistic provision, progress and attainment for their year group, appointed from the teaching body as the school grows.

Personalisation of the curriculum

Careful differentiation of learning and resources by level and sub-level is key to student success. Equally, careful setting in core subjects (in the second year onwards when staffing will allow) will provide a clear route where students can move sets depending on their own progress, as opposed to being placed within a band for the duration of the academic year. It is not unusual for a student to move classes or sets more than once during an academic year at The Charter School, to allow us to best meet their needs in a range of subjects; this will be replicated at the new school.

We will personalise the curriculum according to specific needs and specific skills, additionally. More Able and Talented (MAT) students have additional provision such as Mandarin and Latin available to them; strong sports pupils will join the Sports Leadership programme, within the delivered curriculum. Students who need support with reading, writing, or mathematics will receive additional provision. This will include small withdrawal groups for English and Maths, LSA targeted in-class support, tutor period intervention programmes plus the one-to-one mentoring programme, which will support bringing them to Level 4 and above in order to be best able to access the KS3 curriculum. Further personalisation is offered through the Maths Challenge, Debate Mate, Model UN Debate, plus gifted musicians will receive instrumental or vocal lessons. A MAT co-ordinator will be appointed to oversee the quality and impact of provision and additional opportunities.

All students will receive literacy and reading input during the Reading programme as part of Tutorial; book boxes will be able to be shared with The Charter School until TCS East Dulwich has its own breadth of resources. The Reading Buddy scheme run at TCS can be offered to TCS East

Dulwich, using the Sixth Form Community Action programme to provide reading buddies for younger students at the new school. We will ensure our school is involved from the outset with The Globe Theatre, the LPO, ROH, Blue Elephant Theatre, Dulwich Picture Gallery, etc., to support student's experience and understanding of the Arts.

Meeting the needs of all our pupils

Pupil Premium

We will build on the success of the existing Charter School model which has resulted in our pupils being in a school in the top 108 for progress for those for whom the PP grant applies.

We are careful in our planning of provision to most effectively close the gap in progress and to ensure that we support excellent teaching for these students.

30.3% of The Charter School cohort was eligible for Pupil Premium funding in 2012-2013 and 30.4% are eligible in 2013-2014. As such we know it is not always possible to target Pupil Premium students as a separate, discreet group; some are very able, others have specific needs, others are able to fully access the delivered curriculum but financially might have missed out on additional opportunities at an earlier age. Some PP funding will be used for academic support, interventions and resources that benefit both PP and non-PP students and this model will be replicated at The Charter School East Dulwich. A Pupil Premium lead teacher (PP Champion) will lead whole-school tracking and interventions to ensure strong progress and strong outcomes for disadvantaged learners; they will be appointed out of the teaching staff as the school grows.

We will use careful target setting and data analysis to track PP student achievement on a 7-weekly modular basis, as for all students. Our regular cycle of assessments will help to identify any underachievement quickly and put in place interventions to address these. Because we will be setting ambition progress and attainment targets for all students, irrespective of their economic background or looked-after status, a data driven approach will help to avoid gaps between PP and non-PP student attainment and progress occurring, and will help identify these quickly and intervene should they occur.

Pupil Premium funds will be used to enhance learning, aspiration and attainment. This is a model with proven successful outcomes at The Charter School for individual pupils for whom the Pupil Premium applies. For 2012-13 the Key Stage 2 to 4 Value Added score was 1038.2 for all our students. However, FSM/CLA performed higher at 1043.5. This is significantly above the VA National Score of 983.2. In both English and Maths our VA School Score is above national average. In English 1002.4 compared to 998.5 and 1002 compared to 998.2 for Maths.

We will monitor the impact through data tracking and feedback (modular achievement, engagement, attendance, outcomes through RaiseOnline, student voice feedback, parental feedback, monitoring of off-site provision through Connexions, destinations information)

These funds will be used to enhance learning, aspiration and attainment. Funds will be used to resource the following types of support to best meet needs:

- Extra English, Maths and Science teachers for smaller classes
- 1 to 1 Tuition for Maths and English at KS3
- Interventions Co-ordinator + MAT Co-ordinator
- KS3 Aim Project
- Literacy Programme
- Vivo Rewards
- Online resources
- Vocational Provision
- English and Maths Booster Sessions
- Revision and Literacy sessions
- Extra Tutor Groups in Year 11
- Night Club intervention
- Counselling and Educational Psychologist services
- EWO/EWAS
- Careers Advisor, Public Affairs Manager + Learning Mentor
- PiXL Club Membership
- Subsidised Trips and Curriculum Enrichment, including instrumental music tuition

More Able and Talented (MAT)

A lead teacher for MAT, similar to the Pupil Premium lead

Special Education Needs

All teachers will be responsible for children with special educational needs and will be accountable for their progress. However some pupils will have additional input from the Special Educational Needs team. This team will include our wider Pupil Support Services team, consisting of a SENCO, specialist teachers for pupils with SEN, Learning Support Assistants, HLTAs and Learning Mentors. A Behaviour Manager will oversee a team of Behaviour Officers, who work to support pupils with anger management or other behavioural issues.

From our initial research into our main feeder primary schools surrounding our proposed new school site, it would appear we would expect to be providing for approximately 12% of our intake having statements or being at School Action Plus. The Charter school figure is 6% for statemented plus SA+, however, we currently have 28.5% with SEN (S,SA+, SA) and Medical Needs, against an LA average of 26.6 and a national average of 17%. We have 2.5% statemented pupils, against an LA average of 2.1% and national of 1.9%. We are very clear that we are happy to welcome pupils for whom we can meet their needs, and have proven track records of success for these young people.

Students have SEND if they have a learning difficulty which calls for special educational provision to be made for them. Students with a disability have SEND if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

The specific objectives of our SEND policy will be:

- To ensure that we work to identify learners with special educational needs and disabilities and to ensure that their needs are met;
- To ensure that parents are informed of their child's special needs and to make certain that there is effective communication between parents and school;
- To ensure that all learners make the best possible progress
- To ensure that learners with special educational needs and disabilities join in with all the activities of the school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnership and successfully involve outside agencies where appropriate

The Role of the SENCO

The Head teacher will delegate the role of Line Manager of the SENCO to the Director of Learning for Access and Inclusion, who will work to ensure that the SENCO has the resources needed to carry out the role within the constraints of the school budget.

Specific responsibilities of the SENCO will include:

- The day-to-day implementation of the SEND policy
- Co-coordinating the educational provision for SEND Students including identification, assessment, support, monitoring and review.
- Ensuring that every student with an EHCP and those at School Action Plus (SA+) has an IEP designed for them, or an individual provision map
- Maintaining an accurate and up-to-date SEND Register and overseeing the records of all SEND students
- Organising appropriate support for students with a Statement or EHCP and holding Annual Review Meetings for such students
- Co-coordinating timetables of special needs teachers, HLTAs and LSAs, including duties
- Liaising with and advising teachers, HLTAs, LSAs, including disseminating relevant information regarding students and chairing SEND Meetings.
- Working with parents of children with Special Educational Needs in order to provide the best possible support. This includes giving copies of IEPs and IEP Reviews to parents/carers.
- Co-coordinating appropriate CPD training for SEND staff, including Performance Management

- Creating group education plans which detail the range of strategies which best support learners with identified needs, and making these available on the VLE so all staff can access information

We will work to build on existing strong working relationships with a range of local external providers, including Education Welfare Officers, Social Services, Connexions, police, school nurse and medical teams, SALTs, CAMHs, YOTs, etc., to support identified individuals. Regular planning and review meetings will be organised to ensure that intervention strategies and support are provided to meet individual pupil needs. The Southwark and Lambeth teams are well known to us, so we will have strong embedded professional relationships to draw upon to best provide for our new students.

English as an Additional Language

We regard pupils who have extra languages as being especially talented, while not neglecting their possible needs for support in English. All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness. The Charter School has a history of real success for pupils with EAL; 2014 results show 86% achieving 5ACEM, against the whole-school's 78% for the small cohort. However, a difference to note is that TCS currently have pockets of strong home language with strong English speakers as opposed to larger sections speaking community languages in common which is the picture for a larger number of incoming potential pupils to the new school.

We will be members of Comenius and the British Council's Connecting Classroom programmes to support and enhance language provision and cultural awareness

Our EAL pupils will come from a variety of backgrounds. Some will come from well-established communities such as Portuguese and Polish, while others will be new to the language and culture of this country.

- Many EAL pupils are isolated learners and may be the only speaker of their language in their class or school.
- Many pupils have attended school and are literate in their home language on arrival whereas some may have had no previous formal education.
- A few of our pupils may have experienced trauma and this will have an impact on their learning.
- There are more than fifty languages spoken in Southwark schools.

At our new school we estimate that there is likely to be c30% of pupils who speak English as an additional language. At preadmission stage we will gather information on:

- pupils' linguistic background and competence in other language/s

- pupils' previous educational experience pupils' family and biographical background
- A member of staff will be nominated to have responsibility for EAL, who is likely to be a teacher of MFL, working in close liaison with SEN and MAT co-ordinators to ensure that any additional needs are noted and addressed.

Transitions into, within and from The Charter School East Dulwich

Admissions

Our Admissions oversubscription criteria (after CLA, social medical, siblings), will be distance as the crow flies, in direct response to feedback from local families during our consultation period. Therefore every child will be able to walk to school, and will be educated within the heart of their own local community. Students will be in a named tutor group and progress through school with that tutor, developing strong, supportive knowledge of each other and of working relationships. We will have a strong SEN provision to support our most vulnerable, plus a strong Behaviour for Learning team of Behaviour Officers, Learning Mentors and Pupil Support Unit staff. A school counsellor will be available weekly shared with The Charter School, on a timetabled programme to meet students and families, and to accept self-referrals on a timetabled walk-in programme after school.

Applications from parents of students with SEND but no Statement will be considered on the basis of the school's published admissions criteria. TCSED will be committed to early identification of SEN and adopts a focused response to meeting special needs in line with the code of practice. It will be based on the assumption that students' special educational needs and requirements fall into the following four broad areas:

- Communication and interaction.
- Cognition and learning.
- Emotional, social and behavioural difficulties.
- Sensory and physical difficulties.

A range of evidence is collated through teacher assessment and monitoring and consultation with the SENCO and the DoL Access and Inclusion to decide whether additional and/or different provision is necessary (see section on SEND above).

Sex and Relationships Education

Sex education will be carried out principally within our Tutorial and Science curriculum programmes. Materials and speakers will be carefully chosen, appropriate to the needs and ages of our students and according to the National Curriculum. Sex and Relationships education will be taught within the context of relationships and family life. Students will also engage with an SRE programme from external providers. Parents will have the right to withdraw their son or daughter from this programme.

Information, advice and guidance

Parents and carers will have the opportunity to discuss their children's progress at Achievement Evenings for year groups, but should they want more information about any aspect of the curriculum an appointment can be made with the appropriate department or year leader. We will offer additional curriculum pathways advice evenings for families and students at transfer points, and staff Help-Desks for families at each Achievement Evening. In addition, extra information, advice and guidance evenings will be organised for different year groups, offering opportunities for engaging parents in raising achievement, and for family learning.

Key Stage 3

All students will enjoy a broad offer of subjects based on the National Curriculum (see below and table). Students will be taught in combinations of all-ability and “setted” teaching groups. In delivering the curriculum we will draw upon the strengths of all members of the school staff across the Trust, all of whom will teach their specialist subjects. Shared SoW, lesson plans and e-resources will be available, to ensure the parity of quality of experience across the Multi-Academy Trust. Students will carry a Planner to record the homework that has been set, to track progress towards their targets, and to seek parents' comments.

All classes will be mixed gender until the second year of opening when PE will be taught in single-gender groups. Tutor groups at KS4 will be adapted by module to provide additional Maths and English support, plus Progress 8 support; on occasions we will deliver these as single-sex interventions as deemed appropriate to address specific needs.

It is likely that some subjects will deliver elements of GCSE courses to students during Y9, as appropriate; this is a model of proven success for Science accreditations, for example, where at The Charter School all Y9 students start their Science GCSE provision.

Key Stage 4

During the Spring Term of Year 9 all pupils will be given careful information, advice and guidance in helping them decide any additional subjects they may wish to study for the next two years. The guidance pupils will receive on their choice of courses will involve parents, teaching staff, tutors and careers advisers. Most subjects will lead to the GCSE Examination but there will be additional BTEC and Applied courses offered at equivalent levels. Identified pupils will also access a range of alternate external provision to best meet their needs, working with providers such as Southwark College.

Students will be grouped into different curriculum pathways according to their expected attainment at GCSE examination level. Pathways provision will be constructed to enable students to learn together in Option subjects across the whole cohort, so again avoiding the constraints (or possible stigmatisation) of banding.

- Most able students (expected to be 35% of the cohort, but will be reviewed for each cohort and adapted accordingly) will receive core provision plus a Modern Foreign Language and a Humanities subject (EBACC embedded), plus free Option choices

- The standard entitlement provision for all students will be the core provision plus the choice to study a Modern Foreign Language and/or a Humanities subject within the Option blocks is available to all. (EBACC entitlement choice curriculum, plus vocational courses)
- Students with additional learning needs will receive the core entitlement provision plus additional accreditation routes which might include off-site college-based courses to best meet their needs.

Post-16

All students will follow a carefully chosen personalised programme of study which will include A Level and BTEC Level 3 provision. Sixth Form provision will be open to all who meet the entry requirements for different programmes of study. For example, to study A Levels, students will need to have achieved 5ACEM as the minimum floor requirement, needing B grades in subject such as the sciences/mathematics in order to choose these qualifications. We will be a new school that every year has students who will take up places at the leading centres of study in the country including Oxford, Cambridge, medical schools, Royal Veterinary College, Royal Academy of Music and RADA. All students will receive individual information, advice and guidance from tutors and specialist staff in order for them to make the right progression choice for them. We will expect over 75% to take up places at Russell Group universities, and for 100% to receive offers from the higher education provider of their choice. Past students of The Charter School have first class honours degrees from the Royal Academy of Music, for example, and from the Royal Central School of Speech and Drama.

