

OASIS COMMUNITY LEARNING – OASIS ACADEMY ROMFORD

LONDON BOROUGH OF HAVERING

Free Schools in 2014

Application form

Mainstream and 16-19
Free Schools

Completing your application

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

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

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

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

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

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

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

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

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

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

Free Schools Applications Team
Department for Education
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 must be submitted in hard copy and sent by 'Recorded Signed For' post to:

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

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
Section A : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Development Unit Oasis Community Learning The Oasis Centre 75 Westminster Bridge Road London SE1 7HS
3.	Email address: [REDACTED]
4.	Telephone number: 0207 921 4464 or [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details: n/a
7.	How you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input checked="" type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details: n/a
9.	Is your group seeking to open more than one Free School application in this round? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	If Yes, please provide more details: We are submitting 4 Free School Applications in this round. These are for 3 Secondary Free Schools in the London Boroughs of Enfield, Newham, Waltham Forest, and 1 Primary Free School in Havering.

11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: n/a	
Details of company limited by guarantee		
13.	Company name: Oasis Community Learning	
14.	Company address: The Oasis Centre 75 Westminster Bridge Road London SE1 7HS	
15.	Company registration number and date when company was incorporated: 5398529 18.3.2005	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details: Oasis Community Learning is a Multi-Academy Educational Trust (Company number 5398529). Oasis opened its first academy in 2007 in Enfield and now runs 26 academies across England. 10 SECONDARY ACADEMIES: Oasis Academy Enfield Oasis Academy John Williams Oasis Academy Brightstowe Oasis Academy Mayfield Oasis Academy Lordshill Oasis Academy Wintringham Oasis Academy Immingham Oasis Academy Oldham Oasis Academy Media City Oasis Academy Coulsdon 2 ALL-THROUGH ACADEMIES: Oasis Academy Hadley Oasis Academy Shirley Park	14 PRIMARY ACADEMIES: Oasis Academy Limeside Oasis Academy Johanna Oasis Academy Byron Oasis Academy Nunsthorpe Oasis Academy New Oak Oasis Academy Connaught Oasis Academy Bank Leaze Oasis Academy Henderson Avenue Oasis Academy Parkwood Oasis Academy Harpur Mount Oasis Academy Blakenhale Infants Oasis Academy Blakenhale Juniors Oasis Academy Short Heath Oasis Academy Wood View 1 SECONDARY FREE SCHOOL: (in pre-opening) Oasis Academy South Bank

Company members

The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

18. Please confirm the total number of company members:
ONE

The proposer for this Free School is Oasis Community Learning (OCL) a multi-academy sponsor that runs 26 academies in England. OCL is a subsidiary organisation of Oasis Charitable Trust (OCT).

OCT is the parent organisation of a group of Oasis organisations, including OCL.

In 2004 when OCT began to sponsor academies, OCL was formed in accordance with the D.F.E.'s guidance. OCL, like the other Oasis subsidiary organisations, is responsible for itself, ensuring financial viability, a high level of performance and legal compliance.

To this end, OCL has its own board of trustees. For this reason our response to Q20 details the trustees of OCL. However as part of a group of organisations, OCL is accountable to OCT. Therefore, in response to Q18 OCL has only one member – OCT.

19. Please provide the name of each member below (add more rows if necessary):

1. **Name:** Oasis Charitable Trust

Company directors

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

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

1. **Name:** ██████████

2. **Name:** ██████████

3. **Name:** ██████████

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):	
	4. Name: ██████████	
	5. Name: ██████████	
	6. Name: ██████████	
	7. Name: ██████████	
	8. Name: ██████████	
21.	Please provide the name of the proposed chair of the Academy Council, if known: ██████████	
Related organisations		
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; Oasis Charitable Trust • their Companies House and/or Charity Commission number, if appropriate; Company No. 2818823/ Charity No. 1026487 • the role that it is envisaged they will play in relation to the Free School. <p>Oasis Community Learning is a subsidiary of Oasis Charitable Trust (OCT). OCT will play a role in the support of the Free School by the activities it runs, the training, support and provision of volunteers, and providing extra capacity and funding to the Free School.</p>	
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p> <p>Oasis Community Learning has a Christian ethos, based on the life and example of Jesus Christ. It is non-denominational and is fully inclusive of other religions and ideas. OCL operates in line with the Faithworks Charter (Please see Appendix 2). Oasis does not operate faith based schools.</p>	

Existing providers		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	n/a
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	n/a
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: n/a	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: n/a	
32.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: Oasis Oasis was established in 1985 and has now grown into a group of charities working to deliver housing, training, youth work, health care, family support and primary, secondary and higher education. In the UK we employ more than 3500 staff as well as working with thousands more volunteers. We also work in 10 other countries around Europe, Asia, Africa and North America. Oasis Community Learning (Educational Trust) Oasis Community Learning (OCL) is one of the charities in the group of charities that makes up Oasis Charitable Trust. OCL was established in 2004 (Company number 5398529) with the express purpose of transforming learning, lives and communities through the development	

of the Oasis Academies. Currently there are 26 schools in the Oasis family of schools across primary, secondary and post-16 phases. By September 2013 we will be a family of 32 academies.

Name	Location	Phase	Date Opened
Oasis Academy Harpur Mount	Manchester	Primary	January 2013
Oasis Academy Blakenhale Juniors	Birmingham	Primary	January 2013
Oasis Academy Blakenhale Infants	Birmingham	Primary	January 2013
Oasis Academy Woodview	Birmingham	Primary	January 2013
Oasis Academy Short Heath	Birmingham	Primary	January 2013
Oasis Academy Parkwood	Scunthorpe NE Lincs	Primary	December 2012
Oasis Academy Henderson Avenue	Scunthorpe NE Lincs	Primary	December 2012
Oasis Academy Byron	Croydon	Primary	September 2012
Oasis Academy Bankleaze	Bristol	Primary	September 2012
Oasis Academy Nunsthorpe	NE Lincs	Primary	September 2012
Oasis Academy New Oak	Bristol	Primary	September 2012
Oasis Academy Johanna	London	Primary	September 2011
Oasis Academy Limeside	Oldham	Primary	September 2011
Oasis Academy Oldham	Greater Manchester	Secondary	September 2010
Oasis Academy Shirley Park	Croydon	All-through including post-16	September 2009
Oasis Academy Hadley	Enfield	All-through including post-16	September 2009
Oasis Academy Coulsdon	Croydon	Secondary including post-16	September 2008
Oasis Academy MediaCityUK	Salford	Secondary including post-16	September 2008

Name	Location	Phase	Date Opened
Oasis Academy Mayfield	Southampton	Secondary	September 2008
Oasis Academy Lord's Hill	Southampton	Secondary	September 2008
Oasis Academy Brightstowe	Bristol	Secondary	September 2008
Oasis Academy John Williams	Bristol	Secondary including post-16	September 2008
Oasis Academy Immingham	North East Lincs	Secondary including post-16	September 2007
Oasis Academy Wintringham	North East Lincolnshire	Secondary including Post-16	September 2007
Oasis Academy Enfield	Enfield	Secondary	September 2007

The Oasis Education Charter is the foundation document of all OCL's work and also underpins the development plans for future Oasis Academies. It is an expression of our guiding principles, the source of our inspiration and the framework for all that we seek to do with the children, young people and families that we serve (See Appendix 1).

OCL's mission is to create and sustain a network of excellent learning communities, working in the context of the Oasis ethos, where every child can reach their full potential. OCL believes this can be achieved through clear leadership, outstanding staff, a positive, affirming environment, strong partnerships between children, parents/carers and the local community and the wider national and international links that Oasis's global operations create.

OCL seeks to provide excellent educational standards. In August 2011 Dr Elizabeth Sidwell, the Schools' Commissioner for England wrote to ██████████, noting "*The results across your group are really impressive. Once again, many congratulations!*"

In the last year Oasis Academies have demonstrated an unparalleled level of improvement and are the most improved academy group.

Please see the figure below of our most recent Primary End of KS2 results:

Oasis 2012 End of Key Stage 2 pupil results				2011 Results
	Johanna	Limeside	Shirley Park	Shirley Park
Percentage of pupils achieving KS2 Level 4+ English Overall	92%	94.4%	82%	43%
Percentage of pupils achieving KS2 Level 4+ Maths	98%	88.3%	78%	48%
Percentage of pupils achieving KS2 Level 4+ Combined En/Ma	92%	83.3%	78%	66%
Percentage of pupils achieving 2 levels of progress in English	100%	94.4%	83%	67%
Percentage of pupils achieving 2 levels of progress in Maths	100%	82.4%	83%	75%

We believe that individuals will thrive best when the community around them flourishes. This is why, as part of our dedication to raising educational standards, we recognise that children do not live in isolation; they are impacted, influenced and shaped by the lives and circumstances of those around them. For this reason we are committed to the principle that 'Every Person Matters' – every child, every parent, every community member.

In order to achieve this goal we work in partnership with community leaders, residents, local businesses, local authorities, other schools and voluntary agencies. We have discovered that it is the strength of these relationships that helps to ensure the development and delivery of a cohesive transformational community plan, as well as creating opportunities for local people to get involved in imagining and shaping their own futures.

OCL, as part of the Oasis Group, has the opportunity to benefit from the range of diverse services available from other Oasis organisations which cater for the wider context of our children's lives as well as those of their families and wider communities. This includes family support, parenting support, free holiday and after school clubs and a wide variety of extra-curricular activities. For example, in Waterloo we offer Debt Advice to local families by trained advisers, run a Foodbank for families in need, have opened a popular holiday club for primary school-aged children called "Jump!", and held two large-scale free summer outdoor events in partnership with other local organisations.

Learning for Oasis Academy pupils is further enriched through the involvement in the broader themes of Oasis' work, including housing, health and community projects in the UK and around the world. As a result, pupils are involved in grass-roots community transformation projects, learn alongside peers in other countries, benefit from the

expertise of professionals and have their aspirations raised by the example set by the role models of Oasis' high-profile campaigners for social justice and equality. All of these strands of work come together to create the Oasis Hub.

Oasis Community Hubs

Oasis Community Hubs are centres of activity that provide integrated, high quality and diverse services to benefit the whole person and the whole community. Community Hubs bring together Oasis's values, resources and expertise with the different activities, partnerships and infrastructure we have developed over the past 27 years.

Our aim across all our Hubs is to:

- Create outstanding educational and life-long learning opportunities for all.
- Build a stronger sense of community, transforming them into environments where people feel safe, happy and proud to live, learn and work alongside one another
- Stimulate a local culture of enterprise and self-help
- Raise aspirations as well as deliver educational and employment opportunities
- Reduce crime and anti-social behavior
- Encourage an environment where the private and public sector work in deep partnership
- Encourage volunteering at every level of our operations
- Ensure outstanding community services for local residents
- Create opportunities for local people to get involved in shaping the work and buying into delivering the change itself
- Provide national support for existing services and the development of new services
- Effectively evaluate and demonstrate to stakeholders the impact and distinctiveness of our Hubs, securing long term sustainability

Examples of the types of priorities that could be set by the Hub team include the following:

- Literacy support
- EAL
- Transition to year 7
- Attendance
- Pupil recruitment
- Social, moral and spiritual development
- Global partnership

Additional Services Oasis offers to all of its schools:

Any new school that is part of the Oasis family will also benefit from our integrated services offer, this includes the following services:

- Youth Workers
- Family Support Workers
- Children’s Workers
- Volunteers and Volunteer Coordinators
- Chaplains and Chaplaincy teams
- Health Workers
- Parenting Classes
- Debt Advice
- Hub leaders
- Global partnerships

At the proposed new primary Free School in Romford, we would seek to undertake a Community Audit at an early stage to identify the services that the wider Oasis group could bring in to the school and to the wider community in order to best support local needs. The statistics and demographic information summarised in the Vision will inform this process. Having worked in similar boroughs and established well-developed Hub models, our experienced Hub Leadership team, who have excellent experience of developing partnership links with the local authority, youth support services, local charities and community organisations, will strive to serve our new pupil cohort.



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



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

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

Signed:

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

Print name:

Date:

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

Section B: Outline of the school

1.	Proposed school name:	Oasis Academy Romford
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc. of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc. of the proposed school:	Christian
11.	If you have a preferred site, please give details, including the post code:	[REDACTED] Romford [REDACTED]
12.	Please tell us how you found this site:	[REDACTED]
13.	Is the site:	<input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14.	If you have not identified a site yet, please tell us the postcode of your preferred location:	n/a
15.	Local authority in which the proposed school would be situated:	London Borough of Havering
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	n/a
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>N/A</p>	

Section C: Education vision

Please refer to page 19 of the 'How to Apply' guidance for what should be included in this section.

C1: Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.
C1.1 Why Romford?
<p>Oasis Community Learning welcomes the opportunity to develop a new three form of entry primary school in central Romford in September 2014. The London Borough of Havering has identified Romford Town Centre to have a projected critical shortage of primary school places over the coming years and is supportive of Oasis Community Learning developing a new Free primary school in the area. The school will start as a 4-11 years co-educational, non-selective provision, though, once established we may seek to open a nursery provision in partnership with an outstanding local private provider.</p> <p>Our vision is to provide children in Romford with an outstanding primary education. To that end, our goal is to create a Primary Academy that local families are confident to send their children to, secure in the knowledge that all abilities will be catered for and where each pupil will be encouraged to reach their full potential. We would like to create an Academy rooted in the community of central Romford which families can walk to. Building on our strengths as a sponsor, we will create an excellent local Primary Academy which will build a strong sense of pride for the whole community.</p> <p>There has been, and continues to be, significant growth in the number of new families in the centre of Romford. However there is no focal point of belonging for these new families, and few opportunities for them to create an awareness of being rooted in the locality. Our Free School will create not only outstanding education, but will draw the community together to create a new sense of village, the feeling of being part of a new beginning. It will meet and support the needs of these young families and the wider community, thus changing long term outcomes and expectations for pupils and their families.</p> <p>The ethos of Oasis is to create a new Academy based on a belief that all pupils, regardless of background or ability, should be instilled with a sense of aspiration, self-belief, justice and respect for community and one another. We want the Academy to inspire responsible and empowered citizens of the future and to see pupils, parents and staff working alongside other people in the Romford community. We want to support all pupils including those with special educational needs to access the curriculum through creative teaching methods and the effective use of technology. From our inclusive approach to admissions, to the way we will communicate with parents and carers, every aspect of life at the proposed Oasis Academy Romford will be rooted in our ethos and values. We will create a holistic</p>

environment which we believe will lead to first-class education and a healthy foundation for life.

The school will have an ethos which strongly emphasises high academic achievement and strong character development in order to prepare children for outstanding results at KS2 and for a successful transition to secondary school. It is intended that the school will become a successful, outstanding school admitting 630 pupils within six years, offering parents a choice of primary education and a quality, inspiring curriculum. We will ensure that we tailor our provision to meet the needs of children and families with EAL in order that they feel a true part of the school community and their learning is facilitated.

Oasis's aim is to establish a new community Hub in Romford alongside the new school, offering significant support, experience in working with families of children and young people, and infrastructure to enhance the strong community networks and partnerships which are already in place in the area. Our vision is one of community transformation. It is about people, aspirations, opportunity, education, employment and enterprise. It is about helping to create a safe and inspiring local neighbourhood; a place where people feel safe, happy and proud to live, learn and work alongside one another; where every person is valued and can reach their full potential.

Oasis is committed to building a stronger sense of community across each local area in which we work through the creation of new networks and relationships:

- Relationships between the various local agencies that will ensure the development and delivery of a cohesive transformational community plan.
- Relationships that will create opportunities for local people to get involved in shaping the work and buying into the change itself.

We believe that it is only working in partnership with others – community leaders, residents, local businesses, schools, other voluntary agencies and places of worship – that we optimise the opportunity to build a deepened sense of community and so transform the localities where we work into amazing places to live.

The success of Oasis Academy Romford will be measured by each child:

- attaining at least Level 4 in English and maths at KS2;
- harnessing the cultural and scientific richness of the surrounding area to accessing a diverse range curricular and extra-curricular opportunities;
- having the interpersonal skills, self-esteem and respect to be confident and happy children and make a successful transition to secondary school.

Romford is a vibrant and diverse town in east London and an area of social and historical significance. It has been a market town since 1247 and today's street market is considered to be one of the largest and best in the South East. Following the Romford revival programme, the town centre now claims three shopping centres – the Liberty, Liberty 2 and the Brewery, which boast many of the High Street names. Romford is home to the Romford Raiders ice hockey team as well as greyhound racing at Romford Greyhound Stadium. Romford is also known for its UK Champion marching band, the Royal British Legion Band and Corps of Drums Romford. Over 60 different languages are spoken here in day-to-day life. Havering is one of

London's safest boroughs.

Havering is bordered to the west by the London Borough of Redbridge, by the London Borough of Barking and Dagenham to the north with Essex, and the east with Thurrock. The River Thames forms Havering's southern border with the London Borough of Bexley. Today, Havering is the third largest borough in London in terms of area and is mainly characterised by suburban development, with almost half of the area dedicated to open green space, particularly to the east of the borough.

Although Romford is not as deprived as many of its neighbouring boroughs, there are still areas of deprivation and poverty. Data obtained in 2010 shows that 25% of Havering's 'reception-aged' children were either obese or overweight, compared to 23% for England. By Year 6, 37% of Havering's children are overweight or obese compared to 31% for England. 16% of the primary school population of children are from minority ethnic backgrounds. In the proposed location of the Free school 16% of students do not have English as a first language. 18% of pupils are eligible for free-schools meals.