The Oxbridge & Medicine programme will be a support programme offered to the most able students who are intending to apply to Oxbridge, or for Medicine, Dentistry or Veterinary Science. Students who achieve at high average point score at GCSE will be invited to join the programme. The programme includes:

- A series of talks from teachers and visiting speakers addressing students on a range of challenging academic topics and debates.
- University visits and lectures.
- Advice on completing high quality UCAS applications, including how to write a strong personal statement.
- Support with preparing for the Aptitude Tests which are taken for Oxbridge and Medicine.
- Support with preparing the MAT and STEP assessments for those applying for the most mathematical courses
- Support with planning for and help with practicing for the interview, including the arrangement of a mock interview.

We will provide a wide range of inspirational speakers in assemblies, a Careers Fair where students have the chance to talk to leading professionals and the opportunity to take up a mentoring

place with leading organisations including PwC, King & Wood Mallesons SJ Berwin, IPC Media, King's College Hospital NHS Foundation Trust, the PDSA and Thames Tidal Gateway. We will also provide on-going opportunities to develop their employability skills. All students will be expected to complete the Charter CAREER Award which is designed to prepare them for life after the Sixth Form by developing their employability skills. All Year 12 students will be offered opportunities to be involved in volunteering and community action projects. It will be the expectation that students undertake 30 hours of volunteering during Year 12; opportunities include volunteering at King's College Hospital at the Red Cross desk, portering, buddying vulnerable adults, supporting the work of Dulwich Helpline, being Reading Buddies for young students, leading primary school outreach work in, for example, the Arts or sport. High level accountability for the quality of provision will be through the DoL Post-16 at TCSED, who will work directly under their own HT and in close liaison with DoL Pos-16 at TCS

Celebrating Excellence and Progress

The school will hold regular prize presentations where awards will be made for Excellence, Achievement and Progress, Respect and Responsibility, Perseverance, and Community engagement. The School Council will be involved in creating and reviewing our Rewards policy and practices, to ensure that every pupil in the school has the opportunity to gain an award. Pupils will be credited with Vivo points whenever they are successful, which accrue into prizes. They will make the decision when to "spend" their Vivo reward points, encouraging longer-term economic management decisions and deferred gratification. All this work will be underpinned by the Charter Standard (see above). End of Key Stage will be specially celebrated, as will the moment of leaving school.

Leaving The Charter School East Dulwich

We will place great store on every pupil leaving our school finding employment, education or training. Students leaving maintained secondary schools can underperform at interview due to potential lack of "polish" compared to their counterparts from the private sector, or lack the ambition to prepare for and aim for the best universities or biggest name employers. We are aware of this potential disadvantage with our own students at The Charter School, and have devised comprehensive programmes to provide support, training, mentoring opportunities with high-profile city firms to address this. These are long-term working relationships developed over time, which will be used to support the programme on offer to students at TCS East Dulwich. We will ensure that our students have the skills to present themselves in the best possible way to new employers or, as many of our young people are doing, start up new enterprises, especially in the creative and media industries.

We will develop a framework to develop and accredit students' personal attributes essential for employability and life. This scheme ("The Edge") will accredit five key attributes:

- Leadership

- Organisation
- Initiative
- Resilience
- Communication

The scheme will operate at three levels - Apprentice, Graduate and Master. The school will create an approved activity database. The scheme would be an intrinsic part of the curriculum, but would accredit activities outside school. It will be driven by a pupil pledge on entry to the school and will be recorded by an on-line pupil account with a mobile app.

Our city mentoring and apprenticeship programme will inspire pupils with exciting interactions with internationally renowned organizations in business, creative industry, healthcare and science. With over 100 employer partners already engaged, we will deliver experiences to provide pupils with the skills needed in their future.

Work experience placements will offer many benefits and learning opportunities. Our view is that these must be embedded in the curriculum. There will be five main curriculum areas to which the work experience programme will be linked. These are:

- Vocational courses: better understanding of the value of vocational areas being studied, the opportunity to investigate real examples for coursework and the opportunity to gather evidence of vocational skills developed. Work Experience is a compulsory element of Diplomas and other vocational courses
- Employability and key skills: insights into skills and attitudes required by particular sectors and employers and an opportunity to develop, practise and demonstrate key skills in a work setting, in particular, working and communicating with others.
- Careers education and guidance: better understanding of changes in the world of work and the implications these have for the pupils' own careers.
- Personal and social development: development of increased maturity, with improvements in motivation, self-confidence and interpersonal skills.
- National Curriculum and other subjects: opportunities to enhance pupils' understanding of the National Curriculum; develop a practical understanding of economic and business issues, citizenship, environmental concerns and moral and social education.

The Charter School run Enterprise Week annually, culminating in a Dragon's Den-style pitch to industry personnel at a high-profile event for students and families at school. We will invite TCS East Dulwich to take part, and support colleagues in setting up new traditions to broaden student experience and knowledge of business and enterprise.

Opportunities to share lessons at Sixth Form with The Charter School will enhance opportunities for students and for staff. This will broaden the offer to students at TCS East Dulwich and at TCS, and will offer the opportunity to extend Level 3 vocational provision to meet any differing needs for a new cohort profile. Students will be able to move between the two sites comfortably as necessary during break or lunchtime – an 8 minute walk. Students will be taught predominantly on their

“home school” site and their results will be “owned” by their home school. Some minority-interest courses will be run on one or other site rather than both (e.g. vocational L3 BTEC provision, or Latin) and therefore students who opt for these will travel for this provision

Careers Education and Guidance

Careers Education and Guidance takes place through the pastoral programme and will be audited by the Investors in Careers framework; this will include assemblies and small group or individual advice sessions. Students will gain an understanding of the nature of work and occupations and how they may affect different lives and attitudes socially and economically locally, nationally and internationally.

Every KS4 student will have a detailed careers interview with Careers Officers. Guidance is given to the students and follow-up information from a wide selection of sources. A Connexions careers Personal Adviser from the Trust will offer information, advice and guidance to our young people.

Co-curricular Extension and Enrichment provision

The Charter School East Dulwich is committed to offering a wide extension and enrichment curriculum to ensure the best possible programme for our students whatever their needs or abilities.

We will aim to:

- provide an environment that encourages our students to participate fully in additional opportunities to extend and support their learning and interests.
- promote effective partnership and involve outside partners or agencies when appropriate.

Our extended provision will include the work of our Pupil Support Services team, who will include teams of learning mentors, HLTAs, counsellors, mentors, Behaviour Officers and links to the full range of external providers. (see full details under No-One Left Behind - SEN policy and practices).

We will be open from 08:00 to 16:00 for our students to access activities, with additional revision, interventions, sporting/musical events/school trips and school journeys taking place at evenings, weekends, and during school holidays, with the hours of 08:30 to 15:00 being mandatory, as explained previously.

The three aspects of this offer will be:

- **Enrichment** – will include traditional extra-curricular activities plus other clubs and societies. Our activities have been planned to offer access opportunities to all our students. On the occasion where there is a cost charged, PP pupils will be funded, to ensure they can access the provision. See example previously of a typical provision we will be offering

- **Extension** – study opportunities provided before or after school or during breaks in the school day, such as H/W clubs, extra revision classes and extra after-school tuition, whether undertaken voluntarily or as a result of teacher direction. These can include booster classes as well as extension activities for the more able and for our GTP programme.
- **Independent Study** (including homework and coursework) – work set in lessons, integral to the curriculum, to be done either at home or in before-school, lunch LRC time, or after-school club time at school.

To summarise the organisation of these elements, our school will embed the following organisational systems:

- Daily breakfast club – restaurant available for breakfast, ball-court student-organised games plus outdoor table football and table tennis
- Lunchtime activities: will include sports teams, music groups, LRC, SEN club, revisions session, etc.
- One extra hour of E+E clubs and activities available after school each day. Our aim is to offer over 80 such activities by 2019. Students have a combination of directed extension activities to support their work and achievement in a range of subject areas, as well as choice from their own interest areas. They will be invited to join The Charter School activities for music and sport initially, to offer opportunities to work and learn alongside older students
- Holiday coursework, revision and summer schools will be run to support transition points for literacy and numeracy, to support student attainment and to model effective learning in a range of subject areas.
- Family Learning Opportunities and Engaging Learners and Parents in Raising Achievement events will be held across targeted cohorts to help families help their young person. The Charter School offers a range of 50+ such events annually; we will work to offer a similar breadth and depth of support for families to hear of our provision and of how best to work together to support their child's learning and progress.

Additionally, we will be regularly involved in local and national research projects, with the aim of honing and improving family access to services and provision external to schools, as part of our commitment to ECM and extended provision.

Students will be expected and encouraged to participate in activities after school. The benefit of the proximity of The Charter School to the young TCS East Dulwich provision will be the opportunities for students to walk to TCS to participate in activities after school for sport and music, so they can work alongside older secondary-age students. A typical offer at The Charter School for any Key Stage will have 10-15 clubs per day (we have over 120 clubs each week). This will be replicated or shared with The Charter School East Dulwich.

Section D2

Assessment and data-tracking: monitoring pupil performance

To reiterate our targets from Section C, Vision, The Charter School East Dulwich will:

- be in the top 5% of schools nationally for achievement under the new, challenging national benchmarks for 2016 and beyond for GCSE
- be in the top 15% of schools nationally for Value-Added at Sixth Form, showing the impact of our provision on the full range of ability
- be in the top 100 schools in the country for progress for Pupil Premium students
- show continuously rising trends in attainment at KS3, GCSE and Post-16
- ensure 100% make expected progress, and 50% make above expected progress at KS4
- ensure 100% of PP students make expected progress, and 50% make above expected progress
- ensure 100% of EAL students make expected progress, and 50% make above expected progress
- ensure 100% of “More Able and Talented” students gaining at least 8 A*-A grades at Number 9-8 new measures
- work to achieve 100% GCSE pass rate 5A*- C grades, 80% 5ACEM at the new measures’ equivalencies
- work to achieve 70% of A Level results at A*AB
- work to achieve 17% of A level results at 3A+ grades
- work to ensure 95% of A Level students attend their preferred university
- work to achieve 97% attendance
- aim for all pupils to succeed with us through our strongly embedded Behaviour for Learning ethos, resulting in zero permanent exclusions

How we will ensure we meet these targets for attainment and progress

We will deliver a modular curriculum in which pupils are set challenging aspirational targets which are tracked, monitored and reviewed every seven weeks in each subject studied. This is a proven model based on The Charter School’s policy of setting high aspirational targets that are still realistically achievable through strong curricular provision, parental engagement in the process and individualised one-to-one guidance and support.

Personalisation of the learning provision will be a key feature of our provision, utilising the proven successes of The Charter School’s model. We believe individualised and personalised programmes work better than alternatives such as banding as every student has different strengths in

different subjects; we wish to avoid being restrictive in setting a student onto a predetermined diet according to the band a child is placed in by prior attainment in core subjects only. Pupil targets will be based on prior attainment, CATs testing during June of Y6 before starting secondary school, baseline testing upon entry and will incorporate FFT D +1 targets for KS3 and KS4 and ALPS plus 1 for Post-16. Pupils and families will be fully involved in the target-setting, monitoring and review process: triangulated partnerships have proven success with our local community, and this model we will emulate further for our new pupils.

Targets will be by sub-level, enabling us to sharply identify for students where their knowledge and skills sit within a continuum of a level or grade, and enabling us to both deliver as teachers and to make explicit what students need to evidence in their work in order to progress and improve. Forensic 7-weekly analysis of all modular results is the cornerstone of ensuring no child is left behind. This will enable us to track individuals by subject out-turn, by engagement in the learning process, (including homework completion), and by attendance. Pupils will be moved into the most appropriate set to best meet their needs if their performance shows under or over performance each module. This information will be shared with each student every seven weeks and reported home via an interim report at the end of each module. Pupils will have surgeries with their tutor during Tutorial each module to discuss their progress towards their aspirational targets, to identify any blocks to progress and to identify how best to work to improve further. They will be rewarded through the Vivo rewards point system for progress towards these targets

At a time when levels will not be compulsory, we will still use a level-based system, which in time is likely to move to align with to the new GCSE grading system from Y7 upwards. However, minimum national expectations (3 levels of progress from KS2-KS4) will not be set; we will be expecting 4 levels of progress, and setting aspirational targets to ensure students know what is expected and how to set about achieving these. The structures and content will be available to be shared across both schools' provision, as The Charter School will have had to use the new grading systems sooner, as we have existing KS4 and Post-16 students.

Charter Standard data will be created, to incorporate Progress, Attainment, Engagement in Learning and Attendance. This will be published every seven weeks and displayed prominently in school to enable students to track their progress towards their individualised aspirational targets. These will be colour coded to identify

- Below Target (BT: 2 sublevels below)
- Working Towards target (WT :1 sublevel below)
- On Target (OT) or
- Exceeding Target (ET: 1+ sublevel above).

These will not show the levels themselves, just the progress code and colour, to motivate individuals and to enable us to publically reward tutor groups showing the highest rates of success.

Close tracking of the progress of each individual will ensure a cycle of “diagnosis, therapy and testing”, where we ensure that all children have not just been taught a topic, but have thor-

oroughly mastered it. Pupil progress in this regard will be monitored through personalised learning checklists. We will diagnose individual blocks to progression, offer intervention therapy in and out of class to address these areas, and re-test to ensure they are now secure in these aspects. We expect high aspirational targets to be met through a system of 7-weekly assessing and reporting, ensuring high-level accountability as detailed above. This is the process by which we will ensure “no child is let down” by any underachievement we could have prevented

At the centre of this is an early and deep understanding of the essential skills needed in language and numeracy, laying the basis for life-long learning. If for any reason a pupil arrives at our school without these essential skills, we will support them with an entry-year nurture group, rapidly bringing those pupils to the standard expected to access the rest of the curriculum. This is what we mean by “no child left behind”.

We will be a PiXL school, drawing on the experience of 800 affiliates nationally, ensuring that the most up-to-date strategies to identify and address any form of underachievement are used to support each individual pupil. TCS is a member of Sir John Rowling’s Partners In Excellence (PiXL) club,

We will achieve exceptional progress and achievement for all pupils through a carefully constructed curriculum that identifies individual needs and adapts to meet these. This would include a robust provision for those entering with levels below national expectations for English and Maths. Pupil Premium funding would be used to extend and enrich learning opportunities for these most vulnerable learners, to ensure the potential gap is narrowed from their starting at school and closed to well above national expectations by the end of KS4 and Post-16.

Pupil attendance will be factored in to a Gold Standard reward process to celebrate success and inspire all to wish to attain highly. Parents and carers, as key partners in the learning triad, will receive 7-weekly interim reports including all these key indicators. They will have 24-7 access to their child’s tutor and subject teachers through the school VLE and email systems. The VLE will allow pupils and families remote access to homework, interim reports, attendance and punctuality statistics, school meals, trips and instrumental lessons information (including costs and funding) and to track their Vivo Rewards points and spending.

Pupil Voice and School Council are at the heart of involving young people in moulding their own school. We will create formal and informal processes of taking pupil feedback, which includes involving pupils in feeding back to teachers on teaching strategies they find most successful as learners, and involving them in active research about the strongest educational provision.

The role of parents and carers is at the heart of the learning triad; The Charter School holds the Parental Engagement Gold standard award and the Trust will build on the strands that involve families in all aspects of their child’s secondary school experiences. Family Learning Opportunities, frequently led by pupils themselves, are a feature of The Charter School’s working and would be a model of strength to build upon in the new context.

Pupils will be fully involved in the appointment of all pupil-facing roles at our New School, as at The Charter School. They participate in taster lessons, interview candidates as part of the School Council, and give feedback on each process. Pupils will also be trained to be in-class observers, to support improving the quality of teaching and learning for all, again, as works well at The Charter School.

Ambitious and realistic targets for pupil performance

**Aspirational targets for KS4 and Post 16 at The Charter School East Dulwich (2021)
vs Charter, National and Local Actual Averages (2013)**

	Progress		5A*-C (EM) %	5A*- C %	EBacc %	APS at KS5%	A*AB at KS5%
	English	Maths					
The Charter School East Dulwich	100	100	80+	100	60+	260+	35+
The Charter School 2013	89	85	72	100	35	230	21
Southwark	80	78	65	85	25	211	10
National	70	71	59	83	23	211	12

At Key Stage 3 80% of students will achieve 2 levels of progress (or equivalent)

At Key Stage 4 we will:

- be in the top 5% of schools nationally for achievement under the new, challenging national benchmarks for 2016 and beyond for GCSE
- be in the top 100 schools in the country for progress for Pupil Premium students
- ensure 100% making expected progress, 50% making above expected progress at KS4 with above national average Progress 8 scores for all.
- ensure 100% of PP students making expected progress, 50% making above expected progress
- ensure 100% of “More Able and Talented” students gaining at least 8 A*-A grades at Number 9-8 new measures
- ensure 100% GCSE pass rate 5A*- C grades, 80% 5ACEM at the new measures’ equivalencies
- achieve above PISA benchmarks for international achievement. (In conjunction with PiXL, The Charter School will begin using PISA test papers from 2015 and this will be extended to The Charter School East Dulwich from opening)
- ensure that 60% of students achieve EBacc accreditation

Post-16 we will

- be in the top 15% of schools nationally for Value-Added at Sixth Form, showing the impact of our provision on the full range of ability
- aim for 17% of A level results at 3A+ grades
- aim for 70% at A*AB
- ensure 95%+ attend the university or other HE provider of their choice

Behaviour and Attendance

- Attendance at 97+% (top 5% of schools); pupils attend when they are happy and confident
- Pupil Voice feedback telling us about the quality of their satisfaction with their experience at our school
- Strong co-curricular provision, offering collaborations with The Charter School's 100+ clubs and activities that take place each week to extend and enrich their learning opportunities and engage and motivate further
- Feeding back weekly in assembly on each tutor group's attendance and punctuality, with rewards for the best tutor group and the most improved
- Feeding back weekly in assembly on each tutor group's Vivo points, with associated prizes for the highest and the most improved groups
- All breaches of the Code of Conduct dealt with promptly and according to stated processes that are known and understood by all pupils, staff and parents
- Strong external liaison to ensure we can access the full range of Southwark and other alternative provisions as appropriate
- Aiming for zero permanent exclusions whilst maintaining good discipline and strong behaviour for learning.

Perseverance and Community

- All activities in the community carried out by pupils will be recorded on a centrally held database. Pupils will be able to access and add to their own records
- The level at which pupil engage with the activity will be determined by nationally set criteria i.e. at Apprentice, Graduate and Master Level
- The quality of pupil's engagement with their assignment will be assessed by their tutor, moderated by the pastoral lead for the key stage
- Gaining Parental Engagement Gold standard for, as The Charter School have, illustrating our high levels of commitment to parental working, family learning opportunities, 24-7 VLE access and support – placing the school firmly at the heart of its family community

- Gaining International School Award Gold standard, as The Charter School have, illustrating our commitment to overseas collaborations to the benefit of all pupils, staff and our community as local, national and global citizens

Reviewing Success Measures and Targets

Success measures and targets will be embedded in the School Development Plan, which will be adopted by the Local Governing Body for approval by the Trust. The Local Governing Body will review KPIs on a six week cycle through its Curriculum sub-committee through receiving a report from the Headteacher. It will present an annual report to the Trust on outcomes. The Trust will intervene as necessary to make changes in personnel or policy.

Ensuring, monitoring, measuring and improving the quality of teaching

Recruitment

The quality of teaching starts with high quality appointments. We will be recruiting staff displaying intellectual rigour, educational curiosity, the highest expectations of pupils and colleagues, exemplary classroom practice and the growth mind-set mentioned previously. Recruitment elements for all posts at all levels of seniority will include teaching a class, interviews by the School Council (utilising the TCS School Council until TCSED is established) and the Headship team panel, in-tray exercises to judge a colleague's ability to prioritise sensibly under pressure, and data handling. Subject Leaders and above will be expected to give feedback on a lesson they observe, justifying their judgements and areas for further development suggested. Presentations will be included for KCL and above, plus team-based tasks for Headship positions.

Induction and making expectations explicit

All staff will receive a strong induction into the ethos and vision for the school, as well as into the systems, routines and expectations. Staff new to the school after the inaugural opening team will have an induction programme to introduce them to whole-school systems and expectations; a key feature of this will be a buddy system to support them for at least their first half-term in post. Buddies will arrange an informal meeting in the first week and meet at least every couple of weeks. It is expected that they will provide additional support and perspective on school routines, procedures and expectations. NQTs will have a subject-based mentor who will meet with them on a weekly basis to ensure that they are working effectively and to provide relevant subject based support.

Monitoring and accountability

Each member of staff will be part of a rigorous Appraisal process. They will be assigned to a line-manager (and will be a Line Manager themselves if they are a post-holder) who will performance manage and appraise their work each academic year. Teaching staff will be appraised against the Teachers' Standards, having objectives linked to pupil outcomes and teaching targets, with post-holders having additional objectives to do with their specific post of responsibility. Classroom observations will be termly, with termly review meetings to discuss progress against the appraisal objectives. This system will ensure there are "no surprises" for a colleague whose work may be causing concern; issues will be identified quickly, a support procedure will be put in place with weekly meetings to review progress against specified areas for improvement, and a formal sign-off will happen within a set period if the situation has improved. If not, capability or disciplinary informal proceedings will be investigated, moving into a formal procedure if there are grounds to do so.

Quality assurance: measuring the quality of teaching

Lessons will be observed regularly. Observations will have different purposes and outcomes: for formative feedback to address identified whole-school priority areas or individual areas for development, informal peer observations to learn from each other and share best practice, Learning Walks to see snapshots of an area at work on an agreed focus, internal Key Curriculum Area and Key Stage reviews using Ofsted criteria, and graded Appraisal lessons which contribute towards a teacher's Appraisal objectives. Lesson observations will be triangulated with outcome data for each colleague's classes. Pupil progress between data captures will be judged by work-sampling and discussions with pupils.

Liaison with and reporting to parents

The Charter School hold the Parental Engagement kitemark at Gold standard for the quality of our work in involving parents in the life of their child at school, and we will emulate this in the new provision. As mentioned, local families led the campaign to create and open The Charter School, forming the inaugural Governing Body and maintaining a critical role as key stakeholders and partners in the wider life of the school as well as of their own child/ren.

Principles of engaging parents in raising achievement at TCSED

We will be committed to engaging parents in raising their child's achievement and as such will encourage all staff to be proactive in involving parents and pupils in this process.

Auditing engagement activities throughout the year

Wide-ranging parental engagement activities will be offered and mapped across all key stages to encourage high levels of commitment from parents. We will work to ensure that the range of activity and levels of engagement have an impact on pupil outcomes.

We will record parental attendance figures at events to ensure we are targeting cohorts and families appropriately. Pupils will be monitored every seven weeks and we will use this opportunity to check for correlation between family attendance at individual events and improved pupil attendance, engagement in learning, attainment.

Family feedback will be used to support planning for future events and interventions, with information reported to families in a “You said – We did” format to show our response to parent/carer suggestions and comments.

Mechanisms in place for reaching all parents

We will ensure mechanisms for reaching all parents over the course of each academic year. In addition to annual year group pupil-parent Achievement evenings, engagement activity events will be planned across each term. We will organise key events for different target cohorts, which will routinely include transition evenings, family learning opportunities, and "Help me to help my child in GCSE x" evenings.

Wide ranging media for communication and types of activity will be a feature of the school. Families will receive communications through Newsletters, e-newsletters, our website and VLE, School Comms text messaging service, plus have 24/7 email access. Additionally, telephone contact, face-to-face meetings, presentations, Family Learning Opportunities, celebrations of success events will be features of our provision.

Ensuring parents know they matter

We will work to ensure that our offer has both generic information sessions and tightly targeted sessions, so our families are supported in finding out more about provision for their child and how to best support their learning and attainment.

We will offer outreach activities at different times of day, including beyond the school day. Such work will be routinely undertaken by our Connexions PA, which might include home visits. The school EWO will visit families as necessary, again including outside the school day.

We will work to offer specific events for families with a history of being “Hard-to-Reach” to ensure that their child is supported by their parent/carer as much as is possible. We will offer events outside the school day to enable families to attend; we will publicise these as Celebrations of Improvement/Achievement, with the young people concerned presenting their own work to their families, to encourage families to celebrate successes with their child. We will also work to ensure that potentially vulnerable (FSM, CLA, SEN) pupils’ families are invited to events to celebrate achievement and improved pupil attendance, punctuality, engagement in learning.

Monitoring the impact of parental engagement work

We will have systematic processes for measuring impact with all engagement activity. Parental feedback will be taken routinely, to ensure that parents know they matter and that their contributions are a feature of the school.

Reporting

Explicit links will be made between what is reported and how this impacts on student learning. Modular data will be used as discussion points for setting targets during tutorial time and at parent and pupil Achievement Evenings. Modular data will be published six times a year, sent home to parents and displayed in the public atrium of the school. Parents will be able to phone or email personal tutors at any time to discuss this data outside of scheduled meetings/achievement evenings. We will work to ensure that different opportunities are in place for parents to engage with school, taking into account the constraints on working parents, cultural needs, interpretation needs and needs of parents who are 'hard to reach' or 'most in need'.

Collecting and responding to parental feedback

Parental questionnaires will be provided at each Parent Evening and each Engaging Parents/Family Learning event. These will be adapted to each event. Feedback can be anonymous, or, if families wish to receive a response, they may leave their contact details. Feedback will be collated centrally. Parents will be contacted to follow-up on issues raised. Action will be taken in response to parental feedback. There will be a systematic approach to ensure parental views are listened, collated to and acted upon

Parental Engagement and Learning

A planned programme of events for parents will take place across the school year. In addition to routine parents' Achievement Evenings, targeted programmes for families will address issues for specific cohorts at school. Individual and pupil cohort outcomes following interventions will be monitored each seven weeks within our assessment and reporting cycle, so the impact of a family's involvement can be tracked against the attainment/improved engagement in learning of their young person.

Section D3

Staff	2016	2017	2018	2019	2020	2021	2022	2023
Year groups	Y7	Y7,8	Y7,8,9 Y12	Y7,8,9 Y10,12	Full	Full	Full	Full
Teaching Staff								
Head Teacher	1	1	1	1	1	1	1	1
Deputy Head (inc A+I or DA in Y1 + Y2)	1	1	1	1	1	1	1	1
DoL (AHT) KS3 (inc A+I or DA in Y1+Y2)	1	1	1	1	1	1	1	1
DoL (AHT) KS4			1	1	1	1	1	1
DoL (AHT) Post16		1	1	1	1	1	1	1
DoL (AHT) Access and Inclusion			1	1	1	1	1	1
DoL (AHT) Data and Assessment			1	1	1	1	1	1
DoL (AHT) Staff Development			1	1	1	1	1	1
KCL Business & Enterprise (BS, Computing, DT, Econ)		1	1	1	1	1	1	1
KCL Communications (En, MFL,MS)		1	1	1	1	1	1	1
KCL Creative & Performing Arts (Art, Dr, Mu, PE): Art?		1	1	1	1	1	1	1
KCL Humanities (Anthrop, Ci, Gg, Hi, RS, So, Gov&Pol) Hi?		1	1	1	1	1	1	1
KCL Maths (Ma, Furth Ma, Stats)		1	1	1	1	1	1	1
KCL Science (Sci, Bi, Ch, Ph, Psych)		1	1	1	1	1	1	1
SENCO	1	1	1	1	1	1	1	1
Art/Photography	0.4		1	3	4	4	4	4
Bus Studies/Economics			1	2	3	3	3	3
Citizenship/ P4C/Gov&Pol	0.5	0.8	1.2*	3	3	3	3	3
Computing	1	0.2	2	3	5	5	5	5
Drama/BTec Parts/Theatre Studies	0.4	0.8	1.4	3	4	4	4	4
DT/Engineering	1	1.2	1.5	3	5	5	5	5
English/Media Studies	2	2	5	7	10	10	11	11
French/Spanish	1	1.2	3	5	5	5	5	5
Geography/Travel and Tourism	0.5	0.8	1.2*	3	4	4	4	4
History/Anthropology/Sociology	0.5	0.8	0.2*	3	5	5	5	5
Latin	0.2	0.4	0.4	0.4	1	1	1	1
Lead Practitioner (T+L action research)				3	6	6	6	6
Maths	2	1	4	7	10	11	11	11
Mandarin	0.2	0.4	0.4	0.6	1	1	1	1
Music	0.4	0.8	1.4	2.5	3	3	3	3
PE / BTEC Sport	1	1.2	2	4	5	5	5	5
Philosophy for Children (P4C) (from 2010, absorbed in other teacher role in Hums)	0.4	0.4	0.4	-	-	-	-	-
RE	0.5	0.8	1.2*	2.2	2	2	2	2
Science/Psychology	1	1	4	7	10	10	10	10
SEND, EAL		0.8	0.8	2	3	3	3	3
<i>*Humanities 1.2 posts in year 2: 0.2s add up to a single Hu teacher for Y7 integrated Hu curriculum</i>								