The Havering Core Strategy document notes the borough's intention to:

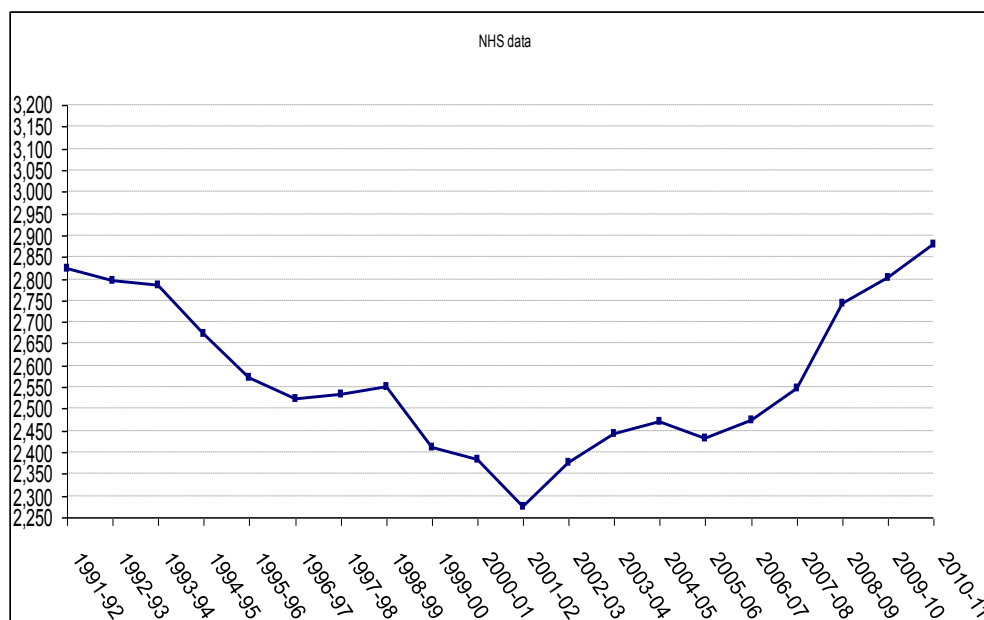
- ◆ 'Promote and enhance the centres, including local centres, within the town centre hierarchy, ensuring their future vitality and viability by enabling a diverse range of shops, services, housing, cultural and community facilities to be provided in convenient and accessible locations, and securing environmental improvements with recourse to external funding wherever possible' (*Core Strategy, p.59*)
- ◆ 'Promote Romford as a leading Metropolitan Centre serving Essex, East London and the Thames Gateway' (*Core Strategy, p.60*)

In establishing a quality primary provision in the heart of Romford, Oasis intends to contribute to the wider regeneration of the town centre and contribute to the wider plans for leisure and social enterprise. Oasis Academy Romford will be a school where every child is offered the opportunity to secure an outstanding academic grounding; where aspiration will be encouraged and resilience developed. Every child will be given their own personalised learning plan, agreed in consultation with their family, tailored to their individual needs.

C1:2 School rolls in Havering

The following tables demonstrate the critical need for new primary school places in Romford:

Births in Havering 1991/92-2010/11



Nationally births have risen since 2002 and are projected to continue.

In Havering

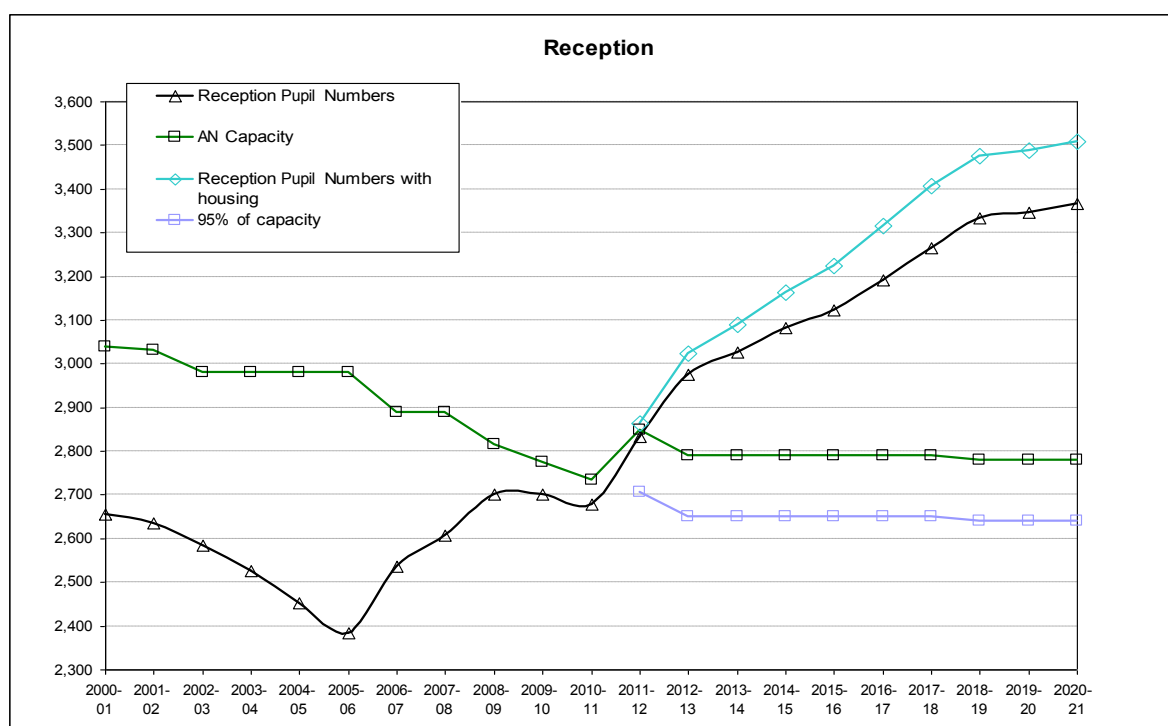
- Forecast to peak in 2015/16 at 3,200 births and continue for 10yrs
- 32% more births projected to residents in 2025 than in 2005
- From 2006/07 to 2010/11 births rose by 16.2%

The increase in births from 2006/07 to 2010/11 varied by area:

- **Romford: 25.2%**
- Rainham, South Hornchurch and Elm Park 17.1%
- Collier Row and Mawney 16.4%
- Upminster & Cranham 15.6%
- Harold Hill & Harold Wood 11.2%
- Hornchurch 10.5%

Births in the Romford Area 2001/02-2010/11

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	Difference 2001-02 to 2010/11
Mawneys	108	122	148	127	125	165	138	159	163	181	+67.6%
Romford Town	142	159	158	194	201	205	237	244	271	268	+88.7%
Squirrels Heath	130	136	154	127	130	155	150	160	180	151	+16.2%



Year Reception in Havering 2000/01 – 2020/21

Year Reception in Havering

- Year R projections are derived from the numbers of births five years earlier and factors such as new housing and inward migration
- From 2012/13 a marked deficit of Year R places is projected in the borough and this deficit is projected to continue to rise steeply up to 2021/22, the limit of the projections
- By 2012/22 a deficit of 750 Year R places is projected; if the London target for new housing is met this deficit will rise to 850
- Total of 5 Forms of entry deficit by 2016/17:
 - 3 FE by 2013/14
 - 1 FE by 2014/15
 - 1 FE by 2016/17

C2: THE KEY FEATURES OF THE PROPOSED FREE SCHOOL

C2.1 The principal features of the proposed Free School

A series of public and support group meetings have enabled Oasis to identify the principle educational desires of local parents. In response to these desires the proposed Oasis Academy Romford will:

- have a strong and focussed determination to allow greater access to high quality education in the borough
- believe that every child has potential irrespective of learning challenges or starting points and it is the duty of the school to ensure that this potential is fully achieved
- have a strong and unrelenting focus on academic achievement, irrespective of the learning challenges or starting points of the child
- continually deliver high quality lessons to ensure its mission is achieved
- give children aspirations and strength of character.
- have distinct and defined support services for those pupils who are recognised as being gifted, talented or having statemented learning challenges
- have a firm focus on addressing both literacy and numeracy disadvantage
- see parents and carers as natural partners in their child's education
- reach out to disadvantaged and vulnerable families in order to reverse this disadvantage
- ensure that all teachers have good knowledge of SEND process and practices
- work in partnership with business and commerce to enhance both aspiration and inclusivity
- Ensure we meet the needs of children and families with EAL

C2.2 The Age Range of the Proposed Free School

The proposed Free School will be a 4-11 years co-educational, non-selective Primary school.

C2.3 The location of the Proposed Free School

The London Borough of Havering has undertaken a review of suitable property in Romford Town Centre and we have visited a number of potential sites. Our preferred site is [REDACTED]. We would seek to demolish this building which is derelict and build a brand new purpose built school for the 21st century to accommodate 630 children and other community facilities. To this end, the London Borough of Havering are prepared to work with [REDACTED] to secure an option on this site through the current owner, [REDACTED] which would ensure the site is sold to the Department for Education for Oasis Community Learning, if this bid is successful. This site is in the heart of Romford, surrounded by new housing developments which will mean that families will be able to walk to school. There are also excellent road, bus and rail links.

C2.4 The ethos of the Proposed Free School

In response to parental and local authority demand Oasis is aiming to develop an outstanding school in Romford. Our family of academies aims to significantly increase the local sense of community by creating a school culture where all pupils will develop the highest of aspirations and ambitions especially those from disadvantaged families. By coupling high quality education with these aspirations and ambitions, our pupils will make a successful transition to secondary school and have excellent chances of progressing to sixth form or gaining a career with prospects.

It is intended that, over the course of time, the school will bid to become a training school with expertise in developing high quality teaching and learning in this emerging sector.

Oasis Community Learning has distinct and well defined ethos. This ethos is a statement of who we are and, in essence, the lens through which we assess all that we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ.

The ethos is encapsulated by the following five statements:

1. A passion to include everyone (**inclusivity**)
2. A desire to treat everyone equally, respecting differences (**equality** and **respect**)
3. A commitment to healthy and open relationships (**relationships**)
4. A deep sense of hope that things can be transformed (**transformation**)
5. A sense of perseverance to keep going for the long haul (**perseverance**)

These 5 values underpin all of our actions.

Our Education Charter explains how our ethos impacts our work in Oasis Academies.

The Education Charter is captured in the format, 'We Are...'

We are community – we are relationships
We are learning – we are achievement
We are unique – we are inclusive
We are enjoyment – we are perseverance
We are hope – we are future
We are Oasis.

C2.5 The Vision for the Proposed Free School

The **pupils** of Oasis Academy Romford will:

- develop the highest of aspirations, ambitions and self-belief as they seek to fulfil their potential (**transformation**)
- become part of an inclusive academy where they will be valued as a person irrespective of their ethnicity or gender (**inclusivity** and **equality**)
- become 'professional' in their attitudes to school in terms of purpose, preparation, planning, practice and performance
- develop a strong sense of both personal and collective integrity in terms of truthfulness and responsibility.
- develop a firm sense of personal responsibility and respect for themselves, others and their environment (**relationships** and **respect**)
- develop an understanding that academic success can only come from endeavour and resilience. Failure is not the end, but a learning point for greater endeavours. (**perseverance**)

The **teaching and professional staff** of Oasis Academy Romford will:

- be professional in all that they undertake
- be totally committed to enhancing social mobility through the development of aspiration and ambition in their pupils' (**transformation**)
- have the firm belief that every pupil has potential and can succeed, be ambitious for them and ensure that they know what is needed to be successful (**relationships** and **equality**)
- display both integrity and respect when providing all pupils with continuous feedback and clear strategies to achieve this success (**respect**)
- provide for the special needs of all pupils including those with particular abilities or disabilities (**inclusivity**)

- be innovative by nature
- offer cutting edge practice by continual self-reflection and high quality professional development
- foster a safe, supportive environment in which learning may flourish
- demonstrate through their own actions the need for resilience and endeavour if academic success is to be achieved (**perseverance**)

The **parents and carers** of our pupils will:

- be seen as partners in the academic and character development of their children (**inclusivity and equality**)
- become fully aware of our value system and how it will permeate the daily life of the school
- be consulted about their child's personalised educational programme (**respect**)
- be offered help and support when necessary through the family link worker when their child is in Year R and Year 6.
- be kept fully informed of their child's progress within that plan
- encouraged to play a full part in the life of the school (**relationships**)

Oasis Academy Romford will work with its **local community** by:

- developing strong links with local nursery schools, children's centres, primary and secondary schools (**inclusivity**)
- making full use of local facilities and expertise in delivering its curriculum (**relationships**)
- participating and supporting community events that are aligned with the vision and ethos of the school (**relationships**)
- encouraging our pupils to identify community needs for their annual enterprise or service projects (**transformation**)
- developing strong links with local employers and colleges of further education (**relationships**)
- Working to create system change in both education and social mobility (**transformation**)
- Offering the school's facilities as a community resource (**inclusivity and relationships**)

C2.6 Developing resilience and character in our pupils

It is a fundamental aim of the school that we place as much emphasis on character development as we do on academic success. We will ensure the development of these traits by:

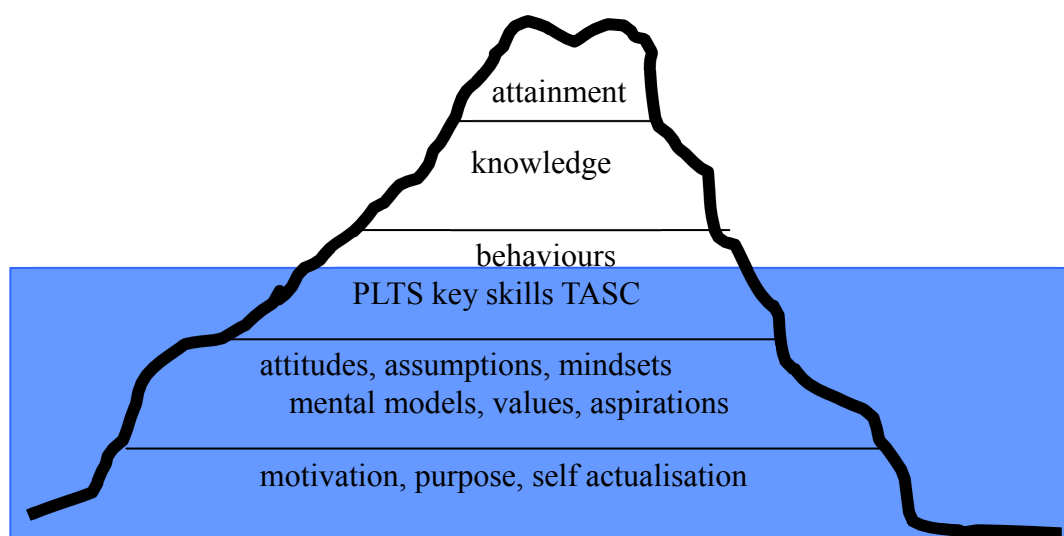
- following the Oasis Community Learning values
- encouraging pride in the school through high attendance and a high sense of pupil professionalism
- encouraging both teamwork and leadership by giving pupils ownership of assemblies
- becoming involved in a wide range of extra-curricular experiences
- becoming involved in the Oasis Global Partnerships Programme
- encouraging full participation in residential events
- having honours and success boards at significant places within the school building
- displaying high quality inspirational and aspirational quotes throughout the school

C2.7 The Curriculum

Further details of the curriculum may be found in Section D

At Oasis Academy Romford we will harness the expertise, experience and educational richness which exists within our family of academies to benefit our new school community. An example of this will be drawing on the “Iceberg Model for Education” developed and copyrighted by the Senior Leadership Team at Oasis Academy Limeside.

The model is depicted here:



This model was inspired by Scharmer’s (2009) Theory U work with the German health system. It is centred around the belief that education is more than developing new skills and knowledge; it must also involve a discovery into minds, attitudes and emotions. It espouses that the majority of public attention focuses on the visible aspects of the education iceberg. It centres on attainment (test performance) and debates about the knowledge children should be expected to have at various stages of their education. Less attention is paid to the kind of behaviours children should develop – Personal Learning and Thinking Skills (PLTS) and teaching the children to Think Actively in a Social Context. However, at Oasis, we are becoming increasingly aware that for us the key factors in creating life long, active, passionate learners and doers, who care about the world, lie under the surface of popular scrutiny and are harder to see and to develop. These centre around the attitudes, beliefs and values that children have about themselves, others and their world. It is these sometimes – hard to unearth – attributes that will act as a catalyst for children to become lifelong adventurers. This is why at Oasis Academy Romford we will teach a curriculum which is driven by human values and skills for active citizenship, because what comes from this is incredible – high academic achievement and great people.

As an organisation, Oasis firmly believes that all children have potential and that it is the duty of the academy to ensure that each child fulfils that potential. We also believe that the development of high aspirations, resilience, inclusivity and strength of character are the cornerstones of academic success. With this in mind we will be offering:

- A broad, balanced curriculum
- A personal, social and health development programme that not only has a discrete place in the curriculum plan but whose thinking permeates the whole curriculum and helps our pupils develop high aspirations, resilience and a professional attitude to the completion of their studies
- Identifiable enrichment / supportive / acceleration opportunities to personalise the learning of each of our pupils

C2.8 The Proposed Free School's approach to teaching and learning

Rationale

Oasis is committed to founding academies that see the fulfilling of pupil potential as their mission, and successful and meaningful learning as the core business of the academy. This can only happen when our learners are continually motivated and enthused by inspiring lessons which are delivered within the 'good to outstanding' range of the OFSTED judgemental framework.