FTE	17	25.6	47.1	78.7	104	106	107	107
70% pupil capacity staffing model, to illustrate planning inaugural year = 4 classes of 32 (126 pupils) 2nd year = 8 classes of 32 = 252 3rd year = KS3 378 + 70 Y12 = 448 4th year = 448 + 126 + 85 (larger Y12) = 659 5th year = 659 + 126 = 785 full at 70% roll of the capacity			2016 Y7	2017 Y7, Y8	2018 Y7, Y8, Y9, Y12	2019 Y7, Y8, Y9, Y10, Y12, Y13	2020 - 2022 Y7, Y8, Y9, Y10, Y11, Y12, Y13	
Head Teacher : teaching BET, CPA, Hums 7 hrs pw 0.3			1	1	1	1	1	
Deputy Head : teaching Maths/Science/En/Hu/CPA,BE (12hrs pw) 0.6			1	1	1	1	1	
DOL (AHT) KS3 :teaching Ma/Sci/En/Hums /BET/CPA/SEN 15 hrs pw 0.7			1	1	1	1	1	
DOL (AHT) KS4					-	1	1	
DOL (AHT) Post16				0.5	1	1	1	
DOL (AHT) Access and Inclusion				0.5	0.5	1	1	
DOL (AHT) Assessment				0.5	0.5	1	1	
DOL (AHT) Staff Development						1	1	
KCL Business & Enterprise (BS, Computing, DT, Econ): ICT				1	1	1	1	
KCL Communications : (Eng. MFL) : En				1	1	1	1	
KCL Creative & Performing Arts (Art, Dr, Mu, PE)				0.6	1	1	1	
KCL Humanities (Anthrop, Ci, Gg, Hi, RS, Soc, Gov&Pol)				0.6	1	1	1	
KCL Maths (Ma, FurthMa, Stats)				1	1	1	1	
KCL Science, Health/Medical links(Sci, Bi, Ch, Ph, Psych)				1	1	1	1	
SENCO (with DHT/DoL) to make whole-post, or En to make whole post			0.5	0.5	1	1	1	
Art/Photography			0.3		-	0.6	3	
Bus Studies/Economics					0.3	1	1	
Citizenship/ P4C/Gov&Pol, Anthrop (likely to be DoL yr3)			0.3	0.4	0.9	1.6	2	
Computing ICT *KCL deliv Co also.			0.4	-	0.9	2	4	
Drama/BTec Parts/Theatre Studies			0.3	0.4	0.9	1.6	2	
DT/Engineering			0.4	0.8	1.9	3	3	
English/Media Studies (with SEN in Y1) *KCL deliv En also			0.5	0.4	1.3	4	6	
French/Spanish			0.4	0.8	1.7	2.4	3	
Geography/Travel and Tourism			0.3	0.4	0.9	1.5	2	
History/Anthropology/Sociology *KCL deliv Hi also			0.3			1	3	
Latin			0.3	0.4	0.4	0.5	0.6	
Lead Practitioner (T+L action research)								
Maths (matching DHT/DoL for year 1) (0.9 total need)			0.5	0.4	1.5	3.5	6	
Mandarin			0.3	0.4	0.4	0.5	0.6	
Music			0.3	0.4	0.9	1.6	2	
PE/BTEC Sport			0.4	0.8	1.9	3	4	
Philosophy for Children (P4C) with another Hu subject			0.3	0.3	0.3			
RE			0.3	0.4	1	2.4	3	
Science/Psychology (matching DHT/DoL Y1)* KCL deliv Sci			0.6	0.4	1.5	5	6	
SEND, EAL					0.5	0.5	2	
FTE ** Likely to be offered by one of the new DoLs			9.7	16.9	29.2	50.7	68.2	
100% model			17	25.6	47.1	78.7	104	
Reduction			-7.3	-8.7	-17.9	-2.8	-35.8	

Support Staff – at 100% pupil roll model								
Teaching Assistants	1.6	4.8	4.8	4.8	4.8	4.8	4.8	4.8
Higher Level Teaching Assistants	0.9E	1.8EM	1.8	2.7	3.6	3.6	3.6	3.6
Cover supervisors	0.9	1.8	2.7	3.6	3.6	3.6	3.6	3.6
Behaviour Support Officers	0.9	1.8	2.7	3.6	3.6	3.6	3.6	3.6
Technicians : Science	0.9	0.9	1.8	1.8	1.8	1.8	2.7	2.7
Technician : DT	0.9	1.35	0.9	0.9	0.9	0.9	0.9	0.9
Technician : Art			0.9	0.9	0.9	0.9	0.9	0.9
Technician : Dr, Mu		0.9	0.9	0.9	0.9	0.9	0.9	0.9
Technician :PE			0.2	0.45	0.45	0.45	0.45	0.45
School's Sports Co-ord (PE)			0.2	0.45	0.45	0.45	0.45	0.45
Librarian			0.9	0.9	0.9	0.9	0.9	0.9
Admin Staff – at 100% pupil roll model								
COO (shared with TCS 0.5, TCSED 0.5)	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Shared Finance Manager		0.5	0.5	0.5	0.5	0.5	0.5	0.5
Shared HR Manager			0.5	0.5	0.5	0.5	0.5	0.5
PA To HT (& doing DoL AI & DHT)	0.6	1	1	1	1	1	1	1
PA TO DH	0.20	0.45	0.45	0.45	0.45	0.45	0.45	0.45
PA to DOL (AHT) KS3		0.45	0.45	0.45	0.45	0.45	0.45	0.45
PA to DOL (AHT) KS4				0.45	0.45	0.45	0.45	0.45
PA to DOL (AHT) Post16				0.9	0.9	0.9	0.9	0.9
PA to DOL (AHT) Access and Inclusion Safeguarding Officer	0.20	0.45	0.45	0.45	0.45	0.45	0.45	0.45
PA to DOL (AHT) Assessment			0.45	0.45	0.45	0.45	0.45	0.45
PA to DOL (AHT) Staff Development				0.45	0.45	0.45	0.45	0.45
Receptionist	1	1	1.45	1.9	1.9	1.9	1.9	1.9
Reprographics			0.45	0.9	0.9	0.9	0.9	0.9
Admissions Officer	0.2	0.2	0.9	0.9	0.9	0.9	0.9	0.9
Attendance Officer	0.2	0.2	0.9	0.9	0.9	0.9	0.9	0.9
Data Manager			0.9	0.9	0.9	0.9	0.9	0.9
Exams Officer			0.9	0.9	0.9	0.9	0.9	0.9
Finance Officer			0.9	0.9	0.9	0.9	0.9	0.9
Finance Assistant			0.9	0.9	0.9	0.9	0.9	0.9
Shared Facilities Manager		0.5	0.5	0.5	0.5	0.5	0.5	0.5
Site Assistant	1	1	1	1	1	1	1	1
Site porter 1			1	1	1	1	1	1
Site porter 2					1	1	1	1
Shared ICT Manager		0.5	0.5	0.5	0.5	0.5	0.5	0.5
ICT Tech		1	1	2	2	2	2	2
ICT Apprenticeship				1	1	1	1	1
Shared Head of External Relations (ER)		0.5	0.5	0.5	0.5	0.5	0.5	0.5

Total Support Staff	9.7	22.1	32.2	41.3	44.8	44.8	48	48
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Rationale

Based on our experience of launching The Charter School, more experienced teaching staff will initially be responsible for:

- Staffing, CPD, Safeguarding, Equalities + Diversity, EAL, Healthy Schools, Well-Being,
- Timetable, data, PP, MA, Literacy, Numeracy, Curriculum 2016+, EBACC, Progress 8
- Budget, Governor link-working

In the initial years, the staffing structure will look very different. Teaching staff will need to be more experienced and able to take on a number of roles in years 1-4 of the school's existence, as pupil numbers will be too small for the school to be financially viable on more than one teacher per subject, Core subject staffing will need to expand more rapidly.

Depending on subject offer and teaching experience, the first cohort of staff will be a combination of highly experienced – HT, DHT and possibly Maths/English, then colleagues new to the profession, who will develop as NQTs or in the first year of teaching into the “Charter Way”: our vision, values ethos and aspirations for our young people.

For example, bringing Key Curriculum Leaders (KCLs - faculty heads) in in the second year will ensure strong subject area overviews for curriculum planning to bring in AS/BTEC in the third year and GCSEs plus A2 in the fourth. Similarly, bringing the DoL Post-16 in for the second year gives strong leadership into the planning of the AS and vocational L3 provision plus recruitment of Y12 students. DoLs for Access and Inclusion and for CPD will be important in the second year, as staff will be preparing for Y9 plus Y12 provision; AS courses will provide the first externally benchmarked data for the school so we have to meet student needs strongly.

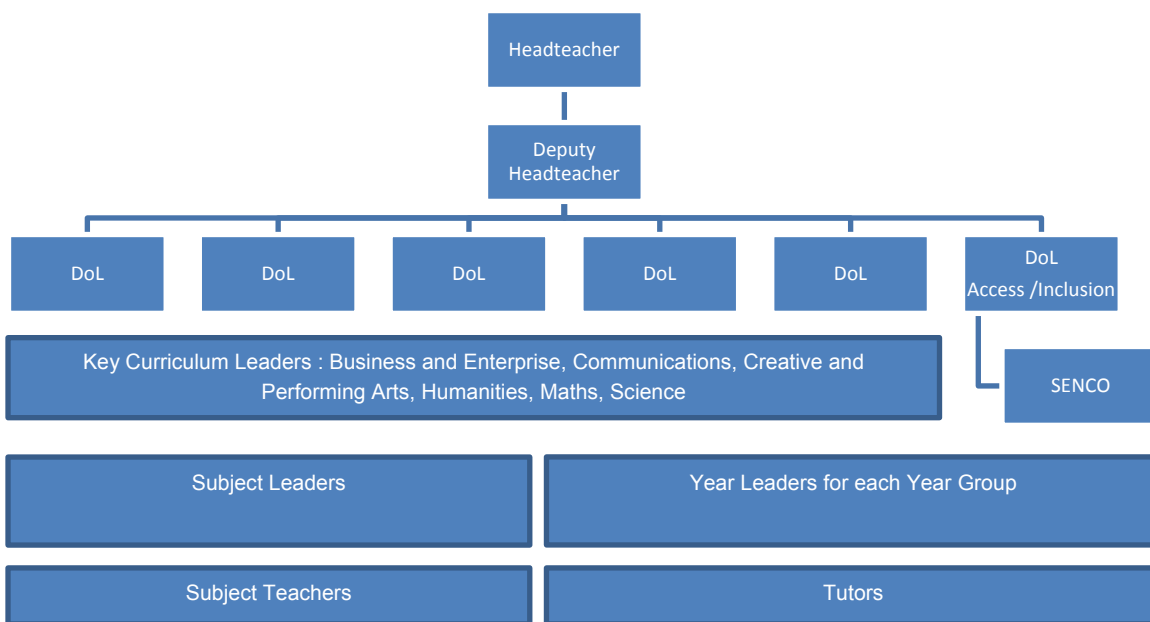
If we are able to fund setting from the first year of opening,(i.e., on a non-70% model) we will prioritise increasing staffing in English and then in Mathematics; literacy can form a bigger barrier to accessing the curriculum, so we will increase in English first if not sufficient budget capacity for Maths additionally. The 70% outline given is the barest bone model for us to deliver successfully; the DHT and DoL KS3 will also be teaching positions, but recruitment of other staff will identify the needs gaps which they will fill.

Where positions show as below full-time, this is pragmatic to ensure delivery of the curriculum, dependant on the first and second subjects of candidates at recruitment, and p/t proportions are largely balanced 0.4 and 0.6 to generate a “whole” teaching position wherever possible. We will work to recruit high calibre candidates, and will use their skills to deliver further SEN/EAL intervention outside delivered lessons

Using our experience of attracting high calibre candidates to teaching positions at The Charter School, we will utilise staff skills to provide TA and/or HLTA support if we want to retain a high calibre candidate for whom their subject combinations do not warrant a full time post in the first year of two of the new school.

To ensure high quality forward momentum in the quality of provision in the classroom, we will appoint to each Key Curriculum Area (faculty) a Lead Practitioner in action research, mentoring and coaching from 2020 when we are at capacity and funding permits this. This is a model used at The Charter School which impacts positively on the quality of teaching and ensures strong conceptual development evidenced in pupil production and outcomes. Our vision is for TCSED to mirror excellence at TCS and to develop its own niche expertise from which staff in both schools improve practices, to the benefit of all pupils.

When The Charter School East Dulwich is at full capacity, our staffing structure will be as follows:



MAT staff shared services will be an extension of existing TCS working relationships with a number of other local schools. We currently sub-contract specialist staff to work on short-term projects or to offer formally calendared termly IAG – e.g., ICT Manager setting up new ICT network at Goose Green primary school (one of the 5 feeder primaries identified), HR manager working with Dulwich Hamlet and Bessemer Grange primary schools.

We envisage an open recruitment process to appoint a senior HR, ICT, Finance postholder for the Trust who would be based at one of the sites, with more junior officers working based at the other sister site.

Staffing to deliver the curriculum and support services will be reviewed annually, as at TCS, and every month in the pre-opening planning stages, to ensure financial viability and value for money. As the school grows, we will look to meet our vision through similar creative ways to TCS, for example booking artists-in-residence

Contingency Plans

To support our projections and planning, we will use a staffing forecasting spread-sheet to continually monitor staffing projections. Decisions can then be made on where we might consider “over-

staffing” – e.g. in English, to address any skills deficit on entry, or to enable an additional Mathematics lead person to potentially be the school timetable and data lead, for example. This enables us to plan robustly over a 5-year projection and beyond, to ensure we can deliver a feasible timetable on budget. It will be understood from the outset that senior staff will have enhanced teaching loads in the case of financial stringency.