For a lesson to be within this category we will produce accountability frameworks to ensure that they are:

- well planned and cognoscente of the starting points of the pupils
- ensure inclusivity
- form part of a coherent learning plan designed with pupil progress in mind
- link clearly with previous learning
- delivered in a stimulating and inspiring manner by teachers with expert subject knowledge
- delivered with effective pace and demonstrate sufficient challenge to ensure pupil progress
- demonstrating full and continuous pupil engagement
- demonstrating the existence of a continual dialogue between the teacher and the individual learner to ensure effective feedback and inform future learning
- link well with other areas of learning and the world of work
- flow smoothly in to a well-planned home learning task
- effectively summarised

Maintaining this standard

Each qualified teacher will undergo 3 lesson observations per year. It is anticipated that the outcomes of such observations will place the lesson within the 'good to outstanding' range of the OFSTED judgemental framework. If the quality of the lesson drops below this standard then full remediation processes will immediately be put in place and the further progress of the teacher carefully monitored until that standard has been restored.

NQTs will be monitored on a weekly basis until the academy is confident that their teaching is constantly within the 'good to outstanding' judgemental range.

C2.9 What success will look like

1. By 2015 Oasis Academy Romford will be seen as first school of choice for four year olds in Romford
2. By 2016 we will have recruited 270 pupils
3. By 2019, 100% of our first cohort will achieve at least Level 4 in their KS2 SATs. Attendance over the first three years of opening will exceed 95%
4. At least 85% of all lessons will be judged 'good to outstanding' each year.

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 to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception		90	90	90	90	90	90	90
Year 1		0	90	90	90	90	90	90
Year 2		0	0	90	90	90	90	90
Year 3		0	0	0	90	90	90	90
Year 4		0	0	0	0	90	90	90
Year 5		0	0	0	0	0	90	90
Year 6		0	0	0	0	0	0	90
Year 7		0	0	0	0	0	0	0
Year 8		0	0	0	0	0	0	0
Year 9		0	0	0	0	0	0	0
Year 10		0	0	0	0	0	0	0
Year 11		0	0	0	0	0	0	0
Year 12		0	0	0	0	0	0	0
Year 13		0	0	0	0	0	0	0
Totals		90	180	270	360	450	540	630

Section D: Education plan – part 2

Please refer to pages 20-26 of the 'How to Apply' guidance for what should be included in this section.

D1: Explain the rationale for your proposed curriculum, how it reflects the needs of your anticipated pupil intake and your plans for their progression and transition.
D1.1: The Rationale
<p>The Oasis Community Learning mission, purpose, ethos and values will permeate every aspect of the Academy's curriculum and beyond. The vision of Oasis is based on the Academy as a 'community hub' where 'Every Person Matters'.</p> <p>Oasis Academy Romford will provide a learning experience that ensures pupils get the very best start in life. It is the aim that pupils are equipped with the skills and attitudes they need to excel in the next phase of their education, and beyond, in an ever-changing world. The Academy will raise standards of attainment by creating a culture that celebrates success and builds the highest expectations.</p> <p>This will be achieved by:</p> <ul style="list-style-type: none">▪ Providing support for leadership with a commitment to the Oasis vision and an excellent team of teachers and support staff▪ Creating an environment where there is shared passion and enthusiasm for learning, teaching, achieving and being together▪ Setting challenging targets to improve standards of attainment, evaluating progress rigorously and regularly▪ Getting the basics right, including high levels of attendance, positive behaviour for learning, smart dress and improving standards in the core subjects▪ Enriching the core curriculum, based on the National Curriculum, through a wide range of learning opportunities and extending pupils' horizons through national and international links▪ Engaging pupils and their parents in regular conversations about their learning and their progress; working closely with parents and carers▪ Developing leadership at all levels, including pupil leadership and opportunities to contribute to community life <p>The curriculum at Oasis Academy Romford will be driven by the following beliefs and values as our guide:</p> <p>Learning: We are committed to the belief that everyone is a pupil – whether pupil, staff or member of the local community. We, therefore, aspire to create a learning environment where all 'want' to learn rather than 'have' to learn by developing education tailored to the individual needs of each pupil. We want to enable every child to realise their God-given potential and are therefore committed to their holistic development.</p>

Educational Balance: We believe that it is our responsibility to help every pupil to realise their potential. We place equal value on personal development, preparation for life after Academy and academic progress and are committed to providing personalised learning programmes for all our pupils.

Fun: We believe that all people work hardest and learn best when they enjoy what they are doing. We will therefore seek to encourage the celebration of learning

Excellence: We believe that excellence in education is achieved through a blend of high-quality facilities and outstanding teaching professionals mixed with clear leadership, a positive affirming environment and the commitment to identify and develop talent. This means that we expect the highest standards of work, behaviour and commitment to Academy life from everyone.

Innovation: We will encourage creative vision, thinking and problem solving, seeking to pioneer new methods, develop fresh perspectives, and embrace innovation, change and challenge.

Inclusion: We are committed to providing an environment which is open to all and specifically recognises and meets the requirements of those who need extra/specialised support for learning. Our focus will always be on how we create and sustain an inclusive community.

Teamwork: We value collaboration. Each individual has a unique contribution to make to the Academy's life. The wider Oasis family stretches beyond the UK, so collaboration would extend to Oasis Academies that are being run around the world, as well as other projects.

Enterprise: Every aspect of our curriculum will work to develop young people who are entrepreneurs and are well prepared not just for the world of work but also for living life as a whole. Our commitment is to develop informed and active pupils with a strong sense of self-confidence who can explore questions, seek solutions and make informed decisions.

Integrity: We believe that honesty, openness, respect for others and diligence are essential ingredients of a mature, entrepreneurial spirit.

Staff: Our best assets are our people, recruited because they are the right people for the job – people focused on children learning and succeeding. We aspire to treat them in a way that values them as our best asset.

Diversity: We value each individual and will protect their right to freedom and choice. We will work actively against discrimination and social exclusion and seek equal opportunity for all. Therefore we will respect the beliefs and practices of people of faiths other than Christianity and work to ensure that each Academy provides a welcoming environment for pupils of all faiths and none. We have a commitment to diversity and reflect this in the way we deliver education.

Community: We seek to contribute to the economic, social and spiritual development of the local community working in partnership, wherever appropriate, with other local bodies and agencies to maximise integration and impact. As part of our commitment we will develop full service education, extended learning opportunities for the whole community, wrap-around care and other facilities.

Responsibility: We will seek to ensure that all pupils and other users of the Academy's resources understand that each person thrives best when they take responsibility for their own learning, behave in a way that considers the needs of others and exercise appropriate self-discipline.

Health: We will encourage all our pupils, staff and other community users of our Academy to develop and maintain healthy lifestyles. Our environment, curriculum and culture will reflect this commitment.

Partnership: We believe that achieving excellence in education is the outcome of partnership between pupils, parents, other Academies and our Academy. Therefore we will develop an environment where parents/carers are positively engaged with us in supporting each pupil. We will, at the same time, place an emphasis on out-of-school youth work within the local community in partnership with the local authority and other local organisations.

Leadership: We believe that the delivery of our vision and the development of good teamwork are dependent on the quality of leadership at all levels of the Academy's life.

The experience gained through Oasis' work on five continents brings the belief that young people cannot be successful and fulfilled unless the whole community is involved positively in their lives. Oasis Academy Romford will draw on this experience in developing programmes that support pupils in understanding different cultures and societies. Opportunities for communicating internationally and involvement in overseas projects will be explored.

Pupil Induction and transition

A structured and planned transition from different stages within the education system eases the pupils through what can be worrying phases of their lives. A positive transition can promote a positive attitude to education as a continuum for lifelong learning.

Aims for induction into Oasis Academy Romford:

- To assist parents in helping their child towards readiness for Academy
- To make a happy transition from home to Academy
- To support the pre-Academy child towards independence
- To encourage all parents to be partners in their child's education
- To ensure any new pupil has the swiftest transition into Academy life
- To ensure that any relevant information from outside agencies is acknowledged and acted on, particularly in regard to children with special

needs

- To allay new pupils' fears and perceived fears
- To ensure there is no loss of momentum in any new pupil's academic performance

Induction into Oasis Academy Romford

The senior leaders will have responsibility for the Academy's induction procedures. These will include liaison with the local Early Years providers. They will organise opportunities for parents and carers to receive a copy of the Academy prospectus, detailing all necessary information about Academy expectations, procedures and routines. Parent meetings and open days for new pupils, parents and carers will be organised prior to the Academy opening date.

Systems will be in place to support the induction of any new pupil throughout the academic year;

- Regular meetings and/or contact with parents to discuss how their child is settling into the Academy;
- communication with previous education providers to ensure the necessary records are transferred, including knowledge of any multi-agency involvement with the child and family
- Use of baseline assessments to secure an accurate picture of the child's academic abilities

D2: Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable.

D2.1 Curriculum Plan

The curriculum at Oasis Academy Romford will:

- Ignite young people's curiosity and thirst for learning
- Cover the National Curriculum for the Foundation Stage, KS1 and KS2 as well as developing a unique set of community partnerships to offer increased, tailor-made, personalised learning
- Offer additional enrichment activities including music, drama, and the visual arts
- Be led by teachers who actively identify and adapt teaching styles to the needs of pupils who have specific learning difficulties
- Serve local children, and accept pupils irrespective of faith or ability
- Create extended educational opportunities for the whole community

It will do this through:

Encouraging the development of national and international links and the promotion of local values and encompass four key aspects:

- Sport and health;

- Heritage and culture;
- Regeneration and environment
- Music and the arts

The three objectives are:

- To support Oasis Academy Romford in becoming a centre of learning and opportunities for young people;
- To inspire young people to take an active interest in sport and healthy lifestyles;
- To inspire young people to value and engage profitably with their local services, environment and heritage.

Oasis Academy Romford will deliver benefits by inspiring young people to live fit and active lives, to value their local community and to embrace the ideals of excellence, friendship and respect.

The Core Curriculum Offer:

A strong emphasis on the development of essential basic skills to the highest levels will enable pupils to participate fully in the society around them in a working and social context:

- A curriculum in the Early Years Foundation Stage based on the national model with its three characteristics of effective learning, and seven areas of learning and development:

Characteristics of Effective Learning	Area of Learning and Development	Aspect
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to 'have a go'	Prime Areas	
	Personal, Social and Emotional Development	Making relationships Self-confidence and self-awareness Managing feelings and behaviour
	Physical Development	Moving and handling Health and self-care
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	Communication and Language	Listening and attention Understanding Speaking
	Specific areas	
	Literacy	Reading Writing
Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things	Mathematics	Numbers Shape, space and measure
	Understanding the World	People and communities The world Technology
	Expressive Arts and Design	Exploring and using media and materials Being imaginative

- focus on literacy and numeracy, taught where necessary as discrete subjects as well as embedded in rich contextual learning experiences so that the Academy regularly exceeds the national floor standards for Level 4+ Combined English/Mathematics attainment and for 2 levels progress in English and in Mathematics
- Writing and speaking fluently will help pupils to successfully communicate their ideas and emotions to others; as skilled readers and listeners, others can

communicate with them.

- Phonics will be taught systematically from Reception to ensure that pupils quickly learn the fundamentals to support effective reading and writing.
- Develop enjoyment in reading widely and often for pleasure and information; pupils will grow to appreciate our rich literary heritage of language and vocabulary beyond everyday speech
- Foster a curiosity and wonderment of mathematics and science and how these unlock their understanding of the world around them.
- Pupils will become confident in the precise application of core mathematical concepts and methods through meaningful, real-life problem-solving contexts
- A transformed learning environment, which uses a variety of appropriate teaching approaches and learning spaces, to facilitate engagement, motivation, achievement and attainment
- An understanding of learning and an Academy wide 'language of learning' that promotes the development of outstanding teaching
- A safe, caring and supportive environment where learning is challenging and exciting.

The curriculum will help pupils foster a thirst for discovery of life within and beyond the home and Academy environment; they will be taught through cross-curricular themes and projects which introduce pupils to the full range of academic and creative subjects.

This will be achieved through first-hand and practical experiences drawing on pupils' interests and ideas – where possible they will be asked to design and engage with their own learning.

Creativity and the arts will be key drivers, ensuring that art, design technology, music, drama and ICT are at the heart of the learning, bringing context to the core curriculum. The local environment and communities and its well-known, and perhaps hidden, resources will also feature significantly in all learning.

Examples of potential links and themes with the community are:

- Exploring the Thames Estuary and its rich naval history e.g. Royal Artillery Museum, The Thames Barrier, National Maritime Museum
- Industrial and social development of the area including Stratford and the Olympics 2012 sites, Havering Museum
- Artistic and creative heritage links e.g. the William Morris Gallery, the Royal Opera House Bridge – the Academy will work towards achieving the ArtsMark
- Structures and architecture – the Queen Elizabeth Bridge, Sutton House
- Nature and the environment - Rainham Marshes RSPB Nature Reserve, Newham City Farm.
- CEME (Centre for Engineering and Manufacturing Excellence)
- Higher and higher – links with education institutions beyond the primary stage; local secondary schools, colleges and universities
- With Romford's excellent fast rail links into central London, pupils will be able to take advantage of all that the capital has to offer, including the Natural History Museum, Museum of London, Science Museum, historic Palaces etc.

The curriculum will also explore international links through the extended Oasis family of Academies, partnering the Academy with others across the globe.

There will be a strong emphasis on learning together as a family; there will be opportunities for parents to learning alongside their child, but to also extend their own knowledge and skills through the creation of an adult learning hub for adults wishing to seek further accreditation. This will be delivered on site and parents can sign up for a variety of accredited courses to help them support their child's learning further or to help them in their search for employment.

Pupils will receive and develop:

- A range of basic skills through the teaching of the National Curriculum
- The stimulus of a broad and balanced curriculum that introduces new ideas and experiences to all
- An education that uses real experiences as a foundation for learning
- A curriculum that builds on multi-sensory approaches to learning and teaching
- Respect and consideration for theirs and others' individuality, particular backgrounds, cultures and religions
- The confidence that comes when achievement is recognised
- The benefits of learning and growing in a calm, friendly, stable and structured environment
- An education which gives them high expectations for their future
- An education that allows development and expression through a vibrant arts curriculum
- A curriculum that supports the physical, emotional, moral and spiritual development of the pupil
- A curriculum that encourages risk taking in the pursuit of excellence.

Each pupil will be encouraged to learn to:

- Acquire good moral values and develop habits of effective self-discipline and positive social behaviour
- Exercise good and effective listening skills
- Develop an enquiring mind with the confidence to explore through risk taking
- Communicate effectively
- Communicate meaning in pictorial or written forms
- Acquire information from various sources and to record findings in various ways including the use of ICT
- Understand mathematical ideas
- Apply numerical skills
- Understand basic scientific ideas
- Gain a basic understanding of historical and geographical skills and knowledge
- Acquire the control of tools, ICT equipment and technology
- About different religions and beliefs
- Appreciate the joys and benefits of physical activity and experience a range of sporting activities
- Use music, drama and art/craft forms as a means of creative expression and

enjoyment

- Develop self-help skills and awareness of the working world in preparation for adult life
- Reach their potential, become independent in their learning and develop a positive attitude towards lifelong learning
- Live successful lives in the future, as well as the present, by developing personal skills and skills of co-operation.

'The important thing is not to stop questioning.'

Albert Einstein

The Curriculum Model :

Curriculum subject/area	What?	Why? Vision and Values aligned
Daily DEAR- (Drop Everything and Read)	Pupils grouped according to reading age. Pupils to read for pleasure and enjoyment every day. High quality fiction and non-fiction	Love and enjoyment of reading to promote and improve reading ages
Reflection/Assembly	15 minutes per day for whole Academy to have a religious, philosophical or ethical focus	Development of spiritual, moral and cultural understanding. Celebration of a variety of religious beliefs.
Learning Conversations	Once every half term pupils to have a small group conversation with their teacher (3-5 pupils) to present their assessed pieces of work for that term and to reflect on the targets that have been set.	Assertive data driven conversation every term to ensure progress and learning is kept at the heart of what we are doing.
English	5 hours per week of English: reading, writing and speaking and listening and drama. Skills and knowledge transferred across thematic curriculum	Fostering a love and passion for the subject. In addition outstanding skills in reading, writing, speaking and listening.
CORE CURRICULUM (KS1 & 2)		

Phonics (Year R to 3)	2.5 hours a week	Accelerated progression through the acquisition of phonic knowledge and awareness. All phases to be mastered by the end of Year 3
Maths	5 hours per week. Taught discretely, but links to be made with thematic curriculum where possible	Development of core mathematical skills and concepts, and additional financial awareness and life skills
Basic skills (spellings, grammar, mental recall and calculation) Year 4 - 6	2.5 hours a week	Accurate use of basic skills transferable to all other areas of learning
Science/geography/history/ Art/DT/ICT	7 hours per week	Learning embedded in a thematic, skills based curriculum, personalised for the needs of the pupils and their community
CORE CURRICULUM (KS1 & 2)	CORE CURRICULUM (KS1 & 2)	CORE CURRICULUM (KS1 & 2)
MFL	30 minutes per week	Pupils to experience a range of other languages and develop confidence and resilience when faced with new learning
Music	45 minutes per week	Provided by peripatetic teachers, introducing pupils to a wide range of instruments outside of their personal experiences
CORE CURRICULUM	CORE CURRICULUM (KS1	CORE

(KS1 & 2)	& 2)	CURRICULUM (KS1 & 2)
P.E.	1¼ hours per week	Strongly linked to the overall focus of developing healthy hearts and minds. Regular use of local facilities and resources
Total Teaching time	24 hours 30 minutes	

Learning Structure

Pupils will be organised in form groups according to their age. Grouping by ability will be used initially to support specific subjects, and reviewed regularly by Academy leaders:

- Phonics; pupils will be taught in ability groups in 30 minute sessions (Year R to 3)
- Ability grouping will be considered by the SLT as one possible strategy for ensuring that pupils have access to learning appropriate to their ability and learning gaps are quickly addressed and closed; this is consistent with the wider Oasis and Academy vision of supporting individual needs. The impact of this and other organisational decisions will be regularly reviewed and amended as part of on-going school self-evaluation and reflection following data analysis
- Interventions (small groups and 1:1 tuition) will be implemented in accordance with pupil need and Academy provision mapping

The Academy Timetable

Academy Year

The academy will open for three full terms per year; typically the autumn term will run from September to December, the spring term will run from January to April and the summer term from April to July. A total of five ‘In Service Training’ (INSET) days will be planned across the Academy year. These will focus on specific developments in Teaching and Learning. There will be 190 core learning days.