Further resilience is provided by our close proximity to The Charter School. Shared services with The Charter School will include Facilities Support, ICT Support, HR support, Finance Support, Library support, EWO Support, and School Councillor Support. This will help de-risk the new school start up. In the event of financial contingencies, capacity will be found from within the Trust to support the new school. A more equal contribution from both schools after the start-up phase is planned.

We have staffed a 70% model to ensure we can offer full curricular coverage. This is costed in Finance

Section E: Evidence of need – part 1

	2016				2017			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	180	258 (319*)		143%	180	256 (310**)		142%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

With postcodes and DOB we have an additional 611 signatures of interest and support, making 1125 overall

We have 1357 signatures of support in total, but some postcodes are too broad (i.e., just the beginning part given)

**, 2016 (current Y5). We have 258 with full information; 319 overall but some postcodes are too broad (i.e., only first part given)*

*** 2017 (current Y4) We have 256 with full information, 310 overall but some postcodes are too broad*

Section E: Evidence of need – part 2

Section E1

Evidence of need

The Charter School East Dulwich will meet the urgent need for school places in the south of the London Borough of Southwark.

This demand is accentuated by difficulties of some residents in accessing their local secondary schools. According to the local authority:

“Although there is a sufficiency of places across the borough there is on-going representation from some primary schools, parent groups and families in regard to accessibility of places in their preferred schools. A particular concern is the provision of accessible local secondary places in the south of the borough, where a lack of direct travel routes from home to school means that secondary schools that may be geographically close and have available places are difficult to reach. Examining demand and supply at this more local level indicates that the pressure for places is likely to be felt in the south of borough from 2016 onwards, flowing through to the rest of the borough from 2018 onwards.

The establishment of a new secondary school in the borough to meet the place demand that is likely to be felt from 2016 in the south of the borough and from 2018 borough-wide needs to be given serious consideration.”

(Source: Southwark Children’s Services. School Places Strategy Update. London Borough of Southwark

In a later update to the strategy the council states:

This council is committed to opening a new secondary school in East Dulwich and will therefore be doing all it can to assist and facilitate the two initiatives supported by local parents and The Charter Educational Trust and the Haberdashers’ Askes Federation to establish a free school on the East Dulwich Hospital site. The need for another new secondary school from September 2019 will be actively kept under review so that a decision can be made in a year’s time, allowing a four year planning period.


(Source Ibid)

An Informed Decision

All potential parents approached have made an informed decision when choosing The Charter School East Dulwich as their first choice.

We have taken our expression of interest forms into primary school playgrounds to discuss with parents of appropriately aged children. We have recruited volunteers (ambassadors) with

connections in these schools to engage in parental discussions. These discussions are also part of our public consultations.

Expressions of interest forms have been distributed to all addresses within a mile radius of the proposed site as shown below: 

Signatures have also been captured in a number of other ways.

- Book bags
- At school gates
- Events
- Website
- Email

Further signatures were gathered at the Goose Green Community Fair 11th May 2014: A stall was taken to enable the working party to engage with residents at this popular event held during The Dulwich Festival.

- Leaflet on the New School proposal (see attached leaflet)
- Car “Bootique” 24th May 2014: held at The Charter School. The working party staffed a table at the event.

The text we have use in leaflets and other promotional materials is as follows:

<p>Expression of Interest The Charter Educational Trust "I would select The Charter School East Dulwich as the first choice of secondary school for my child"</p> <p><i>We are undertaking surveys to measure support for a new secondary school in our area Please register your interest in sending your child to this school by completing and returning this form</i></p> <p>The Charter School East Dulwich will serve the diverse needs of its community by welcoming all children who live close to the school, offering outstanding outcomes academically, culturally and socially. It will share the same values, vision and ethos of The Charter School, working collaboratively under the same Educational Trust.</p> <p>The Charter School East Dulwich will provide a six-form entry, co-educational non-faith school for 11 – 19 year olds. The curriculum offer will include KS3 courses, GCSE, A Level and appropriate vocational qualifications to inspire our learners and address individual needs; an emphasis on ensuring all students have strong employability skills will be a key feature of our provision from Y7 onwards, to ensure all can access the higher education provider or career pathway of their choice. In response to a range of parental feedback and to ensure we are addressing local demand for a new secondary school for families who find it hard to access a secondary school of their choice locally, we continue to consult on our proposed Admissions policy: proximity to school as the crow flies.</p>	
<p>"I would select The Charter Educational Trust's East Dulwich School as the first choice of secondary school for my child"</p>	<p>Please tick : Yes</p> <p>No</p>
Name	
Signature	
Child(ren)*s date(s) of birth* <i>*to confirm year of entry to secondary school</i>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
Post-code	
Email address	
Any specific questions you would like us to respond to	
<p>Please do contact us on newschool@charter.southwark.sch.uk if you would like : -</p> <ul style="list-style-type: none"> o further information o to volunteer your time or skills to support The Charter Educational Trust's East Dulwich new school <p>Please follow our news on : www.charter.southwark.sch.uk <i>We may share this information with the Department of Education as part of our application for a new school. If you provide us with your contact details we will keep you updated on the progress of the campaign.</i></p>	

Mapping showing potential pupils within commuting distance. The scale of each map is about 3.5km on each side of the Star/new site, or 7km for the entire width of the map, showing how we would meet local need and local demand within this geographical area of Southwark

Current Year 5s showing families who have signed to state first preference for The Charter School East Dulwich for 2016



Current Y4s, showing families who have signed to state first preference for The Charter School East Dulwich for 2017.



All other interested parties, including those with children currently in Year3 and Year 2, but not including Y4 and Y5 signatures are included on the map below:

Section E2

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

Marketing strategy

We have adopted a strategy of face-to-face discussions with parents in order to gather support for a new school and for us as first choice provider. Evidence of demand has been gathered from:

- Public consultation meetings
- Expression of Interest Forms
- Contact with local schools
- Responses from individuals and community organisations who do not necessarily have children but would be involved in the new school
- Online Community Forums
- Print outlets
- A register of interest compiled from the above de-duplicated

Public Consultation Meetings

We have held a series of public meetings to meet parents. We have particularly targeted "black hole areas" in order to talk about the best admissions policy to meet their needs. (areas in the locality in which families historically have not received their secondary school of preference because of distance from co-ed, non-faith, high quality providers. These areas include social housing and urban regenerated areas of higher socio-economic backgrounds.

We have produced leaflets and posters to advertise these meetings targeting those areas with the heaviest footfall of parents, particularly shops and community centres.

Consultation Meeting - 6 May 2014: An event was held for parents to discuss the proposals for The Charter School Educational Trust bidding for the New School in East Dulwich.

- Invites sent out via school system email and SMS
- Leaflet on the New School proposal (see attached leaflet)

Public Meeting - 19th June 2014: Attended by around 40 people and held at a church hall nearly opposite the proposed site for the New School (see attached flyer). This was publicised...

- Local primary book bags (see attached list)
- Local shops (see attached list)
- EDF (see attached)
- Information sent out via school system email and SMS
- Leaflet on the New School proposal (see attached leaflet)

Year 3 & 4 Event - 1st July 2014: An event held at The Charter School for parents of children in Years 3 & 4, with a brief talk, Q&A and tour of the school approximately 60 people attended (see attached flyer) sent out to:

- Local primary schools
- EDF (see attached)

- Information sent out via the school system email and SMS

Parent evening for Year 4-5s at The Charter School - September 2014 with postal drop advertising the event and expression of interest forms.

September 2014 and October 2014 we hosted events at two local primary schools (Dog Kennel Hill and St John's & St Clement's) to present our vision to key stakeholders, including hard-to-reach cohorts' families.

Contact with Local Schools

We have gathered expressions of interests from local primary school head teachers and chairs of governors, we have also written to head teachers and chairs of governors of local primary schools asking for their support and their views on the type of provision they would value.

All local schools have been approached to become engaged with the campaign.

- Leaflets and flyers sent out in book bags of local primary schools
- Approached about school fetes
- One to one meetings with Chair of working group and Deputy head of TCS
- Event for heads and deputy heads to be held at TCS
- Event for chairs and vice chairs of governing bodies to be held at TCS

Residents' Associations, Community Groups, Sports Facilities and Politicians

Meetings have been held with the following organisations

- Dulwich Society
- Safe Routes to School
- Burbage Road and Turney Road Residents' Associations
- Herne Hill Velodrome
- Local Councillors
- Leader of Southwark Council
- Dame Tessa Jowell – local MP

Print Outlets

SE22 Magazine: Door dropped to households in the SE22 area, in local shops and available on-line

- Interview with [REDACTED]
- A piece on the New School proposals

Families SE Magazine: A free magazine for families, widely available in the Dulwich locality in shops, on-line and nurseries.

- A piece on the New School proposals
- Posted event information via their Facebook link

Southwark News: Continuing story about the bids for a new school, explaining The Charter Educational Trust's position at length

Living South: Article on The Charter School East Dulwich.

A register of interest compiled from the above de-duplicated

- We are compiling a register of interest from the above which is searchable and capable of generating mapping of interest for the new school
- Translation of the signatures we have collected into a visual mapping tool has been performed by PwC in their informal support of the school in its bid application.
- This analysis has been included in our submission and is explained in more detail in section E: Evidence of Demand

Feedback from consultation

We have carefully harvested parental comments from these meetings. These have largely centred on the issue of what admissions policy the new school will have. The current admissions policy of The Charter School is “safest working distance” adopted in line with the local authority’s policy at the time of Charter’s foundation. The clear preference of parents consulted at these meetings was for an “as the crow flies” policies. As a result we have adopted this as the new school’s policy. There was also a clear preference by parents that the new school should have a similar curriculum to The Charter School, i.e. broad based, rather than a more vocationally orientated provision.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	6+
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	5+
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	3
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	5+
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	8
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	7+

██████████	██████████	██████████	██████████	• ██████████	8+
██████████	██████████	██████████	██████████	• ██████████	10+

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Project management	We will engage professional project management expertise to assist with pre-opening. This will be procured in accordance with The Charter Schools Education Trust’s existing procurement processes. ██████████
Experience of governance of multi-academy trusts	We will research case studies on similar Trust arrangements and invite directors of such Trusts to act as advisors. We have received expert advice from a New School Network governance specialist during the application process, and have spoken to head teachers and governors of other schools that have converted to MAT who are offering on-going advice.

In the pre-opening team we have a significant experience in curriculum planning, school leadership, school governance, recruitment of both teaching and management positions, marketing, in procurement of professional services (including project management) and in communication with the public and through the media. We have identified that there is a gap in legal experience, and have filled this with the appointment of ██████████ to the MAT. Our intention is to run an open recruitment process in the search for an outstanding Head Teacher for our proposed new school.

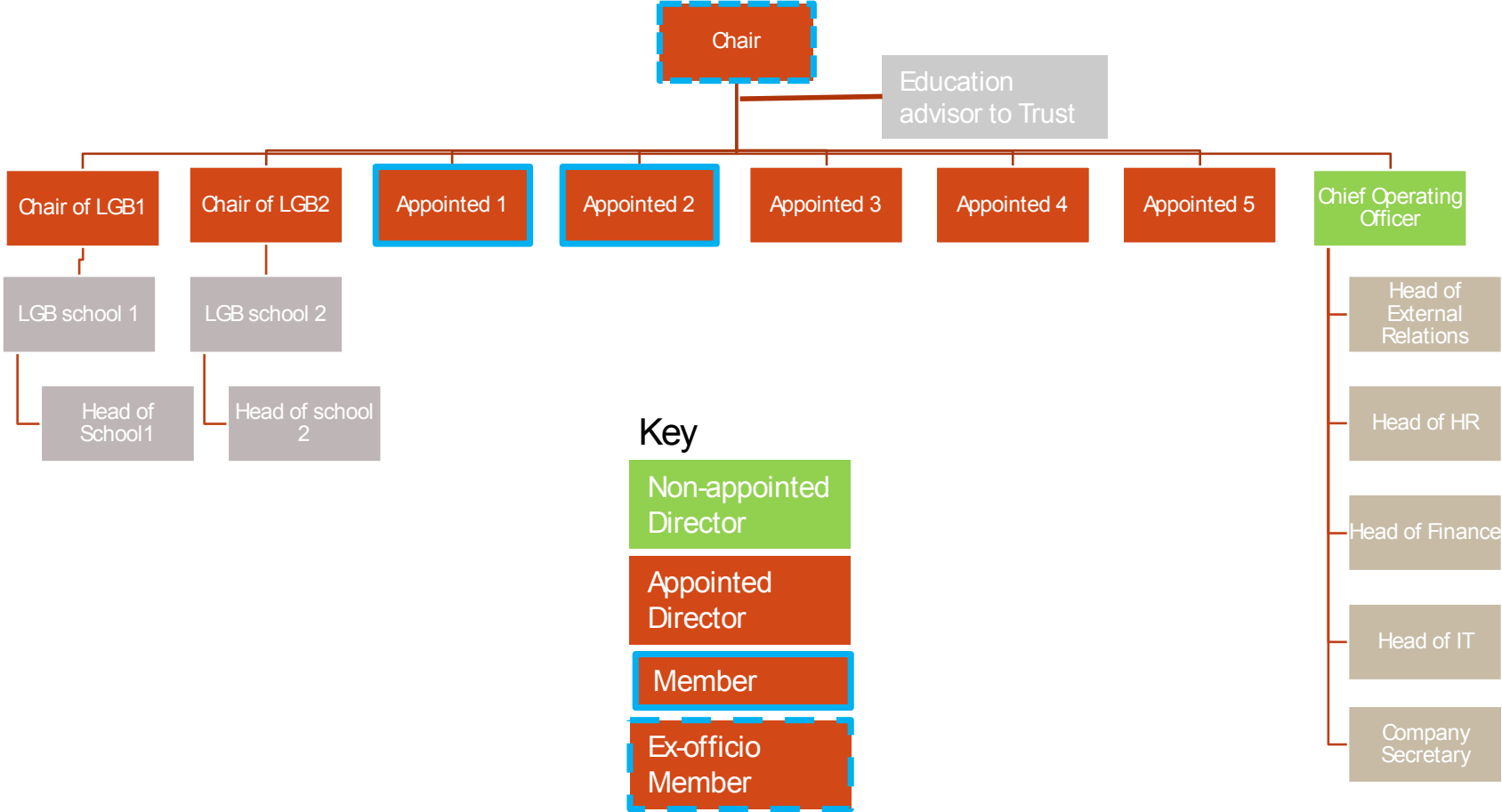
In the interim between being informed of a successful bid and the appointment of the substantive Head Teacher, we plan to ██████████ to provide executive leadership for the pre-opening phase as acting Principle Designate. A risk assessment has been

undertaken to minimise the impact of the secondment of the DHT to acting Principle Designate in pre-opening. These include the following strategic and operational planning elements:

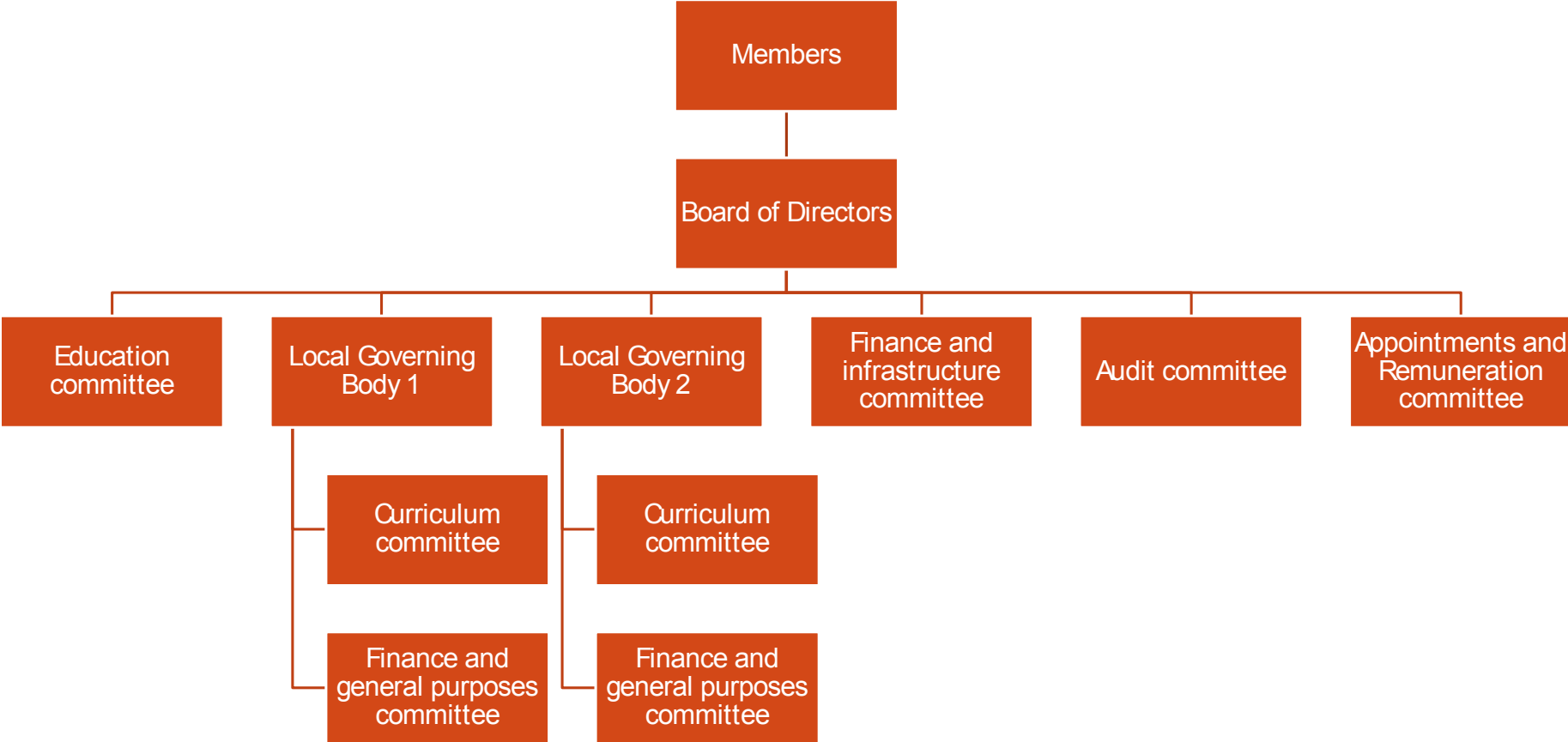
- The Headship team has increased for the academic year with a new f/t one-year Director of Teaching and Learning post to ensure full coverage of this aspect of whole-school development and accountability continues seamlessly
- The DHT's teaching timetable has been moved on to three days, enabling discrete New School working days to be available”

We therefore have significant capacity for curriculum planning during pre-opening, and while we have members of the team with project management experience, we have also identified a need for further capacity around project management during pre-opening. We therefore plan to procure project management expertise [REDACTED]. They have offered to assist us pro-bono in defining the scope, writing the Request for Proposals to attract bids, and reviewing these responses. They will also assist us in oversight of this function through review of project plan, GANTT chart and risk register, and review of progress of these during the critical pre-opening period.

Section F2: Overall Governance Structure of the Multi-Academy Trust



Committee Structure



Roles and Responsibilities

The governance of The Charter School Educational Trust will underpin our vision that all young people attending our schools will have the potential to achieve and succeed in school and in life. A strong trust board will monitor progress against our commitment to both excellence and continuous improvement in everything that we do and will ensure that school management is relentless in its determination that all students will excel regardless of their starting points or personal circumstances.

Our vision further states that “We want all our students to flourish and to become determined, caring, healthy and responsible citizens who are excited about learning, happy in themselves and ambitious for success. They will leave us ready to participate fully in society and contribute positively to their community, prepared to face the challenges and opportunities of the 21st century.” The proposed Trust Board has the breadth of background and outlook to support the schools in achieving this ambition.

This governance approach is based on our experience at The Charter School in ensuring that each successive head teacher has managed the school in accordance with the founding values and vision of the original parental campaign that led to the creation of the school.

Members

There will be four members, plus the chair acting as an ex-officio member. Members will include corporate members, and will have a long standing relationship with the local community and/or The Charter School. The Members will exercise their responsibility to appoint Directors (Appointed Directors) to the Trust through the Annual General Meeting which will be chaired by the Chair of the Trust.

Two Members in addition to the Trust chair will hold seats or in the case of corporate members, nominate seats to the Trust Board. The remaining Members will attend or send representatives to the Annual General Meeting. Those Members or Member Representatives who are Directors will bring significant experience in education, business, finance, HR or legal matters as detailed in section F3.

Directors of the Multi-Academy Trust

The board of the MAT will comprise three Members along with three further Directors appointed by members, the two local governing body chairs, and the Chief Operating Officer. The Trust board will meet termly.

The Chief Operating Officer will be the Accounting Officer for the Trust and will manage central services, including HR, IT, External Relations & Marketing, Finance, Company Secretarial and Clerking. The current school in the Trust has effective people in the roles required for these central services, and in many cases these individuals have capacity to take on further responsibility for the second school as demonstrated by the current provision of services to local primary schools. The central team will expand as required to meet increasing demands as the second school grows.

The Trust Board directors have the skills and experience to carefully monitor educational and financial performance of the schools, and to ensure the school leadership teams are suitably challenged and supported in order that they are accountable for school performance and delivery of the school vision, and to ensure that both schools deliver an education offer that is aligned with the Trust visions and values. The directors collectively bring a wealth of experience in successful public and private sector organizations, a deep understanding of the local community served by the schools, a passion for education, and a proven track record of appointing senior managers and holding them to account.

Our chosen governance model in which each school has its own head teacher, and central services are run by the COO, requires a strong board with direct line of sight into each school. The directors, listed in section F3, have that required strength, and include an:

- Education expert (head teacher at a local private school)
- Finance expert (deputy director of finance at the GLA)
- Legal expert (Ex Department of Education)
- Business and HR expert (who founded and leads a medium sized business)

The Trust Board will have direct line of sight into the running of the schools through the reporting structures described below. The directors will provide comprehensive delegation of responsibilities to the school governing body and head teacher of any Trust school that is consistently rated outstanding by OFSTED. For example the governing body of the current The Charter School, which has been outstanding since 2009, would be given full delegated responsibilities for setting its own budget (after deduction of shared-services top-slice), writing its own school improvement plan, writing and updating its own risk register, monitoring financial and educational progress etc. .

The Trust Board will appoint the chairs of the local governing bodies and head teachers. The Trust Board's Education Advisor, who is not a Trust director, is a part time role which will provide advice to the board, independent of either head teacher to enhance support and challenge.

Board sub-committees

The Trust Board will have four sub-committees:

Education (meets each term), chaired by an appointed director with education experience, and comprising one further appointed director and the chair or vice-chair of each Local Governing Body. Head Teachers of the Trust schools will be invited to attend, and The Education Advisor to the Trust Board will have a key role in serving this committee. This committee will receive reports from each LGB and will act as a scrutiny committee to ensure that all metrics of teaching and learning performance reported to the Trust Board are robust and appropriately implemented. The committee will monitor performance across all schools in the MAT and ensure any performance issues are detected and addressed, Information looked at by this committee will include – Raise-Online, KPI dashboard, and SIP's ("rag rated" by each school).

The Education Committee, supported by the Trust Education Advisor, will play a key role in ensuring each school continuously improves whilst achieving on-going alignment between the two schools and fidelity to the overall Charter vision. It will achieve this through detailed review of each school improvement plan and the KPIs. This review process will enable and encourage appropriate innovation at a local level, respecting differences in local context, needs of the student population and strengths of the local leadership team. Schools will also be encouraged where appropriate to learn from what has worked well in the one school and might be transferable to the other. The committee will ensure alignment behind a single overarching Charter vision and set of values, and prevent the possibility of a progressive divergence of the two schools' education offer.

The education committee also has a particular role at sixth form level as the area, along with shared services, in which the two schools will be most co-dependent upon each other. Each school will have its own sixth form led by a head of sixth form reporting to its own head teacher. In order to get synergies between these two sixth forms that enable a wider range of educational offer, and a greater degree of setting, the education committee will review the sixth form plans in parallel and challenge the head teachers to ensure that opportunities for these synergies have been properly considered.

Finance and infrastructure (meets each term), chaired by an appointed director with financial expertise, with membership comprising the COO, one further appointed Director and the two chairs or vice chairs of the LGB's. This committee will provide oversight of the central services related to finance IT and premises

Audit Committee (meets annually), Chaired by an appointed director with financial experience, with the Chair of the Trust also as a member, and the COO in attendance. This committee will discharge the statutory duty for an independent audit function (as turnover is expected to exceed the £10m threshold soon after opening the second school) and review the annual accounts prior to their approval by the Trust Board.

Appointments and Remuneration Committee (meets annually and ad hoc as required), chaired by the Chair of the Trust, with two other appointed Directors, and other Trust Board directors co-opted as required. This committee will be responsible for making recommendations to The Trust Board on appointments, performance review and pay review of the COO, the education adviser and the company secretary, the appointment of the Chair of each Local Governing Body, and also the appointment and pay review of school Head Teachers. The chair or vice-chair of the relevant LGB will be invited to attend this committee when the appointment or pay of a Head Teacher is being discussed.

Governing bodies

Each school will have a Local Governing Body of thirteen, including the head teacher of that school, 2 further staff governors, 3 parent governors and 7 co-opted governors. The chair of each GB will be a Director on the Trust board. Each local governing body will have a curriculum sub-committee and a finance and general purposes sub-committee. The chair of each governing body will be appointed by the Trust Board.

This local governing body structure is based on the existing governing body structure at The Charter School, which has been effective in enabling this school to become and remain outstanding. For any school in the MAT that is consistently outstanding, there will be full delegation of responsibilities, such that the local governing body of that school would be responsible for holding the head teacher to account for financial performance and education attainment.

Effective Decision Making

The MAT Board is designed to be large enough to have the range of experience and skills in education, finance, business, and HR needed to ensure performance can be properly assessed and leadership held to account, while being small enough to enable rapid decision making and intervention when required.

The sub-committees of the Trust Board are small in size, and will oversee central services and have a quality assurance and scrutiny role with respect to data provided by each local governing body. The reports to the Trust Board will therefore be designed to enable high level performance to be monitored, and enable decisions about deployment of resources or weak leadership or governance in each school to be picked up and acted upon.

Overall financial governance of the MAT is the responsibility of the Trust Board, with each local GB being responsible for oversight of the individual schools' delegated budget.

The COO of the Trust, who is also the accounting officer, has the role of managing the central services and ensuring that they are effectively delivered, and those resources are deployed flexibly to meet the evolving needs of the schools as the new school grows.

Effective Challenge

Each Local Governing Body will prepare a School Improvement Plan (SIP), to be approved by the Trust Board prior to the start of each school year. This plan will include Key Performance Indicators related to:

- Expected level of academic pupil attainment based on both absolute attainment and progression (sub-divided appropriately to enable sub-group performance to be clear e.g.: for those on pupil premium or MAT)
- pupil behaviour
- non-academic activities and achievements
- Post-school destinations
- Quality of Teaching as reviewed by each schools senior leadership team
- Planned investment in staff and non-staff items within the delegated budget
- Recruitment plans (especially important for the new school as it expands)

The SIP will be “rag rated” to highlight progress and potential areas where targets may not be achieved. The Trust Board will review each School Improvement plan prior to approval to ensure it is sufficiently ambitious, and in line with the Trust Vision as outlined elsewhere in this application. Each Local Governing Body will also be expected to prepare a school Risk Register that will be approved by the Trust Board.

During Trust Board meetings, the chair of LGB's, and the individual head teachers (who will attend Trust Board meetings) will be challenged on their own SIP's and school budgets. The COO will be challenged on the central services performance and budget, and the overall financial situation of the Trust. Each Local Governing Body will report to the Trust Board on the progress of their SIP termly. Each local governing body will also be expected to carry out stakeholder engagement and show that they are taking into account the feedback that they are receiving. The sub-committees of the Trust Board will provide a quality assurance and scrutiny function to ensure that all KPIs are robust and effectively measured. Maximum powers will be delegated to those schools consistently judged outstanding by Ofsted, and in those cases detailed review of SIP and school budget will be the responsibility of the LGB, and the MAT Board will undertake a high level review to ensure that the LGB is performing its task appropriately. The Trust Board will celebrate success as appropriate, but focus their activity on areas where KPIs are not being met.