Academy Day

The Academy will be open from 08:35 with the formal day commencing at 08:45 and finishing at 15:15.

Lesson Times

Days	8:45-8:50	8:50 – 9:30	9:30-10:30	10:30-10:45	10:45-12.00	12:00-1:00	1:00 – 1:20	1:20 – 3:00	3:00--3.15
MON	Registration	Phonics (Year R to 3) Basic skills (Year 4 – 6)	Literacy	PLAY	Maths	LUNCH	DEAR (Drop Everything And Read)	Thematic learning/P.E./ Music/ R.E.	Key stage/class assembly
TUES									
WED									
THURS									
FRI									Whole Academy Assembly

Lesson Times

Daily phonics sessions (Year R to 3): 08:50 to 09:30am (including transition time)

Daily basic skill sessions (Year 4 – 6): 09:00 – 9:30am (including transition time)

1:20 – 3:00pm: thematic learning (personalised to each year group), MFL, P.E., music, R.E.

EXTENDED HOURS

The Academy will pride itself on the wider learning opportunities made available through the use of extended hours. Oasis Community Learning will secure funding to run a daily breakfast club ensuring that pupils get the very best start to the day, both nutritionally and socially.

A range of after school clubs, using specialist teachers where necessary as well as internal staff, will be developed with a focus on taking pupils' experiences beyond their day to day life, including:

In the first year:

- Philosophy for children (linking with The Philosophy Foundation in Forest Hill)
- Bookworms (storytelling & reading for pleasure – family sessions)
- Mighty Mathmagicians (ICT/maths club)

Developed beyond the first year of opening:

- Build it! Club (design technology and engineering)
- Dance and theatre skills
- Choir/Glee Club
- Orchestra/band
- Photography and multimedia art
- Sports (drawing on community projects, local facilities and secondary school links)

- Enterprise Club – developing finance and entrepreneurial skills
- Cookery

As the Academy grows, a programme of parent and child learning will also be developed – see section D8 for further details.

D3 Show how your staffing structure will deliver the planned curriculum

The success of the new curriculum and the rapid gains in attainment and progress that pupils need to make at Oasis Academy Romford depend on the highest quality of teachers and teaching; it is the aim that all teachers recruited to the Academy will be judged good or better from interview and selection processes.

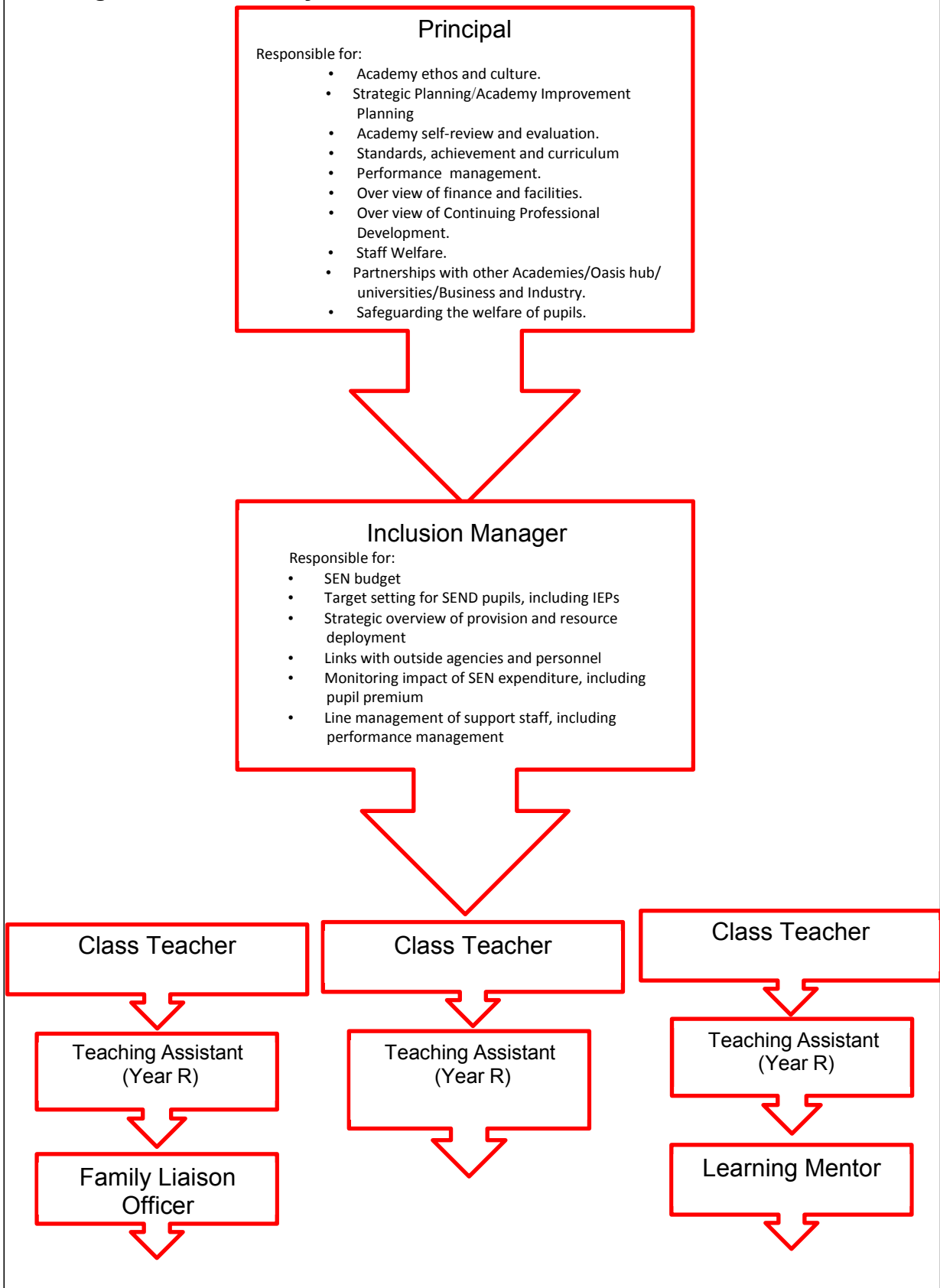
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Pupil Numbers	90	180	270	360	450	540	630	630
Total Staff (not FTE)	16	26	36	46	54	63	71	71
Principal	1	1	1	1	1	1	1	1
Deputy Principal	0	1	1	1	1	1	1	1
Assistant Principal	0	0	1	2	2	2	2	2
Inclusion (SEN)	1	1	1	1	1	1	1	1
Lead Practitioner	0	0	0	1	2	2	2	2
Teachers	3	6	10	14	17	21	24	24
Ed Support Staff	5	8	11	13	16	19	22	22
Support Staff	6	8	11	14	16	18	20	20

Non-teaching staff will include;

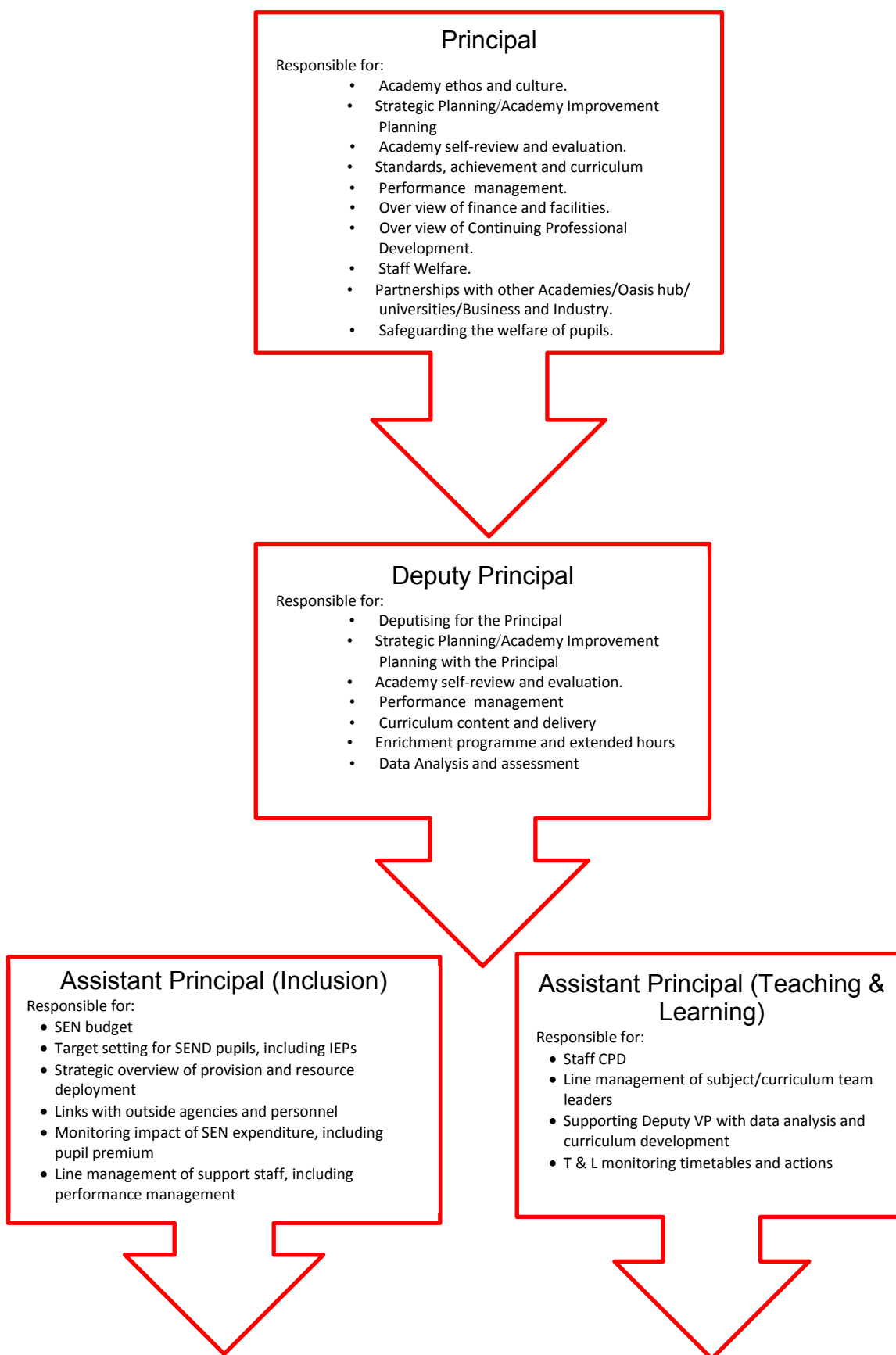
- Classroom based teaching assistants (working towards HTLA)
- Learning Mentors (one from opening) trained in behaviour management, counselling and play therapy (will run the Nurture Group)
- Family Liaison Officer (FLO – from opening)

- Speech & Language specialists
- Specialist support for reading, writing and mathematics (1:1 provision)

Staffing Structure – first year:



Roles and responsibilities – Senior Leaders (2016/17 onwards)



Senior leaders will secure this judgement by ensuring that all teachers at the Academy will:

- Have high expectations of the effort that pupils should make and what they can achieve.
- Enthuse, engage and motivate all pupils so that they learn and make progress.
- Demonstrate expert and versatile subject knowledge.
- Use data efficiently to inform their planning to accelerate progress and narrow gaps for vulnerable groups
- Actively engage pupils in their learning so that they make their own meaning from it.
- Make the learning challenging and well-paced by using stimulating activities.
- Match the learning experience to a range of learning styles.
- Develop pupils' learning skills so that their learning becomes increasingly independent.
- Focus and structure teaching so that pupils are clear about what is to be learned, why and how it connects with what they know already.
- Differentiate effectively to all pupils, especially those with disabilities or special educational needs.
- Use assessment for learning techniques in order to maximise the quality of all learning experiences.
- Create an environment that promotes learning in a settled and purposeful atmosphere.
- Contribute to the teaching and learning community within and beyond the Academy, sharing best practice and actively seeking professional development opportunities

The **Academy Leadership Team** will:

- Ensure that robust targets are agreed through performance management and that clear procedures are in place to monitor teachers' progress towards these
- Set priorities and targets for teaching and learning within the Academy Development plan.
- Carry out regular (every 6 weeks) formal and informal evaluation of staff by using techniques such as learning walks, book trawls, observations etc. and giving feedback to staff including feedback in formal monitoring and review contexts (see section D5).
- Triangulate evidence gathered from monitoring activities to ensure judgements are robust and reflect the holistic nature of the teacher role
- Ensure all teachers provide accurate teacher assessment data on a termly basis and analyse this for impact
- Organise moderation/standardisation activities to ensure standards of

summative assessments are secure.

- Ensure assessment procedures are secure and fit-for-purpose and provide information to inform future planning.
- Use a termly pupil progress meeting model (see section D5) to hold teachers to account for the on-going progress of their pupils and rapidly address any underperformance
- Hold subject/phase leaders to account for the standards of learning and teaching within their subject area or phase and expect them to lead their designated areas by example and set high standards that are sustainable.
- Co-ordinate and provide effectively differentiated CPD and disseminate information to staff efficiently, effectively and promptly.
- Regularly review the curriculum to ensure that the knowledge and skills are appropriate to each year group and relevant to changing times
- Liaise with other members of a regional cluster to regularly enrich CPD opportunities and share pedagogy, skills and knowledge

D4: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

D4.1 SPECIAL EDUCATIONAL NEEDS

Oasis's core commitment is to inclusion.

- Pupils with special educational needs will be supported by every means possible in the Academy, including through the highest level of technological aid.
- The new curriculum will be fully differentiated and will ensure that all pupils can access a full range of learning opportunities.
- The SLT will monitor pupil progress in literacy and numeracy using the data collected termly, and Individual Education Plans will detail the support provided for pupils to meet their individual needs.
- The AP (Inclusion) will support class teachers and practitioners with the accurate identification of pupils with additional needs and maintain a regularly updated provision map of support.
- The SLT will ensure all statutory requirements are met and pupils, parents and carers are provided with transparent and coherent information about their needs and progress.
- Full advantage will be taken of support from external agencies and providers; capacity will also be built within the Academy's own workforce through targeted CPD and training.
- Teaching Assistants will be supported to become Higher Level Teaching Assistants (HTLAs) and will be deployed according to their skills and qualifications
- The impact of all waves of intervention will be carefully monitored by the SLT.

Interventions, including small group work will focus on:

- Speech and language
- Social and emotional skills training
- Phonics and reading
- Basic skills (writing and mathematics)

The Academy's aim is to ensure that all its pupils achieve their full potential, according to their needs.

SEN and Behaviour Management

Staff will be aware of, and make a distinction between, unacceptable behaviour and inappropriate behaviour resulting from some sort of special need. Targets will be followed as identified on the Individual Education Plan or Behaviour Plan and the AP (Inclusion) will consult and provide advice and support as necessary.

Restraining Pupils

A pupil will only be restrained in extreme circumstances, when their own safety or that of others is at risk. All class-based staff and SLT will be trained in "Team Teach" de-escalation and safe-handling techniques.

Some children will have their own handling plan and these will specify certain techniques or strategies to support the children. All the staff working with these children will be aware of the specific techniques for their child.

Nurture Group

Oasis Academy Romford will offer a nurture group in a self-contained area of the Academy where a more personal approach can be given to children whose emotional well-being affects their behaviour.

Children will be offered extra support in the group, where small group interaction and nurture are used to promote positive interaction between peers and adults. Many nurture pupils have social, emotional or behavioural difficulties, and can exhibit worrying or challenging behaviours as a result of this. In the nurture room, these behaviours will be acknowledged as not being the correct way to behave, and positive behaviours are rewarded in a more individual way. The nurture group will also become a bridge between home and education; where the barriers are broken down to ensure educational inclusion.

D4.1.2 The Academy's SEN Specialisms and Disability Philosophy

We have an agreed Special Educational Needs Policy which has been signed off as legally compliant and is used in our existing academies. It takes careful account of the Education Act 1996, the code of practice 2001, the Special Educational Needs and Disability Act 2001 and the aims of the school as outlined in school documentation.

We recognise that all children have skills, talents and abilities and as a school we

have a responsibility to develop these to the full. We believe that:

- All children are entitled to a relevant and worthwhile education designed to enable them to participate fully in society and to contribute to and benefit from it.
- The school will provide a graduated approach for SEND pupils by identifying different levels of need. Whenever it is to their advantage, SEND pupils will be accommodated in mainstream classes and given appropriate support
- Pupils who have special educational needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.
- Pupils should have special programmes designed to maximise opportunities for independent living preparation for life after school, including preparation for work or continuing education
- It is essential to keep parents and carers of SEND pupils fully engaged as partners in their child's education
- Additional specialist support or an appropriate differentiated or different curriculum will be available to SEND pupil in the Creative Component to ensure that they are fully supported in fulfilling their potential
- Additional specialist support will be given to SEND pupil in the Enterprise Component to ensure that the public service and fund raising activities are tailored to their strengths

D4.1.3 Links with other schools

When a pupil with designated special needs is to transfer to the school, an appropriate member of staff will be allocated to monitor and co-ordinate the transfer process. This member of staff will become involved in the setting up of an extensive two-way information sharing process to ensure adequate information is available regarding the individual pupil and their particular needs. This will ensure that appropriate documentation and individual learning plans are in place prior to transfer.

D4.1.4 Engaging with external agencies

The school will work closely with other agencies to focus on the identification and provision for those pupils who have additional educational needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality holistic support which focuses on the needs of the pupil.

D4.1.5 The Management of SEN

A member of the school leadership team will have the responsibility for the day-to-day operation of the school's inclusion policies.

The SEN Coordinator will:

- Maintain the school's Special Needs Register and all the required documentation by regular liaison with teachers, parents and external agencies and the arrangement of annual reviews
- Produce, issue, monitor and review individual action plans for each child with defined special needs
- Organise appropriate support and, if necessary, extended time for assessments and external examinations
- Oversee the running of the provision for pupils with special educational needs including general class, small group and individual pupil support.
- Organise and manage the work of the school's Learning Support Assistants and SEN support teachers
- Liaise with all relevant staff to ensure that the educational needs of all children with special educational needs are fully met
- Develop a proactive approach when it comes removing barriers to learning for children with SEN.
- Monitor and evaluate the different forms of intervention with respect to the specialisms below so that impact can be tracked. Develop entry and exit strategies for pupils receiving intervention
- Act as the lead practitioner for the 'Team around the child' and support the development of a 'Team around the School.
- Produce termly reports to the Academy Council and an annual report for the 'Academy Council's Report to Parents'

D4.1.6 Access for the disabled

The School will provide access for disabled pupils through ramped access to particular buildings. The needs of the pupils will be taken in to account when considering timetabling arrangements in order to ensure full access to the curriculum is available.

D4.1.7 Special Education Needs Budget

With regard to the annual allocated budget in line with the aims and beliefs of this policy document, the following outlines the basis on which the School will plan financially for the delivery of SEN support.

- The annual allocation of the budget for special educational needs for the year will be agreed with the Business and Finance Manager of the School in close consultation with the Oasis Finance team.

- This allocation will conform with the principles of 'best value'
- The annual allocation will make allowance for any on-going L.A. or government directives

D4.1.8 SEND Complaints Procedures

The school's SEN records will be available in school for scrutiny by appropriate parties at any time.

If on registering and pursuing a complaint, the child's representatives are not wholly satisfied with the response of the school they may seek further advice or assistance from the Local Authority (L.A.). If at this point they do not agree with the school, and the L.A.'s decisions, they have the right to appeal to the L.A.'s SEN Tribunal.

D4.2: GIFTED AND TALENTED STUDENTS

D4.2.1 Rationale

Oasis Academy Romford will constantly promote and value excellence and achievement in all pupils. To ensure that pupils meet our aspirations and ambitions we will be committed to providing a stimulating and challenging curriculum which caters for their individual needs.

We recognise that, amongst our pupils, there will be those who will be identified as being gifted and talented with their own individual special educational needs. As a school we are committed to identifying these pupils. We further recognise that their talents may come in many different forms amongst which are:

- academic and intellectual ability
- creative talent
- dramatic/visual talent
- sporting/physical talent
- mechanical ingenuity
- organisational ability
- leadership and interpersonal skills
- IT skills

Whilst it is the school's responsibility to provide all pupils with a challenging and stimulating curriculum, we accept that within this curriculum additional provision must be made for the individual needs of those who are identified as being gifted and talented pupils.

In ensuring this provision we will

- Appoint a led person for gifted and talented pupils

- Produce strategies through which we will identify¹ those pupils who are gifted and talented pupils
- recognise that there may be disengaged, and sometimes troubled, pupils who may also be gifted and talented
- raise awareness amongst pupils, parents and staff of these pupils and their educational and personal needs
- support teaching and non-teaching staff, through appropriate training and development, to meet the needs of able and talented pupils
- organise the curriculum and pedagogical approaches to ensure that the potential of these pupils is fulfilled by providing enrichment opportunities which will expand their horizons
- encourage consistency of approach in educating gifted and talented pupils
- provide pastoral support and guidance for gifted and talented pupils with a recognition of both individuality and equality of opportunity
- seek the closest possible partnership with parents in the process of education and personal development of these children

¹ In recognising 'gifted' pupils we will seek those who demonstrate attainment that is well above average academic ability in one or more subjects in the academic component

D4.2.2 Grouping of gifted and talented students

Gifted and talented pupils will be educated in a variety of groupings as determined by their needs. These groupings will include mixed ability, setting or independent support according to ability and needs in specific subjects. We will also consider a stage not age approach to enable accelerated learning and earlier academic achievement.

D4.2.3 Curriculum Provision

We recognise that gifted and talented pupils need to:

- Have a secure environment in which they feel happy to display their abilities and to take risks.
- Have teachers who expect excellence not just competence.
- Experience challenge.
- Enjoy learning.

- Have access to learning opportunities that recognise a range of learning styles.
- Know that they can ask questions and will be given a considered response.
- Be recognised as an individual with strengths and weaknesses.

We consider 'in class' provision for gifted and talented pupils to be of paramount importance. It is our aim to provide a positive and challenging learning environment and recognise certain key curriculum principles in helping these pupils fulfil their potential. Individual curriculum areas will be required to plan provision for gifted and talented pupils within schemes of work.

In addition to this 'in class' provision, the school will develop a programme of out of class extension and enrichment activities to support, challenge and broaden the horizons of gifted and talented pupils. These may include:

- master classes
- additional lectures or events
- individual working with senior pupils
- independent projects
- networking with other schools

Each department will be responsible for the day to day planning, implementation and monitoring of provision for gifted and talented pupils.

D4.2.4 Monitoring

Individual departments will be responsible for ensuring that departmental policies in this area are both implemented and monitored. The lead person will be responsible for monitoring the implementation of these departmental policies and of developing a coherent whole school approach to these pupils.

D4.2.5 Personal support

It is the school's belief that the pastoral care of gifted and talented pupils is just as important as care for their intellectual development. Where it is considered necessary we will designate personal mentoring for individual pupils.

D4.2.6 Parents/Carers

In order to develop a close partnership with parents, the school will

- Give parents the opportunity to make nominations as part of the identification process.
- Inform all parents about the Gifted and Talented Programme by newsletter.
- Inform parents of pupils identified within the cohort by individual letter.
- Share information with parents regarding their children's involvement in the Gifted and Talented programme.

- Departments will communicate the results of pupils' involvement in the Gifted and Talented Programme to parents.

D4.2.7 Evaluation

Individual departments will be responsible for evaluating the effectiveness of the provision for gifted and talented pupils within their subject area.

The lead person for Gifted and Talented will be responsible for evaluating the effectiveness of our approaches. Success will be measured against the following criteria:

- KS2 SATS
- Quality of the creative work that is produced
- Levels of motivation and challenge in these pupils

(Additional funding for pupils designated as being 'gifted and talented' is shown as 'academic support plus' in the financial projections assumptions section)

D4.3 ENGLISH AS A SECOND LANGUAGE

D4.3.1 Rationale

"Pupils learning English as an Additional Language (EAL) share many common characteristics with pupils whose mother tongue is English, and many of their learning needs are similar to those of other children and young people learning in our schools. However, EAL pupils also have distinct and different needs from other pupils, by virtue of the fact that they are learning in and through another language, and that they come from backgrounds and communities with different understandings and expectations of education, language and learning."

(NALDIC 1999)

D4.3.2 Strategies

Oasis Academy Romford will always recognise the potential of the child and seek to minimise the barriers to success for pupils who learn through a second language. Amongst these, in the native language, will be:

- Information about the English school system
- Information about the academy and its expectations of pupils
- Plan of the school
- An outline of the school day with exemplary pictures or diagrams
- Travel arrangements
- The homework system and how parents might support children at home
- Extra-curricular activities

- Calendar of term dates
- Additional support provided by the academy
- How to get information about their children’s work and progress, and who to contact if they have any concerns
- Pictures or photographs of uniform or dress requirements, suppliers and information about grants
- Lunch arrangements, including information of benefits such as free school meals.
- A buddy to work and play with
- A pre-entry course in ‘survival’ English
- A personal adult mentor
- Advice to staff on tailoring their lessons to need
- In-class support where necessary

D4.4 USE OF I.T. TO HELP OVERCOME THE BARRIERS TO LEARNING

Oasis Academy Romford is committed to the personal use of hand held technology wherever possible. We will ensure that such technology will contain apps that will help pupils for whom English is a second language to minimise this challenge.

D5: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

D5.1 Targets

Oasis believes that it is the responsibility of each academy to ensure that each and every pupil fulfils their potential. This will be achieved through the introduction of a data rich environment within each academy which will ensure:

- High quality teaching and learning
- High Levels of pupil motivation, engagement and success
- Pupil outcomes that match, if not exceed, potential
- High levels of both teacher and student accountability

This belief will only be fulfilled by the constant monitoring, evaluating and improving of:

- Staff and student engagement
- Staff and student performance

Oasis Community Learning refuses to accept that there is a ceiling on what can be achieved in our Academies and this is reflected in the increasingly challenging targets that are set for each of them.

All our academies have shown a trend of improving outcomes that is significantly above the national average rate of improvement for Academies across the country.

Targets will be set for the Oasis Academy Romford, using national benchmark data to ensure that children’s progress exceeds the national average. Careful tracking of children’s progress (see diagrams/tables below) will take place throughout the year with a sharp focus on the use of data to ensure intervention strategies are producing the accelerated improvement that is required. Individual Academy targets are used to agree overall targets for the Oasis group.

Internal targets for all year groups (amended over time to reflect national and local figures)				
	Reading	Writing	Maths	English and Maths combined
Year 1	60% 1a+	60% 1a+	60% 1a+	
Year 2	77% 2b+	65% 2b+	77% 2b+	
Year 2	88% 2c+	85% 2c+	92% 2c+	
Year 3	85% 2a+	85% 2a+	85% 2a+	
Year 4	75% 3b+	75% 3b+	75% 3b+	70% 3b+
Year 5	75% 3a+	75% 3a+	75% 3a+	
Year 6	88% 4c+	83% 4c+	85% 4c+	80% 4c+
Year 6	50% 5+	30% 5+	40% 5+	30% 5+
Year 6	100% 2LP	100% 2LP	100% 2LP	
Entering pupils for Level 6 English and mathematics papers will be decided year on year based on internal assessments				

As part of this strategy, we deploy a range of highly experienced practitioners to impact on the work of our Academies and Academies and address barriers for improvement. Our Academy improvement team includes successful headteachers (both primary and secondary), current Ofsted inspectors and subject specialists. We are also developing strategic partnerships with a number of proven key providers who are working with us in such areas as attendance, literacy and raising attainment. We are working in partnership with the National College to put in place training programmes for our middle and senior leaders to develop leadership capacity. We have also formed a strategic relationship with Future Leaders, enabling us to recruit talented leaders that are committed to work with children from disadvantaged backgrounds.

A systematic and focused approach to monitoring the progress of the Academy will take place throughout the year. This will include the reporting of Key Performance Indicators (KPIs) every half term and a formal strategic review of the work of the whole Academy twice a year.

In addition to the Key Performance Indicators, Oasis will carry out regular on-site reviews, based on the Ofsted framework. This enables the organisation to identify both good practice and areas of weakness. Good practice is shared nationally across our Academies, whilst areas of weakness are targeted for extra support and carefully focused monitoring to ensure that the required progress is achieved.

Our Principals form part of a national network committed to raising standards and developing highly effective practice and they all attend our National Forum three times a year. We have also established a national group of lead practitioners and advanced skills teachers to support our vision of setting a standard of high expectations in teaching and learning through the sharing of outstanding practice. As a large Academy sponsor, we are developing a pool of talent and expertise that we can deploy across the Group. **Assessment for learning** forms a key element in adopting a fully inclusive and effective approach to personalised learning and will be the basis for monitoring and challenging learning for all in the Academy.

The Academy will use SIMS Assessment Manager software as the core tracking system, that will provide detailed analysis for teachers and senior leaders to support their focus on accelerated pupil progress and raising standards. Data will be more widely available to staff and there will be regular professional development sessions in the effective use of that data and the new system, particularly for middle managers. Data in the form of teacher assessments will be collected three times a year for reading and maths; six times a year for writing.

There will be a focus on the quality of marking of work and feedback to pupils, and peer group marking and feedback will be strengthened. The curriculum will provide teachers with detailed success criteria and learning outcomes; as a result group and individual target setting will be developed to engage pupils fully in their learning.

A regular programme of in-Academy moderation (see below) will be established to ensure all teacher assessments are accurate and robust. This will be strengthened further by cross-Academy moderation with other Oasis Academies and local schools. QCA optional tests will be used periodically with pupils who can access them to provide additional evidence to inform teacher assessments (see below). Alternative materials will be available to assess pupils working below National Curriculum expectations.

Reading ages will be tested three times a year using a range of published materials; the outcomes of these will be used to inform planning, organisation of reading interventions and whole-Academy actions for raising the profile of reading across the Academy.

Strategy to Improve Pupil Progress & Assessment Procedures

The following summative tests or assessment activities will be undertaken during the year. Alongside teachers' levelling strategies, assessment data will be used to inform pupil progress-meeting discussions and teachers' future planning.

Autumn Term		Spring Term		Summer Term	
September	<ul style="list-style-type: none"> Y2 to Y6 Reading Age Assessments (NFER SWRT) 	January	<ul style="list-style-type: none"> Y2 to Y6 Reading Age Assessments (NFER SWRT) 	May	<ul style="list-style-type: none"> Y2 Statutory Assessments Y6 Statutory English & Maths SATs Y3-5 Non-Statutory SATs Y2 to Y6 Spelling Age Assessments (NFER SWST)
October	<ul style="list-style-type: none"> Y2 to Y6 Spelling Age Assessments (NFER SWST) 	February	<ul style="list-style-type: none"> Y2 to Y6 Spelling Age Assessments (NFER SWST) 	June	<ul style="list-style-type: none"> Y1 Phonic Screening Tests Collection of Phonic Phase Summary Data Y2 Statutory assessments Independent Writing Task – whole Academy
December	<ul style="list-style-type: none"> Collection of Phonic Phase Summary Data Independent Writing Task Maths assessments 	April	<ul style="list-style-type: none"> Collection of Phonic Phase Summary Data Y2 to Y6 Reading Age Assessments (NFER SWRT) Independent Writing Task 	<p>A range of additional assessments will be used to inform intervention activities and support for students on the SEN register.</p>	

End-of-term student NC sub-level assessment data for reading, writing and maths from the above will be recorded on 'iTrack' (www.itrackprimary.co.uk) and utilised for monitoring and evaluation.

Key:

NFER National Foundation for Educational Research (<http://www.nfer.ac.uk>)
 SWRT Single Word Reading Test, NFER
 SWST Single Word Spelling Test, NFER

Timetable for Academy - wide Pupil Work Scrutiny, Learning Enquiry Walks and Levelling / Moderation Workshops

Autumn Term 1	Spring Term 3	Summer Term 5
<p>Learning Walk Focus: Reading environment Team: ALT, SL Literacy, Leader for T&L</p> <p>Leveling/Moderation Focus: Reading Team: ALT, SL Literacy, Teachers</p>	<p>Learning Walk Focus: Maths environment Team: ALT, SL Maths, Leader for T&L</p> <p>Leveling/Moderation Focus: Maths Team: ALT, SL Maths, Teachers</p>	<p>Learning Walk Focus: Writing environment Team: ALT, SL Literacy, Leader for T&L</p> <p>Leveling/Moderation Focus: Writing Team: ALT, SL Literacy, Teachers</p>
Autumn Term 2	Spring Term 4	Summer Term 6
<p>Learning Walk Focus: Writing environment Team: ALT, SL Literacy, Leader for T&L</p> <p>Leveling/Moderation Focus: Writing Team: ALT, SL Literacy, Teachers</p>	<p>Learning Walk Focus: Reading environment Team: ALT, SL Literacy, Leader for T&L</p> <p>Leveling/Moderation Focus: Reading Team: ALT, SL Literacy, Teachers</p>	<p>Learning Walk Focus: Maths environment Team: ALT, SL Maths, Leader for T&L</p> <p>Leveling/Moderation Focus: Maths Team: ALT, SL Maths, Teachers</p>

Pupil Tracking and Assessment Procedures: Termly, Annual and Key Stage Expectations

In the tables below, the top row represents to National Curriculum (NC) level / sub-level and the row beneath contains the corresponding Points Score for each level.

The rows for each Year Group (Reception to Year 6) indicate the annual age related expectation (ARE) and progress.

At the end of Foundation Stage the average age related expectation is Scale Point 6. For pupils to achieve the KS1 ARE for the end of Year 2 (NC Level 2b) then they need to make at least 5 sub-levels progress throughout Year 1 and Year 2.