Interventions will be put in place where KPIs are not on target. The initial intervention will be to request a report on why that KPI has been missed, what the revised year-end outlook for that KPI is likely to be, and to propose specific actions to address the weakness. The MAT board will review that plan and challenge the local governing body chair and local head teacher on whether that action is likely to deliver the proposed results. Where the Trust Board considers that this initial intervention is unlikely to address the underlying causes of the missed KPIs, or where the intervention does not improve the situation as expected then the Trust Board has the option of reviewing the delegation of powers and putting in place a board intervention at a local school that is missing the KPI.

There will be a cycle of committee meetings involving each Local Governing body (and its sub-committees as appropriate) meeting, passing their reports up to the relevant sub-committee of the Trust Board, which following appropriate scrutiny, will then report to the full Trust Board. For example at the beginning of the autumn term each LGB will meet to look at their school's exam results, they will look in forensic detail at all subjects and all cohorts. The LGB's will then report to the MAT Board education committee on their results, the successes and areas for improvement, for subjects and specific cohorts (e.g. pupil premium pupils), and will put forward their strategies for addressing any weak areas. The MAT Board education committee will report to the MAT Board the outcomes of their discussions with each LGB, the headline figures and the strategies in place to address any poor results for the coming academic year. From LGB to MAT Board the amount of data to be looked at will decrease and Trust Board reports will take the form of a "KPI dash board". This will make sure that the directors are not swamped by data and stay strategic, while still ensuring that all data will be looked at thoroughly.

Schedule of Meetings of Board and committees, broken down by term including particular focus of meeting.

Term 1	LGBs	Individual school results review; budget review and pay progression
	MAT Education Cte	Review results from all schools and any resulting update to SIPs
	MAT Finance and infrastructure Cte	Review budgets and whether central services are on target.
	MAT appointment and remuneration Cte	Review COO and head teacher pay. Review of pay progression for all central staff.
	Audit Cte	Review audited accounts
	Trust Board	Reports from committees; review schools KPI dashboard
	AGM for members	Receive accounts, appoint auditors
Term 2	LGB	Review of progress against SIP. Review of budget
	MAT Education Cte	Scrutiny of schools progress against KPIs
	MAT Finance and infrastructure Cte	Review budgets and whether central services are on target.
	Trust Board	Reports from sub-committees; review schools KPI dashboard; set budget envelope for next financial year
Term 3	MAT finance and infrastructure Cte	Set MAT budget for next year; and delegate budgets to schools
	LGB	Propose school budget and SIP for next year
	MAT Education Cte	Scrutinize progress against current year SIPs and draft next year SIPs from schools
	MAT Board	Review school KPI dashboards; Review / approve MAT budget, school budgets and school SIPs

Conflicts of Interest

The Section I forms included in the application list all potential conflicts of interest. Any potential conflicts of interest will be declared when people are appointed to the Trust Board or LGBs; a register of interests will be kept up to date by the company secretary. At the start of each meeting the chair will ask if anyone has any declarations of interest, any declarations will be recorded in the meeting minutes and where there is a conflict, that person will remove themselves from the discussion and any decisions made in regard to any topic where they are conflicted.

The known members of The Charter School Educational Trust for whom there may be potential conflicts of interest are as below

[REDACTED]

- [REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED] King's Health Partners are mentioned in the application as a partner of the free school
- No funds or monetary recompense is received or will be received for such contracts

F3 (a) Proposed governors

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
MAT Members and Directors					
██████████	██████████	██████████	██████████	██████████	2
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> • ██████████ 	2
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> • ██████████ 	4
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> • ██████████ 	2
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> • ██████████ 	1

[REDACTED]					
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	4

F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
<p>No-one on The Charter School Educational Trust has worked within a multi-academy trust partnership</p>	<p>The area of MAT governance itself is one where we have identified a need for additional expertise. Support from NSN has already been received and acted upon, including the Skills-Gap analysis tool</p> <p>Support from the NGA will be sought to ensure all DfE statutory requirements will be met in full</p> <p>During pre-opening, we will employ an educational governance consultant.</p> <p>We have addressed this known deficit in our collective skills set this through reaching out more widely to Executive Head Teachers of other MATs and to other Principals/HTs/Governors of Free Schools.</p>
<p>Finance experience at TCSED Local Governing Body level</p>	<p>We have identified a need for a governor with finance experience for TCS ED LGB, which we will recruit. For the LGB for the new East Dulwich School, we will use the NGA school audit process again, as we do successfully to identify (& address) skills deficits with current school. The extended MAT team have secure and robust Financial expertise that will be called upon routinely</p>
<p>Legal expertise</p>	<p>We will utilise skills of colleagues on MAT Members/Directors Board and buy-in legal and</p>

Skills/experience missing	How you plan to fill the gap
	HR support as required.
To fill all twelve positions over time through strong recruitment processes	To approach all external partners and wider community links to ensure strong candidates and strong appointments. To offer Southwark Governor training and refresher training

The overarching skill sets of the MAT Members and Directors is strong and wide-ranging, deliberately to act as advisers and support for both local governing bodies. We will utilise this expertise and knowledge formally during regular meetings and informally as required. The New Schools' Network Skills Gap analysis tool is shows the expertise and time availability for the MAT .



Section F4

The role of the Headteacher will be fundamental to our School's success.

Line of Responsibility

The Headteacher will be directly responsible to the MAT Board through the Chair of the Local Governing Body of The Charter School East Dulwich.

Line Management

S/he will ensure effective line management of all members of the school's Headship team and secure effective line management of all other staff, apart from those involved in shared services.

Strategic Purpose

The Headteacher will share and model the MAT values and vision. He/she will provide inspiration and motivation and embody for the pupils, staff, governors, parents and carers vision, purpose and leadership of the school.

The Headteacher will lead governors and colleagues in developing strategy, policy and plans so that staff and students are set and achieve rigorous, demanding and measurable targets and objectives. He/she will create and maintain a culture of continuous improvement and success with high educational outcomes for all.

Operational Responsibilities

The Headteacher will set up and manage a complex project effectively and efficiently. The Headteacher will be the first staff member of his/her new school; s/he will need to work with the MAT in setting up the new school. This will involve being flexible and adaptable to respond to, and cope with, the unstructured and fast evolving circumstance of a new start school. S/he will:

- Appoint, lead and manage staff and students to ensure that the school's organisation, premises, resources and curriculum enable everyone to achieve the highest possible standards.
- Lead and direct all members of staff and students and ensure that effective responsibility is delegated through an appropriate management structure.
- Ensure effective communications with all stakeholders, including governors, staff, pupils, parents, the community served by the school, the Local Authority, external organisations and relevant government agencies.
- To be accountable for the effectiveness, efficiency and quality of all aspects of the school, including financial and human resources, pupil behaviour and discipline, educational and support services, and marketing and communications.

Managing Resources

The Headteacher will ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives. In addition, s/he will:

- Manage the school's financial resources effectively and efficiently to achieve the MAT's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the MAT's vision and goals.
- Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve pupil's achievements and provide value for money.
- Manage the school's environment effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

Leading Learning and Teaching

The Headteacher will maintain a consistent and continuous school-wide focus on pupils' achievement using data and benchmarks to monitor progress in every child's learning. S/he will also:

- Ensure that learning is at the centre of strategic planning and resource management.
- Create a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Create and maintain an environment and strategies to promote and secure good teaching, effective learning and high standards of achievement, good behaviour, discipline and attendance.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.

Strengthening Community

The Headteacher will be accountable for the efficiency and effectiveness of the school to the LGB and to the MAT and others including pupils, parents, staff, local employers and the local community. S/he will also:

- Develop and maintain an effective partnership with parents and carers to support pupils' achievement and personal development.
- Ensure that learning experiences for pupils are integrated with the wider community, and that some of these are community based.
- To create and maintain effective liaison with other schools, further education providers and other agencies related to pupil welfare and achievement, including strong links with primary schools to provide good transitional links from Key Stages 2 to 3.

- Seek opportunities to invite parents and carers, community figures, businesses and other organisations into the academy to enrich the academy and its value to the wider community.

Managing own performance and working with others

The Headteacher will regularly review and evaluate their own practice, participating in arrangements for Performance Management and taking responsibility for own personal development. In addition s/he will:

- Develop and maintain effective strategies and procedures for staff induction, professional development and performance reviews.
- Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work.
- Manage own workload and that of others to allow an appropriate work life balance.

Securing Accountability

The Headteacher will fulfil commitments of contractual accountability to the MAT Board by:

- Working with the LGB, providing information, objective advice and support, to enable it to meet its responsibilities.
- Developing a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensuring individual staff accountabilities are clearly defined, understood, agreed and subject to rigorous review.
- Developing a coherent account of the school's performance to a range of audiences including the LGB, MAT Board, parents and carers.

Skills needed

Being the Headteacher of a new start school is very different from taking over an established school. In addition to having the experience and expertise to full fill all of the above the Headteacher must be able to show the ability to think “outside the box”, show initiative, and be flexible in his/her approach and idea’s. As the school evolves and the challenges change, he/she must be able to alter the school's procedures and processes to adapt to increasing size (initially year7 then year 8 and then year 8 and 12 and eventually a full school years 7-13) and changing environment (from temporary accommodation to permanent site still being finished to finished whole school site).

Headteacher Recruitment Campaign

The recruitment campaign below is based on the recruitment of the head teacher of the current The Charter School, which was carried out in January/February 2013. This was a very successful recruitment process, and the feedback concluded that it was robust and thorough.

We will advertise in the following places in a campaign starting on 1 January 2015 or the confirmation of our application if earlier. Our objective will be to have the candidate in post by September 2015. Our advertisement (below) will be placed in a three week campaign in the:

- Times Educational Supplement
- TES Prime
- Guardian Education.

Our six figure salary we believe will attract an outstanding senior leader to lead the school.

Headteacher Recruitment Campaign	Assuming decision made in December 2014
Advert	
Advertise in TES	
Booking Deadline	Beginning of January 2015
Advertise on TCS website	Beginning of January 2015
Closing Date for applications	End of January 2015
Shortlisting	End of January 2015
Interview Invitations sent	Beginning of February 2015
Selection Process	
Interview Day 1	2 nd week of February 2015
Interview Day 2	2 nd week of February 2015
Interview Day 3	2 nd week of February 2015
Final Decision	
Extraordinary MAT Board meeting to ratify Decision	2 nd week of February 2015
Successful candidate must resign by 31	

May 2015 if DHT / AHT	
If current Headteacher must resign by 30 April 2015	

Detail of interview days

Day 1

- School Tour (of current The Charter School)
- Lesson Observation Task
- School Council Interviews (school council members from the current The Charter School)
- Data Task (using RAISEonline)

Shortlist down to maximum 6 candidates

Day 2

- Team discussion task
- Finance Task
- Curriculum Task

Panel Interviews covering questions on -

- Leadership & Management
- Curriculum Development
- Finance & Resources
- Community Engagement & Development

Final Shortlist agreed - maximum 3 candidates

Day3

Panel Interviews & Presentations

Final decision made.

The successful candidate will be fully briefed on the development plan for the new school. Working closely with Trust Directors and the staff of The Charter School, s/he will be ready to begin the tasks of educational design and recruitment that the new school will demand.

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

The Trust has highly experienced educators to provide support for the development of the new school.

██████████ The Charter School itself was founded to offer the highest quality education to its immediate community, by parents invoking the Parental Charter and approaching government to utilise the empty site of previously failing boys' schools. We opened hugely oversubscribed in September 2000, a pattern which has continued year on year. Our track record with Ofsted shows Outstanding in 2009 and 2006, and Good with Outstanding features in 2003. (See the following link for the last Ofsted report <http://www.charter.southwark.sch.uk/page/?title=Ofsted+Report+2009&pid=34>). An annual review of the school's performance in 2013, confirmed this status.

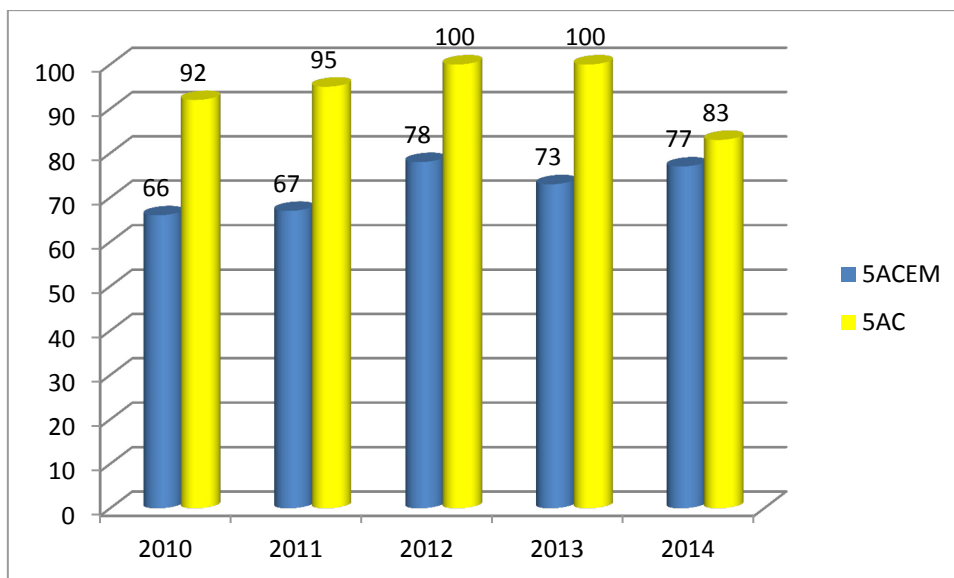
The academic results of The Charter School are strong and secure for all cohorts and individuals. (Follow this link to DfE performance tables <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136298>)

High Standards

Southwark is the most improved London borough at secondary level. In both 2013 and 2014 66% of Southwark students achieved 5A*-Cs including English and Maths (5ACEM) at GCSE, placing Southwark above London and national levels of performance. However, The Charter School's pupils' results continue to exceed the Southwark average, with our pupils achieving 73% 5ACEM GCSE grades in 2013 and 77% (Best) in 2014, illustrating how we sharply tailor our provision to the needs of pupils from our diverse local community.