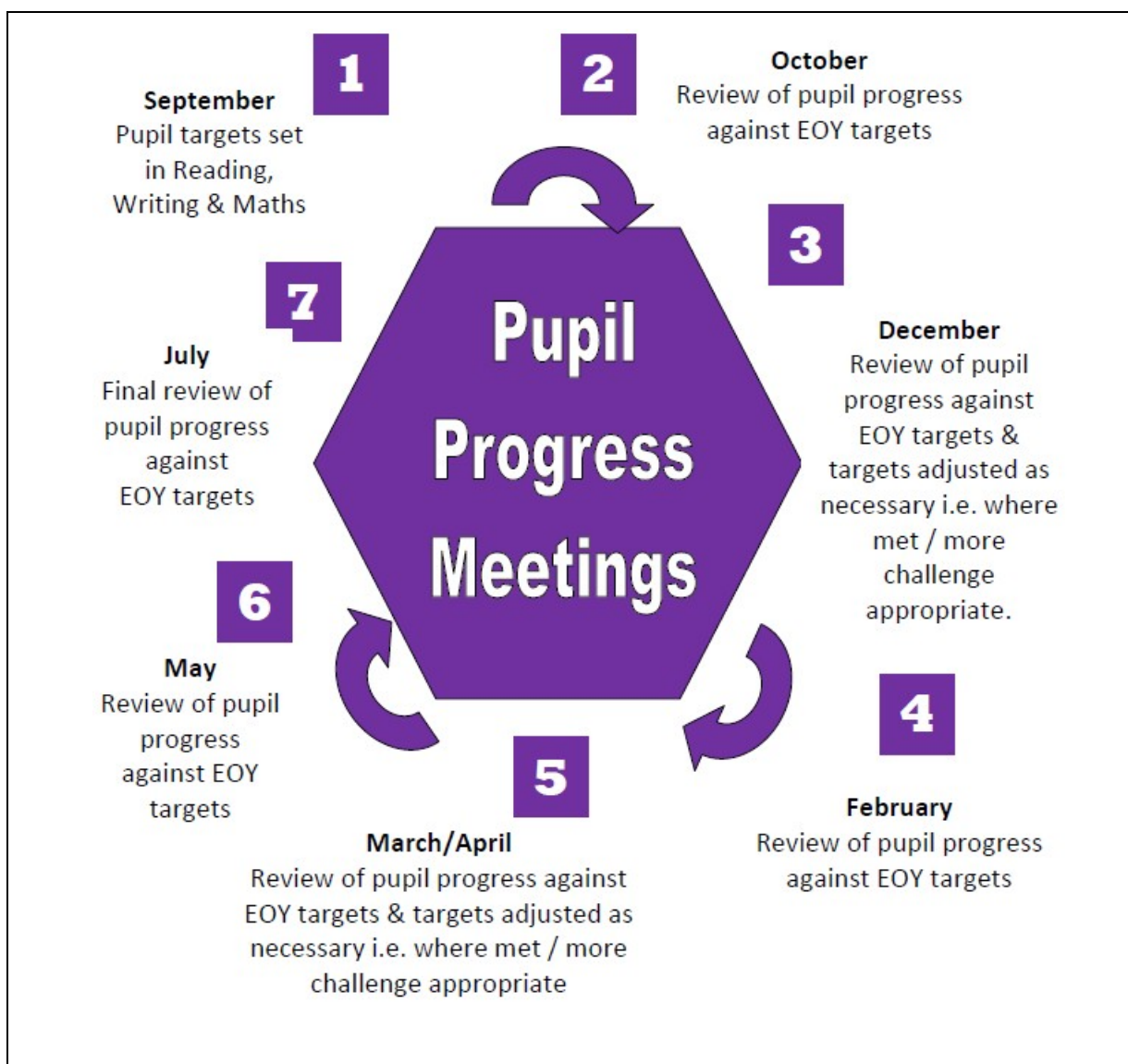
To secure the expected progress throughout Key Stage 2, pupils will secure a minimum average points score (APS) increase of 12 points (2 NC levels), irrespective of their starting point. At the end of Year 4 pupils are therefore expected to have secured at least one level progress from KS1 to ensure they are on track for two levels progress by the end of KS2.

The minimum expectation for annual progress in each year group is 2 sub-levels. Any pupil with below ARE attainment will be expected to be accelerated and make at least 3 sub-levels progress to ensure they catch up and do not fall further behind.

All pupils' termly attainment levels and progress will be recorded & analysed using SIMs Assessment Manager.

NC level	FSP	W	1c	1b	1a	2c	2b	2a
Point score		3	7	9	11	13	15	17
Reception	6+	W						
Year 1					1a			
Year 2							2b	
Year 3								
Year 4								
Year 5								
Year 6								

3c	3b	3a	4c	4b	4a	5c
19	21	23	25	27	29	31
3c						
	3b					
			4c			
				4b		



D5.2 Producing Accountability

D5.2.1 Individual teacher accountability

All teachers at the academy will be expected to demonstrate that they can continually deliver their lessons in line with the following guidance:

1. Plan lessons effectively and matched to the ability range of the pupils in line with Oasis guidance
2. Know the starting points and learning needs of pupils in their classes
3. Set challenging lesson objectives that are matched to the learning needs and ability range of the pupil as well as the National Curriculum
4. Are able to fit the lesson in to the overall work of the semester at the start of the lesson
5. Can apply a wide range of teaching strategies that sustain pupils'

concentration, application and motivation and ensure that none are left behind

6. Can apply strategies that continually ensure that progress is being made by all pupils throughout the lesson
7. Secure high quality learning by setting challenging tasks that are matched to their pupils' learning needs
8. Are able to maintain both pace and pupil progress throughout the lesson
9. Ensure an effective balance of individual, collaborative and whole class learning
10. Continually check on both individual and collective progress
11. Are able to give quality feedback to help their pupils improve their learning
12. Ensures high standards in both literacy and numeracy
13. Are able to deliver effective pupil-led plenary sessions that reinforce the lesson's learning and set the stage for the next lesson
14. Set home learning that is relevant, enthusing and matched to the pupil's learning needs
15. Mark pupil work in a manner that it encourages and directs future progress

Observing teacher performance

Newly qualified teachers

Newly qualified teachers will be observed each week during their first semester at the academy. The focus of the observations will be:

1. Planning and whole lesson observation
2. Entry routines and lesson objectives
3. Pupil relationships
4. Whole lesson observation
5. Pace and progression
6. Higher order questions
7. Whole lesson observation

The results of these observations will inform the support plan that the teacher will be working to. Appropriate guidance and support will be in line with observed findings. A similar pattern will be used in succeeding semesters but as an agreed level of satisfaction is reached in each of the observed areas it may be dropped from future schedules.

Teachers

All teachers will have a formal lesson observation each semester.

Teachers who are not judged to be delivering lessons at satisfactory or above will have the observation repeated within 5 working days. Failure to improve to the academy's agreed standard will mean a support plan immediately being introduced and targeted intervention strategies applied. This intervention will be accompanied by individual support from within the academy.

If a teacher fails to improve after support has been given then 'Oasis' will become involved in offering Level 2 support which will bring in external mentoring and coaching. Failure to improve after this second period of support will lead to first

stage capability procedures being applied.
The above procedures will also apply to teachers who fail to demonstrate sufficient 'pupil progress' for their classes when compared to national expectations.

D5.2.2 Individual student accountability

- a) There will be dual accountability for individual pupil progress
- b) Curriculum leaders, working to academy guidelines, will be expected to set individual subject targets for each pupil studying their subject. These targets must be based on a minimum of 2 levels of progress in each Key Stage
- c) Academic, creative or vocational tutors will be responsible for ensuring pupils are achieving these targets
- d) Where there is slippage, or danger of slippage, these tutors will be expected to produce immediate remediation strategies
- e) Curriculum leaders will be expected to produce monthly RAG charts regarding overall pupil progress for each year group
- f) Line managers and curriculum/ section leaders will monitor any pupil underperformance and the effectiveness of the remediation strategies
- g) Home base tutors will be responsible for each pupil in their tutor group. Time has been set aside on a Friday afternoon for pupils to be seen on a regular basis regarding their progress. Each pupil will be seen at least once per month
- h) Where individual pupils are seen to beginning to underachieve parents will be immediately involved and a personal mentor immediately attached to the pupil

D5.2.3 Reporting to parents

The academy learning programme is based on 5 seven week learning modules. Each module has an assessment at the end of the unit. Parents will receive 5 reports per year following each of the five assessments.

Semester reports to parents will include both 'hard' and 'soft' targets in terms of both progress and involvement. Reports will include individual pupil performance, group average, target and a guide to progress compared to both potential and national norms.

There will be a minimum of two parents' evenings per year

Parents views will be sought through twice yearly parental surveys.

In the case of underperformance or poor behaviour parents will be automatically contacted.

D6: Describe your admissions policy, confirming commitment to fair and transparent admissions practices

Oasis Academy Romford will seek to predominately serve the Romford Town Centre community. The Academy will seek to provide education for children of differing abilities who are 'wholly or mainly' drawn from the area in which the Academy is situated. It is the Academy's intention to draw at least 85% of our intake from this designated area.

The Academy will have an Admissions Number for Year R pupils of 90 in September 2014.

The proposed admissions policy is Appendix 3 to this document.

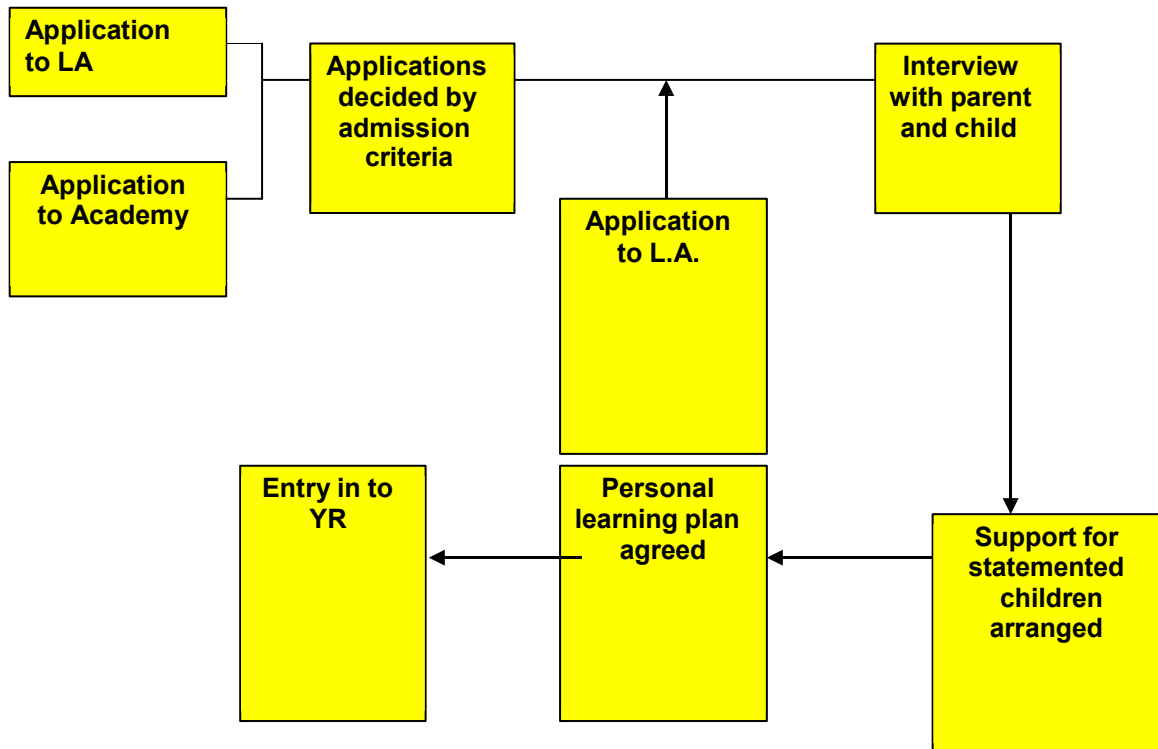
D6.1 Admissions Code

In the event of more than 90 applicants for places in Year R we propose that the following oversubscription criteria will apply:

1. Looked After Children or Previously Looked After Children as defined in section 22 (1) of the Children Act 1989.
2. Siblings - we will prioritise twins or children from other multiple births under the sibling criteria and would increase our published PAN to accommodate this need.
3. Children with exceptional medical or social needs as defined by a suitably qualified and experienced panel convened to consider such cases. Evidence in the form of a doctor or social worker's letter will be required.
4. Distance - as measured by a straight line between the child's home and the school. This measurement will be done by a computerised mapping system, from the child's home to the school. The child's home address will be considered to be where the child spends the majority of the school week.

D6.2 Admission Procedures

Further details of the admission process are in Appendix 3



D7: Describe how your approach to behaviour management, pupil well-being and attendance will improve pupil outcomes

D7.1 Attendance

Oasis Academy Romford will set the highest expectations for pupil and adult behaviour based on Oasis' values and behaviours for:

TRANSFORMING LIVES

Every person matters and we value everyone in the Oasis Academies

- Creating strong relationships based on trust, as the heart of our understanding of inclusion
- Valuing and celebrating equality and diversity as the heart of the Oasis ethos
- Valuing the uniqueness of each person; recognising different talents or gifts that relate to the spiritual, emotional, physical and intellectual aspects of what it means to be 'human'
- Nurturing values like consideration for others, compassion, truthfulness,

forgiveness, reconciliation, justice and a commitment to healthy and sustainable lifestyles

- Having the highest expectations of ourselves and others by: helping to create a 'can do' culture, wanting to do our very best and making a positive contribution to the community

As pupils progress through the school these values will permeate all aspects of their learning experience and as result poor behaviour will be seen by all as unacceptable. To support this Oasis Academy Romford will implement the 'Good to be Green' system (see details below); this will form the core structure of a positive behaviour policy that encourages and motivates pupils to take responsibility for their own learning, behave in a way that considers the needs of others and exercise appropriate self-discipline.

The system involves detailed stages of sanctions that staff can invoke but also rewards pupils for continuous good behaviour. The policy will also provide guidance for sanctions for non-classroom based times of the day (e.g. breaks and lunchtimes) and training will be provided to ensure all staff apply the school policy and procedures consistently. Senior leaders will also ensure all appropriate personnel receive regular positive handling training.

A small proportion of pupils may need additional support through small group working and some one-to-one mentoring. The provision of small group spaces and opportunity for 'time out' in dedicated rooms will be considered as and when the need arises.

Oasis Academy Romford Behaviour System

The 'Good to be Green' behaviour system is based on all children starting the day on green.

- The first stage of the behaviour system is a verbal warning to the child, informing the child that that was their warning and explaining that if the behaviour continues then the child will go onto a yellow card
- If the negative behaviour persists then the child will be given a yellow card and the children put it on the chart themselves. At this point the children can still redeem themselves and get the yellow card withdrawn if they improve their choices. This can only be done once in a day.
- If the children continue to show negative behaviour then they are given a red card, and lose 10 minutes of their lunch break
- Next the child will move onto Stage 1 -this is the first stage where their actions are recorded. On stage 1 they receive 10 minutes during 'playtime payback'
- Stage 2 - at this point they get an instant 15 minutes in the TOTAL room (Time Out To Access Learning) and 15 minutes Principal's detention on the next Friday afternoon.
- Stage 3, which is on report for three days. The first 2 days the child will attend 10 minute playtime payback and 30 minutes instant isolation
- The final stage is Stage 4 and the consequences at this stage are decided by SLT. The child will be taken to the TOTAL room awaiting for the SLT to

decide on a suitable consequence

- **Any child who shows verbal or physical violence towards a member of staff in class, playtime or lunch goes straight to Stage 4 and awaits their consequences from SLT. The child still accumulates all the consequences from the previous stages**

For persistent bad behaviour:

- Parents may be asked to come into school to speak with the teacher and, in some cases, a member of the Senior Leadership Team
- Internal exclusion – where a child will work in isolation for an agreed period
- In extreme cases a child may be excluded from school, this is always used as a last resort

Parents are always consulted in extreme or persistent cases.

Lunch/Break/Assembly

A strict system of sanctions will be in place that apply to lunch and break incidents only. These sanctions will only be completed during the break and lunchtime. If the time runs into learning time then the child returns to class and then carries on with the sanction at the next break or lunchtime.

If a child misbehaves during an assembly time then that child will be given an instant 5 minute payback at the next playtime.

Restraining Pupils

A pupil will only be restrained in extreme circumstances, when their own safety or that of others is at risk. All class-based staff and the Learning Mentor team are trained in “Team Teach” de-escalation and safe-handling techniques.

Some children will have their own handling plan and these will specify certain techniques or strategies to support the children. All the staff working with these children will be aware of the specific techniques for their child.

Rewards

One child from each class will be chosen as their star of the week - this child is chosen because their learning behaviour has been exemplary.

Other rewards:

- Children allowed to come to school in non-uniform on their birthday
- Stickers given out by prefects in assembly time for good behaviour
- Stickers given out by staff for children who use their manners around school
- House points given out and awards achieved for the milestones achieved
- Prefect roles given out to years 5 and 6
- House captain roles for year 6
- Showing work to the Principal or other staff members to receive extra praise
- Contacting parents to share good news re achievements and/or behaviour

Attendance

To ensure that pupils are always keen to come to school and arrive on time and ready to learn Oasis Academy Romford will implement the following:

- Introduction of the 'SOL' attendance tracker to store data regarding attendance and punctuality
- Consultancy support for Academy leaders from SOL
- Systems in place to contact parents and carers to monitor pupils' punctuality or attendance
- Dedicated member of staff (Parent Support Adviser) will monitor punctuality and attendance and follow-up with individual families
- Pupils will be made aware of their weekly % attendance rate. Where appropriate, targets will be set and made available across the Academy, so that pastoral, academic and support staff, are aware of an individual's attendance as well as other learning targets
- A reward system will be implemented including attendance focused assemblies where pupils receive certificates and medallions/badges for good attendance. Each week classes will also be rewarded for best attendance (this system will be carefully monitored to ensure that pupils are not stigmatised by their peers for their attendance)
- Attendance expectations will be made clear to parents and carers, including procedures for authorised absences and holidays and any action the Academy may take, including fixed penalties and legal action, where attendance is an on-going concern
- The Academy is committed to further continuous improvement in a holistic approach to attendance that engages pupils in their learning and provides programmes of study appropriate to learning needs

Pupils will not fulfil their potential unless they have high levels of attendance.

The academy's attendance team, the family liaison worker and a designated senior member of staff will be responsible for ensuring high levels of attendance for all pupils

All absences will be reported to parents through the establishment of a 'text' reporting system within thirty minutes of the formal start of each school day.

Home visits will immediately take place when absence is unexplained at the start of the day

Home visits will become automatic on the third day of any absence.

General Guidelines

- Parents will be informed by letter, at the start of each term, of the school's expectations for attendance
- All attendance will be recorded at the start of the day and on entry to lessons to ensure the achievement of overall school targets

- Parental contact systems such as texts, phone calls and visits will check the validity, of absences
- Reward strategies will be introduced to encourage high attendance
- Re-integration panels will be formed to encourage the return of long term absentees
- Strategic alliances will be formed with appropriate and relevant external agencies to ensure both the safety and educational progress of all children
- A personal mentor will be attached to specific children to accompany them from home to school each day when poor attendance patterns need to be broken
- High levels of attendance will be encouraged through the use of a positive rewards system.
- Attendance certificates, prizes and reward trips will feature highly in this reward system
- Attendance will be recorded on all reports home

D7.2. Exclusion

Oasis Academy Romford has a firm belief that all children have potential and should be supported in achieving that potential. Excluding children for either a fixed term or, at worst, permanently acts against this vision. All steps will be taken to keep fixed term exclusions to a minimum, and permanent exclusions at zero rate.

The Principal alone may decide if a pupil is to be permanently excluded. If the Principal is temporarily absent from school and an incident occurs in which the appropriate Vice Principal feels that permanent exclusion may be the appropriate response, the Vice Principal may exclude the pupil concerned for a fixed-term long enough to allow the Principal to consider the case on his/her return.

Permanent exclusion is seen as a very serious matter and will only be used as a last resort. It is likely to be applied only after all other sanctions, including fixed term exclusion, have failed to produce the desired response in the pupil. It may, however, be an appropriate response to a single incident of extreme misconduct, for example, extreme violence towards a fellow pupil or an assault upon a member of staff. Oasis considers permanent exclusion as the very last stage of its discipline policy and will only resort to such actions in extreme cases.

General Principles

1. Exclusion will be used sparingly in response to serious breaches of school policy and discipline. It will normally be used only after other sanctions and counselling have failed to achieve the desired change in behaviour and attitude.
2. Permanent exclusion will only be used as a last resort, when all other reasonable steps have been taken and when allowing the child to remain in school would be seriously detrimental to the education and/or welfare of other pupils or teachers.

3. Permanent exclusion may, on rare occasions, be the only possible response to a single incident of very extreme misconduct.
4. The school will follow current D.f.E. and L.A. guidance and advice.
5. When it is necessary to exclude a pupil, parents will be contacted by telephone, if possible, at the earliest possible opportunity. The exclusion will always be confirmed by a letter which will set out the reasons for the exclusion and also inform the parents of their rights to make representations to the Academy Council.
6. Each incident of exclusion will be recorded in a standard format. This will give:
 - a. the name of the pupil
 - b. the tutor group
 - c. the gender of the pupil
 - d. the type of exclusion
 - e. in the case of fixed term exclusions, the number of days for which the pupil will be excluded
 - f. the reasons for the exclusion.
7. Each incident of exclusion will be notified to the Chair of the Academy Council which will be sent a copy of the official exclusion letter.

D7.2.1 Reasons why a student could be excluded:

This is not an exhaustive list and there may be other situations where the Principal makes the judgment that exclusion is an appropriate sanction:

- a. Verbal abuse to Staff and others
- b. Verbal abuse to pupils
- c. Bullying including cyber-bullying
- d. Repeated racist or homophobic behaviour
- e. Physical abuse to/attack on Staff
- f. Physical abuse to/attack on pupils
- g. Indecent behaviour
- h. Damage to property
- i. Misuse of illegal drugs
- j. Misuse of other substances
- k. Theft
- l. Serious actual or threatened violence against another pupil or a member of staff.
- m. Sexual abuse or assault.
- n. Supplying an illegal drug.
- o. Carrying an offensive weapon.
- p. Arson.
- q. Persistent Disruptive Behaviour

- r. Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupil's behaviour.

D7.2.2 Behaviour Outside School

Pupils' behaviour outside School on school "business" for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the Oasis Positive Behaviour Policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in School. For behaviour outside School but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. If pupils' behaviour in the immediate vicinity of the School or on a journey to and from school is poor and meets the School criteria for exclusion then the Principal may decide to exclude.

D7.3 School Council

The academy's School Council will be continuously involved in informing staff of the success of the academy's behaviour policies in terms of pupil well-being, feeling safe and safeguarding as a whole.

D7.4 Safeguarding

The academy will:

- Appoint a designated person for pupil safety
- Ensure that all staff are trained in up-to-date safeguarding procedures
- Hold a single central record regarding the vetting of staff
- Ensure anti-bullying policies are strictly adhered to
- Ensure behaviour policies are adhered to
- Record all incidents of bullying, racism, homophobic behaviour, etc. are fully investigated, recorded and sanctions applied when necessary
- Continually carry out risk assessments
- Ensure that the school is safe and secure for all pupils
- Develop and implement 'safety on line' policies, procedures and practices

D7.5 Suspected Abuse

It is the duty of all academy employees to immediately report to the principal any suspicions they have of child neglect or abuse. The Principal will be expected to immediately institute DFE procedures

We have an agreed Safeguarding policy which is used throughout our family of academies.

D7.6 Medication

The academy will maintain a central register of all pupils who need regular medication. This will be updated on a termly basis by communication with parents.

The academy will not allow the dispensation of any medicines that are not prescribed by the child's G.P. and verified by a letter from the G.P.

D8. If you are applying to set up a faith ethos Free School, a school designated as having a religious character, or one with a particularly distinctive educational philosophy and worldview, show the needs of all children are fully provided for within the education plan

In 2001, several years before beginning to develop Academies, Oasis wrote, what we call, 'The Faithworks Charter' to govern all our work. It states that:

"Motivated by our Christian faith we commit ourselves to the following standards as we serve others in our community work and seek to model trust.

We will provide an inclusive service to our community by:

- 1. Serving and respecting all people regardless of their gender, marital status, race, ethnic origin, religion, age, sexual orientation or physical and mental capability.*
- 2. Acknowledging the freedom of people of all faiths or none both to hold and to express their beliefs and convictions respectfully and freely, within the limits of the UK law.*
- 3. Never imposing our Christian faith or belief on others."*

Oasis Community Learning is committed to the 'Oasis Education Charter' (see Appendix 1) which was developed and adopted during 2009. It sets out the Oasis Ethos in full. As part of this it explains that our ethos is built around five statements:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences

- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

It goes on to explain that these organisational behaviours are rooted in, and flow from our understanding of Christian faith. How Oasis as an organisation behaves has a direct relationship to what Oasis, as an organisation, believes.

Oasis is always clear with staff, students, parents/carers, volunteers and any other parties about the fact that its behaviours and the things that it values flow directly from its Christian beliefs. But to be part of Oasis does not require anyone to own or accept these beliefs. Oasis never seeks to impose its beliefs on anyone (students or staff).

Our uniform and badge do not contain any religious symbols. Indeed, our badge and national logo is the Oasis messy 'O' – our symbol of inclusion. We already work with thousands of students and staff of other faiths and none, and have created inclusive environments in which all are respected. We have good arrangements for prayer rooms and specific dietary requirements.

Our admissions policy is inclusive. We do not select by faith or aptitude. All our schools operate within the local criteria for community schools.

Our policy is not to run 'schools of religious character' (see our answer to B7). Our religious education is always delivered around the local SACRE curriculum.

One of the central services that Oasis offers is an Ethos team who have prepared resources – in line with and built around our inclusive ethos – for use, as local staff choose, in assemblies.

Section E: Evidence of demand – part 1

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

If your school is new provision:

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

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

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

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	90	125		139%	90	112		124%
Year 1					90	125		139%
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand – part 2

Please refer to pages 27-29 of the 'How to Apply' guidance for what should be included in this section.

E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.

Parental demand for Oasis Academy Romford has been resounding, with well over 100% of the signatures for the first two years' intake achieved. Signatures have been obtained from 125 parents with children born between September 2009-August 2010, 112 signatures obtained from parents with children born between September 2010-August 2011, and a further 92 parents with younger children have stated that they would choose to send their child to the school, as their first choice, if our Free School application is successful. Our bid is also supported by local organisations who have lent their support in letters of endorsement (please see Appendix 5).

A copy of the questions asked in the survey is included in Appendix 6. The survey was conducted on paper, and online, through an e-mail survey and a Survey Monkey tool.

Our respondents placed Good Teachers as first in their order of preferences, followed by Excellent Academic Facilities, School Uniform, State of the Art Computing Facilities and Parent/ Carer Involvement.

Comments from respondents included:

██████████

██████████

██████████

No	Entry in year group	Age/DOB/year of entry	Postcode		No	Entry in year group	Age/DOB/year of entry	Postcode
1	2014		RM7		1	2015		RM3
2	2014		RM7		2	2015		RM2
3	2014		RM2		3	2015		RM7
4	2014		RM12		4	2015		RM2
5	2014		RM3		5	2015		RM2
6	2014		RM2		6	2015		RM7
7	2014		RM2		7	2015		RM2
8	2014		RM3		8	2015		RM2
9	2014		RM1		9	2015		RM11
10	2014		RM2		10	2015		RM2
11	2014		RM11		11	2015		RM2
12	2014		RM5		12	2015		RM3
13	2014		RM7		13	2015		RM2
14	2014		RM7		14	2015		RM1
15	2014		RM2		15	2015		RM7
16	2014		RM5		16	2015		RM5
17	2014		RM2		17	2015		RM7
18	2014		RM11		18	2015		RM7
19	2014		RM12		19	2015		RM7
20	2014		RM2		20	2015		RM7
21	2014		RM1		21	2015		RM5
22	2014		RM2		22	2015		RM7
23	2014		RM1		23	2015		RM7
24	2014		RM1		24	2015		RM5
25	2014		RM5		25	2015		N22
26	2014		RM1		26	2015		RM1
27	2014		RM5		27	2015		RM3
28	2014		RM2		28	2015		RM7
29	2014		RM7		29	2015		RM11
30	2014		RM7		30	2015		RM7
31	2014		RM5		31	2015		RM2
32	2014		RM5		32	2015		RM7
33	2014		RM5		33	2015		RM7
34	2014		RM7		34	2015		EN3
35	2014		RM3		35	2015		RM13
36	2014		RM11		36	2015		IG4
37	2014		RM10		37	2015		IG4
38	2014		RM9		38	2015		RM7
39	2014		RM3		39	2015		RM7
40	2014		RM6		40	2015		RM11
41	2014		RM14		41	2015		RM1
42	2014		RM3		42	2015		RM5
43	2014		RM6		43	2015		RM1
44	2014		RM3		44	2015		RM2
45	2014		RM8		45	2015		RM7
46	2014		RM7		46	2015		RM11
47	2014		RM3		47	2015		RM5

48	2014		RM1			48	2015		RM1
49	2014		RM6			49	2015		RM1
50	2014		RM3			50	2015		RM3
51	2014		RM1			51	2015		RM15
52	2014		RM1			52	2015		RM7
53	2014		RM5			53	2015		RM3
54	2014		RM12			54	2015		RM3
55	2014		RM5			55	2015		RM3
56	2014		RM1			56	2015		RM11
57	2014		RM2			57	2015		RM3
58	2014		RM2			58	2015		RM3
59	2014		RM3			59	2015		RM2
60	2014		RM14			60	2015		IG2
61	2014		RM3			61	2015		RM2
62	2014		RM2			62	2015		RM12
63	2014		RM14			63	2015		RM3
64	2014		RM11			64	2015		RM1
65	2014		RM14			65	2015		RM4
66	2014		RM3			66	2015		RM1
67	2014		RM2			67	2015		RM3
68	2014		RM2			68	2015		RM3
69	2014		RM1			69	2015		RM7
70	2014		RM11			70	2015		RM1
71	2014		RM1			71	2015		RM3
72	2014		RM12			72	2015		RM1
73	2014		RM12			73	2015		RM5
74	2014		E11			74	2015		RM11
75	2014		RM7			75	2015		RM5
76	2014		RM15			76	2015		RM12
77	2014		RM5			77	2015		RM2
78	2014		RM11			78	2015		RM2
79	2014		RM3			79	2015		RM11
80	2014		RM5			80	2015		RM2
81	2014		RM3			81	2015		RM2
82	2014		RM8			82	2015		RM11
83	2014		RM11			83	2015		CM15
84	2014		RM9			84	2015		RM2
85	2014		RM1			85	2015		RM1
86	2014		RM1			86	2015		RM7
87	2014		RM3			87	2015		RM8
88	2014		RM1			88	2015		RM1
89	2014		RM2			89	2015		RM12
90	2014		RM11			90	2015		RM6
91	2014		RM12			91	2015		RM12
92	2014		RM7			92	2015		RM7
93	2014		RM2			93	2015		RM7
94	2014		RM2			94	2015		RM2
95	2014		RM2			95	2015		RM3
96	2014		RM7			96	2015		RM8
97	2014		RM2			97	2015		RM5

98	2014		RM2			98	2015		RM1	
99	2014		RM5			99	2015		RM9	
100	2014		RM5			100	2015		RM7	
101	2014		RM7			101	2015		RM1	
102	2014		RM7			102	2015		RM2	
103	2014		SS16			103	2015		RM2	
104	2014		RM6			104	2015		RM11	
105	2014		RM2			105	2015		RM12	
106	2014		SS2			106	2015		RM6	
107	2014		RM7			107	2015		RM1	
108	2014		RM3			108	2015		RM3	
109	2014		RM7			109	2015		RM3	
110	2014		RM3			110	2015		RM8	
111	2014		RM1			111	2015		RM5	
112	2014		SS2			112	2015		RM1	
113	2014		RM1							
114	2014		RM3							
115	2014		RM1							
116	2014		RM7							
117	2014		RM7							
118	2014		RM2							
119	2014		RM6							
120	2014		RM6							
121	2014		RM5							
122	2014		RM11							
123	2014		RM1							
124	2014		RM9							
125	2014		RM1							

E2: Demonstrate how you intend to reach out of the wider community including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

Oasis Academy Romford would guarantee its success by:

- Founding a high achieving school within this community and thus halt the outer borough drift that presently exists
- Placing great emphasis on high academic standards and fulfilling parental aspiration
- Demonstrating year-on-year high contextual value added scores by opening for longer hours and placing great emphasis on personalised educational programmes for all pupils designed to maximise their performance and ensure they fulfil their potential
- Ensuring the highest standards of behaviour
- Maximising the support to the individual child through the employment of academic and personal support mentors for each child
- Providing a family link worker for the harder to reach families or those families in need of help in supporting the academic and character growth of their child
- Targeting and supporting disadvantaged families
- Giving parents a greater involvement in the education of their children

E3: Consultation Activity

To consult on the proposals for Oasis Academy Romford, we employed a variety of marketing and consultation mechanisms to engage local parents, the wider community, local headteachers and local businesses. Please see Appendix 5 for evidence of this activity.

These included:

- Creating a consultation document which clearly outlined the ethos of the proposed school
- Holding four consultation meetings in October and November 2012 to give local parents the opportunity to both understand and ask questions about the proposal.
- Starting to gain evidence of parental demand through the signing of the petition from the 1st October 2012
- Obtaining demographic and site data from Local Authority.
- Setting up a web site on the 1st October to inform people of the ethos of the proposed school.
- Delivering flyers informing people of public meetings.
- Delivering consultation documents to all Nurseries and pre-schools in the area.
- Delivering letters explaining the proposal to local families with a tear-off slip for return to their nursery.

- Creating a specific e-mail enquiry address and a mailing list to keep all those interested abreast of the proposal.
- Issuing Press release in October
- Delivering flyers to local homes informing people of public meetings
- Delivered letters explaining the proposal to local families with a tear-off slip for return to their nurseries/ pre-schools
- Social media – dedicated Facebook Page and Twitter Feed
- Placing advertisements in the local media for consultation meetings
- Personal approaches to local businesses and community groups for support

E4 Postcode analysis map of parents making school their first choice



E5: The Future Marketing of the New School

A marketing team will publicise the new school in order to assure the full intake of pupils. The marketing strategy will be based on the targeting of three strands which are, in priority order:

- Strand 1: The end user (pupils and parents)
- Strand 2: Education (local nursery and pre-schools, partner secondary schools, local universities, industry and commerce)
- Strand 3: The media

For each strand, we will identify the 'targeting objectives' and 'influencing' strategy for each stakeholder.

Strand 1: Parents and Children (October 2012 – July 2014)

The marketing plan will have five main objectives for both parents and children in this area of influence. They are:

Parents

- To raise parental awareness of the vision and philosophy that Oasis Academy Romford has for the education of their children
- To enable these key stakeholders to identify the differences between the approaches of Oasis Academy Romford and other local schools.
- To enable parents to see the benefits of the proposed longer school hours and the different range of educational providers
- To ensure that parents see the proposed school as the first choice for their child's primary education
- To encourage parents to act as 'ambassadors' for the new school
- Providing regular updates as progress is made towards the opening of the new school.