The Charter School's GCSE results over a 5-year trend are strong, showing we can accommodate government and exam board changes and adapt our teaching to ensure success for all. Volatility in 5AC results for 2014 are due to a combination of factors including changes to facilitating subjects and the impact of the removal of Speaking and Listening; Best-v-First results show a 10% point difference because we prioritised our pupils' best interests over the school's headline figures.

The Charter School GCSE results 2010-2014



Additionally, Southwark has a problem with some local schools achieving often widely fluctuating exam results when parents need consistency and reliability over time. In south Southwark, The Charter School's record over the last four years has been the most consistent, only exceeded by Sacred Heart School, a faith school, whose catchment area does not extend to East Dulwich.

5A*-C GCSE results for state funded schools within south Southwark (2010-2013)

School	5ACEM				Average	EBacc 2013	Total Roll
	2010	2011	2012	2013			
National	55.10%	58.20%	58.80%	60.60%	58%	22.80%	n/a
Southwark	56.10%	58.00%	58.80%	65.20%	59%	25%	n/a
The Charter School	66%	67%	78%	72%	71%	35%	1134
Harris Academy Peckham	34%	50%	56%	58%	50%	14%	866
Harris Boys Academy East Dulwich	NA	NA	NA	NA	NA	NA	608
Harris Girls Academy East Dulwich	49%	67%	64%	67%	62%	16%	737
Kingsdale Foundation School	59%	60%	36%	60%	54%	18%	1429
Sacred Heart Catholic School	85%	81%	73%	90%	82%	58%	754
St Michael and All Angels Academy	46%	48%	58%	70%	56%	16%	100
The St Thomas the Apostle College	49%	38%	42%	73%	51%	40%	674

Source: DfE

We are particularly proud that we add value to the outcomes for the widest range of pupils based on prior attainment at KS2.

TCS best 8 Value-Added, including English & Mathematics				
TCS KS2 - KS4	2010	2011	2012	2013
VA		1016.1	1037.3	1037.5
Sig		Sig+	Sig+	Sig+

The Charter School is the highest achieving state school sixth form in Southwark by some margin. Average points score is two levels above national and local levels. AAB results are approximately double those of the other best performing other schools, as shown below:

A Level results of Southwark schools 2013, compared to TCS for 2013 and 2014

School/College	Average Points Score per A Level Entry	APS expressed as a grade	% achieving at least 3 A Levels A*-E	% A Levels at grades AAB or higher in at least 2 facilitating subjects	% A Levels at grades AAB or higher in 3 facilitating subjects
National	211.3	C	79.0	12.1	7.5
Southwark	211.3	C	69.2	10.2	6.2
Bacon's College	214.3	C	77	8	5
Charter School 2013	230.9	B-	82	21	12
Charter School 2014	238	B	70	18	12
City of London	202.6	C-	67	10	8
Kingsdale Foundation	175.0	D	47	2	2
Sacred Heart Catholic	218.6	C+	85	9	6
St Michaels Catholic Col-	181.7	D	42	0	0
St Saviours & St Olaves	221.5	C+	85	12	6
Walworth Academy	205.1	C	47	7	3

Early figures for 2014 results show 64% of A2 results being A*-B at The Charter School, with 32% being A*A. Of these, 18% gained AAB or higher in at least 2 facilitating subjects and 12% gained AAB or higher in 3 facilitating subjects. 100% achieved at least 3 A Levels at A*-E.

The Trust will found a new school with the same high standards giving a wider choice to greater numbers of parents in our community. Above all it will increase the life chances of young people, boosting their potential for future achievement and driving down underachievement. And our track record of starting The Charter School in 2000 with year 7 only significantly de-risks this proposal compared to many other New Schools.

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

The Trust has an abundance of financial expertise at the Board level. Those with relevant expertise include:

██████████ Our governance model allows the Trust to grow, by adding a further school. We believe that the shared services outlined below will be adequate for this type of further modest growth if appropriate. However our focus will be on the successful development of our new school, using the successful template of The Charter School. This focus will be achieved by the development of a highly skilled local governing body for The Charter School East Dulwich. The LGB will use the same methods as The Charter School in monitoring performance through a school development plan with high quality Key Performance Indicators. Through this constant evaluation and review carried out in collaboration with the Trust, risks will be identified and managed, and contingency plans set in place and, if necessary, actioned.

Outline of the financial performance of The Charter School over the last 4 years

The Charter School converted to an Academy in September 2010. The previous maintained school transferred a surplus of ██████████. For the Year Ending August 2011 the school had a surplus of ██████████ excluding Fixed Assets & Pension Liability. For the Year Ending August 2012 the school has a surplus of ██████████ For the Year Ending August 2013 the school has a surplus of ██████████ For the Year Ending August 2014 the school has a surplus of ██████████.

The Charter School produced monthly management accounts which are reviewed by the Headteacher and are then reported to the Governing Body Business Committee on a termly basis. The Governing Body are fully aware of the large surplus which initially resulted from a combination of effective budget planning and regular monitoring as well as a high level of LACSEG funding in Year 1 which was significantly more than the additional costs of being an Academy. The Governing Body were prudent with expenditure plans to ensure these funds were used effectively to ensure sustainability over the longer term with the knowledge that Sixth Form Funding reforms would mean a reduction in funding and that LACSEG would be reduced over time. The school has looked at ways to increase 6th Form provision but the site capacity is an issue and has recently undertaken a full capacity survey to establish if further premises improvements could increase capacity and have held these reserves until the review is complete. The school has regular Responsible Officer Reports which have highlighted minor improvements that could be made and have been implemented where appropriate. In addition the school completes all the EFA returns and submits its annual accounts on time. The last 2 audits have been qualified by the accountants due to non-disclosure of

support staff salaries. The Governing Body will review this decision again in October 2014.

F6(a) Shared services

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

We will make efficiencies and economies of scale by sharing services across the two schools. These shared services are listed below. The general model will be that in the early stages of development of The Charter School East Dulwich, The Charter School will provide experienced and senior managers, allowing the new school to appoint more junior roles working to these managers. This will allow for in Years 2 & 3 for The Trust to Appoint a Head of Each Service across the Trust reporting to the COO

The COO, Education Advisor & Company Secretary are additional posts and will cost the trust [REDACTED] per annum.

Each School will not need to have a Full Time Head of Finance as these will become shared as will HR, ICT, Facilities Mgmt. and External Relations.

[REDACTED]. Some of this saving may be used to bring in additional support at a lower level should the workload increase across the trust.

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

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

F6 (b) Shared services

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

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

N.B. The Full Cost of the Shared Services Appointment will not occur until Year 3+ when the student roll of the new free school is sufficient to warrant the full time posts. In Years 1 – 3 The Charter School will supply the resource with a lower contribution from The Charter School East Dulwich.

Name of school	Budgeted contribution to MAT shared service	
	2016/17	2017/18
██████████	██████████	██████████
██████████	██████████	██████████
██████████	██████████	██████████
██████████	██████████	██████████
██████████	██████████	██████████

Section G: Budget planning and affordability



Section H: Premises

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

Please complete the Excel application form.

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**

2. The text boxes can be made bigger by increasing the row height.

3. To insert a new line in a text box, press alt + enter.

4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.</p>	<p>A core proposition of Charter School East Dulwich, and a hugely important aspect of the proposed school, is maintaining close proximity to the existing, highly successful, Charter School.</p> <p>The Charter School is sited at Red Post Hill, London, SE24 9JH and the proposed site for the new school is <Redacted>, London, <Redacted>. This site is highly preferred given its close proximity and the lack of available alternative sites.</p> <p>Our understanding, from <Redacted>, is that the EFA is fully aware of the site and have full details of it on file.</p> <p>The Charter School and the working party for Charter School East Dulwich (the new school) are both engaged with <Redacted> to consider alternative sites. At time of submission, no other suitable sites for the proposition of this submission have been identified. Southwark Council face a large demand for secondary places over the coming years and The Charter Educational Trust are working with them to explore options further afield. Furthermore, we understand that King's Health Partners, an existin partner of The Charter School, will be building a <Redacted>. KHP is very supportive of sharing the site with our proposed free school and have make it clear they would seek to work with TCS to identify synergies in the use of the site and in advancing their agenda of improving links between healthcare and education by expanding our existing partnership with them (letter of support on file).</p>
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<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p>	<p>SE24 9JH is the existing Charter School.</p> <p>The local community is seeking extended secondary provision towards East Dulwich, centred on <Redacted>.</p>
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<p>Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.</p>	<p>9,170 sq.m. Derived from 900 places yr7-yr11, plus 300 sixth form places.</p>
--	--

<p>Any comments on your calculated building space:</p>	<p>We believe this calculation will prove to be too small, given the nature of the site. The existing <Redacted> building is locally listed and we have an expectation it will need repurposing. Our assumption is therefore the sizing calculation (based on a greenfield development) will not take into account any design impacts of repurposing the existing buildings.</p> <p>Throughout the local community engagement process, a substantial aspect of the feedback received was the shortage of space at the existing Charter School site, and how small the potential site is. A major community concern is the availability of outdoor space. We would work closely with the DfE and EFA to design to the right size and appropriate buildings on whatever property became available. We would remain flexible throughout.</p>
--	---

Preferred site

<p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	<p><Redacted></p>
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<p>In which local authority is the site?</p>	<p>Southwark</p>
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<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	<p>NA</p>
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<p>If the preferred site is near to the boundary with a third local authority, please say which:</p>	<p>NA</p>
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<p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p>	<p>NA</p>
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Please tell us how you found the site:	The site is well known to the local community and there has been consistent interest in its redevelopment and potential availability as a school over the last few years. As demand for local school places has grown, there has been a consistent local and vocal demand for using it.
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Please confirm the tenure:	Freehold purchase
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If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	<Redacted>
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Who owns the site?	<Redacted>
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Yes
--	-----

Name and contact details of owner:	<p>Note: although the site is likely to become available, the current owner (<Redacted>) is engaged in community and CCG consultation regarding the <Redacted> required from the site. Remaining land and buildings are likely to become available once the <Redacted> requirement is understood, and the necessary land secured, freeing the <Redacted> to sell the remaining plot.</p> <p>Owner contact: <Redacted></p>
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Name and contact details of agent or local authority representative where available:	<Redacted>
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Existing building
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What is the current use?	<Redacted>
--------------------------	------------

If government building or 'other' - please describe:	<Redacted>
--	------------

Why have you chosen this site? What makes it suitable for your free school?	<p>The core reason is its proximity to the existing Charter School, enabling us to deliver the proposition of the new school as laid out in this submission. The scale of the plot and its likely availability are very rare, <Redacted> have confirmed to us there are no others they are aware of. We have spoken to the EFA to seek alternatives, who confirmed they were not aware of alternatives in the area. They would recognise and work with the requirement for a new site as the submission for a new school was made.</p> <p>The site's location is centred on an area where we are experiencing high demand. The East Dulwich community is densely populated with a diverse mix of families and we can see demand for the existing school and community demands, centred on this area.</p>
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The total site is c25,000sq.m. We have a copy of the Land Registry title, showing the boundaries, and have sent separately. <Redacted> believes EFA has full details.
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted> believes EFA has full details and has confirmed he is the primary contact and willing to engage fully in supplying the information required.
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Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Who owns the site?	Please select
Please include information on purchase or lease price if known:	
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Third choice site	
Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Please Include information on purchase or lease price if known:	
Who owns the site?	Please select
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk :	
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk :	

Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For independent school convertors

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

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

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

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

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--

Annexes

Any annexes you add:

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

































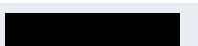
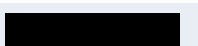
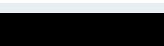
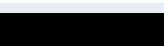
















CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held length of time in position	[REDACTED]
This should cover the last four years. If not, please include additional roles		
4.	For finance only: details of professional qualifications, including:	
date of qualification professional body membership number how your qualifications are maintained		
5. a	For education only: if you are in a leadership position in your latest school (where available):	
the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications		
school's best 8 value added scores for the years you were in post, if applicable		
5. b	For education only: if you are in a teaching or head of department role in your latest	

	<p>school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> • [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<ul style="list-style-type: none"> • [REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
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		██████████
		██████████
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CV template	
6.	Brief comments on why your previous experience is relevant to the new school
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CV template		
1.	Name	██████████
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		██████████
		██████████
4.	For finance only: details of professional qualifications, including: date of qualifi-	

	<p>cation</p> <p>profession- al body mem- bership number</p> <p>how your qualifi- cations are main- tained</p>				
<p>5. a</p>	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and</p>	 	 	 	 
					
					
					
					
					
					
					
					
					
					
					

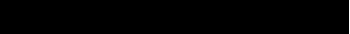
	<p> maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications </p> <p> school's best 8 value added scores for the years you were in post, if applicable </p>	
<p>5. b</p>	<p> For education only: if you are in a teaching or head of department role in your latest school (where available): </p> <p> Your subject/department's results for the years you were in post, com- </p>	

	pared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	- [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	- [REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held	██████████
	length of time in position This should cover the last four years. If not, please include additional roles	
4.	For finance only: details of professional qualifications, including:	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available):	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available):	N/A
6.	Brief comments on why your previous experience is relevant to the new school	██████████
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CV template		
1.	Name	██████████
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		██████████
		██████████

CV template

4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">• date of qualification• professional body membership number• how your qualifications are maintained	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none">• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications• school's best 8 value added scores for the years you were in post, if applicable	
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CV template

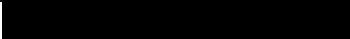
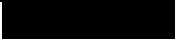
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8.	Reference names(s) and contact details	████████████████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	• ██████████
	name of school/ organisation	• ██████████
	position and responsibilities held	• ██████████
	length of time in position	
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CV template

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CV template		
1.	Name	[REDACTED]
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CV template

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6.	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8.	Reference names(s) and contact details	[Redacted]

CV template		
1.	Name	[REDACTED]
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	qualifications	
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8.	Reference names(s) and contact details	██████████



Department
for Education

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