Children

- To raise children's awareness of the vision and philosophy that Oasis Academy Romford has for their primary education
- To enable them to see the benefits of the proposed longer school hours and the different range of educational providers
- To encourage them to see the proposed school as the first choice for their primary education
- To encourage them to act as 'ambassadors' for the new school

- Providing regular updates as progress is made towards the opening of the new school.

Influencing strategies

The influencing strategies that will be used are:

- Holding a launch event specifically for parents which will outline the school's vision and philosophy
- The setting up of a parental working party to co-develop strategy, expectations and deliverables
- The holding of 4- way meetings between parents, pre-school and nursery leaders, secondary school leaders and teachers and educational promoters of Oasis Academy Romford
- Visiting local nursery and pre-schools to talk to parents and staff on an individual and collective basis
- Providing a 'goody bag' of essential equipment for a successful start at their new school for those who select the school
- Providing summer fictional reading material, targeted to each individual child's reading age, as a literacy strategy prior to starting at the new school
- The use of creative marketing in terms of a school web-site local media, Facebook, 'mobile marketing' homes, outside nursery schools at drop off and pick up times, leafleting local shopping centres, etc.
- Producing child friendly web app-link information to increase children's expectations and excitement of the new school

Strand 2: Education (local nursery and pre-school schools, partner secondary schools, local universities, industry and commerce) (October 2012 – July 2014)

The marketing plan will have five main objectives in this area of influence. They are:

- To raise the awareness of these key stakeholders of the vision and philosophy that Oasis Academy Romford has for the education of the children within the community
- To enable these key stakeholders to identify the differences between the approaches of Oasis Academy Romford and those of most state primary schools
- To enable these stakeholders to see the benefits of the proposed longer school hours and the different range of educational providers
- To ensure that the school gains effective and positive support from these key stakeholders
- To encourage these stakeholders to act as 'ambassadors' for the new school
- Providing regular updates as progress is made towards the opening of the new school.

Influencing strategies

The influencing strategies that will be used are:

- The identification of these key stakeholders
- Making individual contact with an appropriate link contact with each stakeholder group including:
 - Nursery, pre-schools and toddler groups in Romford
 - Relevant local businesses
- Holding a launch event specifically for these which will outline the school's vision and philosophy
- Identifying why the establishment of a school such as Oasis Academy Romford is essential for the intellectual and social growth of the local communities
- Inviting stakeholders to become involved in developing the school's vision and philosophy in order that the pupils gain an education appropriate to the needs of their own personal development, the furtherance of their education and the needs of industry and commerce in the area

Strand 3: The media (October 2012 – July 2014)

The marketing plan will have seven main objectives in this area of influence. They are:

- To raise the awareness of the media of the vision and philosophy that Oasis Academy Romford has for the education of the children locally.
- To enable these key stakeholders to identify the differences between the approaches of Oasis Academy Romford and those of most state primary schools
- To ensure that the school gain's effective and positive support from these key stakeholders
- To encourage these stakeholders to give positive publicity and support for the proposed new school
- Inviting stakeholders to become involved in developing the school's future projects as key supporters
- Providing regular updates as progress is made towards the opening of the new school.

Influencing strategies

The influencing strategies that will be used are:

- The identification of these key stakeholders
- Making individual contact with an appropriate link contact with each key stakeholder including the Havering Post and Romford Recorder.
- Holding a launch event specifically for these which will outline the school's vision and philosophy

- Identifying why the establishment of a school such as Oasis Academy Romford is essential for the intellectual and social growth of the local communities
- Encouraging positive support from these stakeholders
- Inviting stakeholders to become involved in developing the school's work experience, service and enterprise projects as key supporters
- Providing regular updates and 'media headlines' as progress is made towards the opening of the new school.

E6 Statutory Consultation

Outline of consultation plan:

Target audience

- Parents and carers in Romford
- The Local Authority
- Community groups – local political associations, listed community groups, local parents' groups, primary school governing bodies and P.T.A.s etc.
- Potential feeder nursery and pre-schools
- Local Baby and Toddler Groups
- Local employers

Information to be provided to the target audience

- Rationale for establishing the school
- Mission and values of the school
- Distinctive nature of the school
- Curriculum offer
- Admissions policy
- Timetable of events

Method of consultation

- Face to face
- Local radio and news media
- Web site
- Social media
- Public meetings
- Influence groups

Outcomes

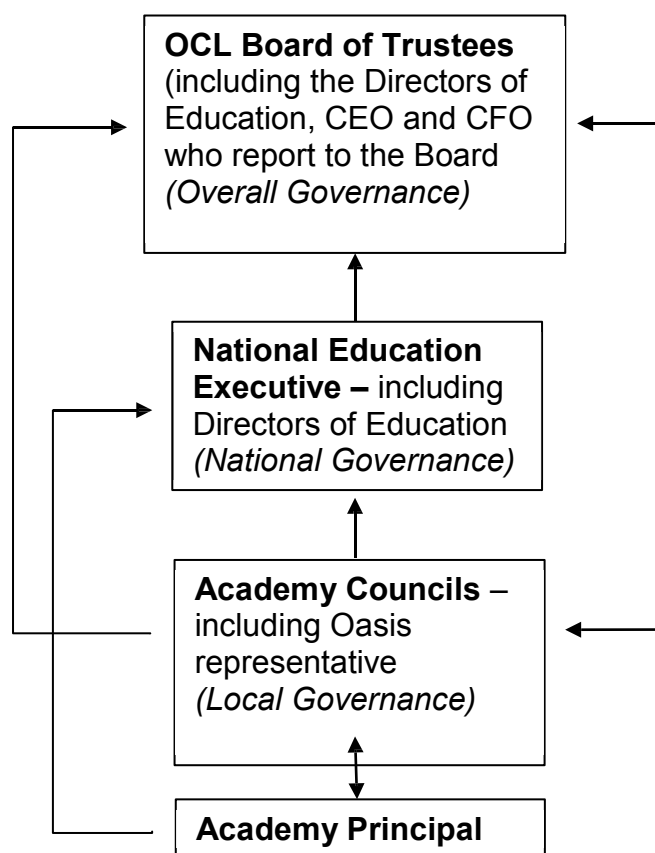
- A range of feedback reporting will be employed during and after the consultation incorporating. This will include use of the web site, newspaper and radio interviews and a newsletter distributed locally
- Face forwarded mechanisms through partnership building with all stakeholders

Section F: Capacity and capability

Please refer to pages 30-33 of the 'How to Apply' guidance for what should be included in this section.

F1: Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school.	
F1:1 The Delineation of Roles	
<p>The Trust</p> <p>Oasis is a 'not for profit' organisation that is committed to using any possible surplus revenue within the organisation for the benefit of the children within its schools.</p> <p>The focus of the Trust will be upon:</p> <ol style="list-style-type: none">1. The ethos of the academies within the Trust2. The strategic direction of the Trust as it responds to local and national demands and policy3. The efficiency and effectiveness of leadership and services across the school4. The standards and achievements across the academy including the setting and monitoring of annual targets5. The financial health of the academy6. Having overall responsibility for site maintenance7. Having overall responsibility for the appointment and dismissal of staff8. Being the final point of call for appeals and grievances emanating from individual academies9. Apply for funding grants in order to fulfil the Trust's objectives10. Sign contracts with external organisations in order to gain best value for the academies in the Trust11. Issue and monitor service level agreements to each academy in accordance with the services that they require12. Hold, and monitor, the central bank account13. Any change of constitution14. The addition or removal of Directors; their legal duties as Directors and their obligations as a Charity <p>Whilst the Trust is the employer of all staff, it has delegated powers to the National Executive and Local Academy Councils to exercise governance arrangements for the academies within the Trust.</p> <p>As a Multi-Academy Trust, the Trust will assume responsibility for appointing the majority of each Academy's Academy Council.</p>	

A diagram to articulate this governance structure is below:



The National Education Executive

The National Education Executive oversees educational policy and practice, the standards achieved, the management and deployment of financial, ICT and human resources, governance and strategic development. In addition to local academy councils, the National Executive holds the Principal to account – a model which holds professional scrutiny in more detail than a traditional governing body is able to achieve. The linked Regional Academies Director or Director of Education (part of the National Education Executive) acts as the direct line manager for each Principal. This model is tried and tested in our current Academies and commented on by OFSTED as a robust approach to governance.

The National Education Executive is made up of the following members and their CVs are attached in Appendix 4; in no circumstances are Principals part of the National Education Executive.



The Local Academy Council (Governing Body)

As described above, each Academy Council is made up of members of the National Education Executive and local representatives, including those from local businesses, churches, parents and the local authority.

When appointed, the local Academy Council will focus upon the individual school contexts, monitoring standards and achievement and their local community needs and aspirations. It will achieve this by:

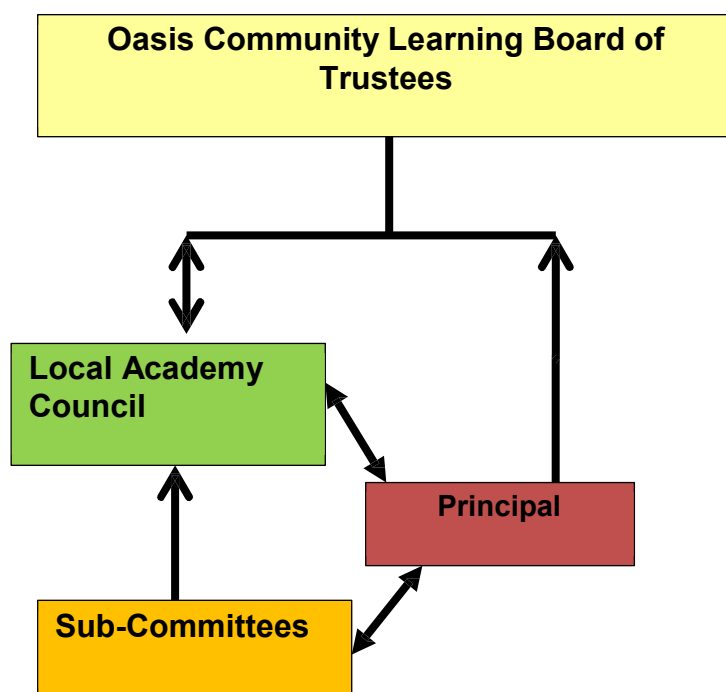
1. Ensuring that the overall Trust ethos permeates the Academy
2. Setting local strategic priorities and plans
3. Monitoring standards and achievement within the school
4. Ensuring Trust policies are implemented
5. Ensuring the financial health of the academy
6. Having delegated responsibility for day-to-day maintenance of the academy
7. Engaging with all stakeholders to improve outcomes
8. Supporting and positively challenging practices within the school, through the leadership team
9. Making sure that the academy responds to all pupil needs particularly those with special needs and defined learning challenges
10. Being a critical friend to the principal

The Principal of the Academy

The Principal will be responsible for leading the leadership team in:

- Establishing the vision and ethos of the academy in line with the bid
- Ensuring the smooth functioning and efficiency of the school
- Be responsible for the day-to-day life of the school
- Be responsible for all matters relating to health and safety of all members of the school community
- Ensuring high standards of teaching, learning and behaviour
- Ensuring the cost effectiveness of the school
- Ensuring that the school achieves all of its targets
- Dealing with the day-to-day community matters

F1.2 A schematic diagram indicating lines of responsibility



F1.3 Accountability

Multi-Academy Trust

The Multi-Academy Trust is accountable to the D.f.E. for the overall performance of each of its academies in terms of strategic direction, efficiency and effectiveness, achievements and standards, and financial viability.

It is also responsible for the maintenance of buildings, appointment and dismissal of staff, appeals and grievances, gaining best value multi-academy contracts, issuing and monitoring of all service agreements across all academies but will delegate as much as this as possible, within agreed spending limits to the local academy council.

The Directors of the Multi-Academy Trust also have additional company law duties arising from legislation and common law to uphold. In particular they will comply with the Companies Act 2006. These statutory duties include:

- A duty to act within the powers granted as set out in the articles of association
- A duty to promote the success of the company
- A duty to exercise independent judgement

- A duty to exercise reasonable care, skill and diligence
- A duty to avoid conflicts of interest
- A duty not to accept benefits from third parties

A duty to declare their interests in any proposed transaction or arrangement with the company.

- The Multi-Academy Trust will have charitable status and, as such, it will comply with the regulations set by the Charities Commission by:
- ensuring that it is solvent and well managed and delivering the charitable outcomes for which it was set up;
- Ensuring compliance with Charity Law and delivering necessary reports and returns as required;
- Only using assets and funds in furtherance of the Academy Trust's objects

Principal and Local Academy Council

The local academy council is accountable to the Multi-Academy Trust for the overall performance of the academy in terms of strategic direction, efficiency and effectiveness, achievements and standards, adherence to multi-academy policies and practices and financial viability.

The Principal and Local Academy Council are responsible for day-to-day matters within the academy including the smooth running of the academy, the safety and safeguarding of pupils, the implementation of multi-academy policies and practices, delegated maintenance of the buildings within agreed financial limits, hiring and dismissal of staff (subject to the agreement of the Multi-Academy Trust), first level of appeal for grievances and appeals and the establishment of equal opportunities.

The Principal

The Principal has accountability to both the Local Academy Council and the Multi-Academy Trust as his / her employer. He / she is accountable for the overall performance of the academy in terms of strategic direction, efficiency and effectiveness, achievements and standards, adherence to multi-academy policies and practices and financial viability.

He / she has delegated responsibility for day-to-day matters within the academy including the smooth running of the academy, the safety and safeguarding of pupils, the implementation of multi-academy policies and practices, delegated maintenance of the buildings within agreed financial limits, hiring and dismissal of staff (subject to the agreement of the Multi-Academy Trust), first level of appeal for grievances and appeals and the establishment of equal opportunities.

The National Forum

The purpose of the National Forum is to provide an opportunity for all our Principals to meet together once a term to discuss and develop Oasis policy. This national network enables us to share highly successful practice across the group and to consider matters which are of common interest. We also use the meeting to keep Principals up to date with the latest changes in legislation and DfE requirements. The Forum helps us respond to the needs of our Principals and enhances the way in which Academies work as part of the Oasis group. Presentations are delivered by national figures as well as by the National Education Executive and by Principals themselves.

F1.4 Financial delegation

The Principal has delegated responsibility to place orders for single items or award contracts to the value of [REDACTED]. When awarding contracts the rules of fair value and competitive tendering must apply. Permission to place orders for single items or the awarding of contracts that exceed [REDACTED] but are below [REDACTED] will require the Principal gaining the agreement of the Regional Director. Permission to place orders for single items or the awarding of contracts that exceed [REDACTED] will require the Principal and the Regional Director gaining the agreement of the National Executive.

F1.5 Hiring Staff

The Principal should always seek to have a member of the Academy Council present at all appointments. All appointments must be ratified by the Academy Council at its next meeting.

Appointments of Principal or Vice Principal must always include representatives of the Multi-Academy Trust.

F1.6 Dismissing Staff

The Academy Council must be kept informed of any capability procedure being commenced that may lead to the dismissal of staff. The name of the member of staff may be kept confidential if the Principal and Chair agree that it is in the best interest of both the member of staff and the academy as a whole.

The Academy Council is responsible for first level appeals against dismissal but the final appeals process lies with the Multi-Academy Trust.

F1.7 Conflicts of Interest

Conflicts of interest may come in a number of different forms:

1. Direct financial gain or benefit to the trustee, such as:
 - a. payment to a trustee for services provided to the charity
 - b. the award of a contract to another organisation in which a trustee has an interest and from which a trustee will receive a financial benefit
 - c. the employment of a trustee in a separate post within the charity, even when the trustee has resigned in order to take up the employment
2. Indirect financial gain, such as employment by the charity of a spouse or partner of a trustee, where their finances are interdependent
3. Non-financial gain, such as when a user of the charity's services is also a trustee
4. Conflict of loyalties, such as where a trustee is appointed by the local authority or by one of the charity's funders, or where a friend of a trustee is employed by the charity

F1.7.1 Protocols to avoid conflict of interest

It is Oasis policy that employees and others acting on Oasis's behalf must be free from conflicts of interest that could adversely influence their judgment, objectivity or loyalty to the company in conducting Oasis business activities and assignments. The company recognises that employees may take part in legitimate financial, business, charitable and other activities outside their Oasis jobs, but any potential conflict of interest raised by those activities must be disclosed promptly to the Chief Executive Officer.

All members, directors, academy councillors and employees will be expected to both sign and regularly update their 'declaration of interest submission. If a person thinks that there may be a conflict of interest then that possible conflict must be declared and the person involved should remove themselves from any discussions or actions pending further advice from the Company Board.

F2: Show how you will access appropriate and sufficient educational expertise to deliver your vision.


See below

F2.1 Capacity and capability to set up a school

As a Multi-Academy Educational trust, with several years of experience in establishing and running schools, Oasis Community Learning has the resources, the people and the skills which are needed to set up and operate the proposed Oasis Academy Romford.

Oasis Community Learning permanently employs a number of very experienced and senior staff from the educational sector. Their time is split between challenging and supporting schools already within the Oasis family, working with the DfE to sponsor failing schools, working with good and outstanding schools to convert them to Oasis academies, and developing Free School and New School proposals. Alongside our Education Team, we work on a project basis with a range of experienced and highly qualified consultants.

Our Development Unit supports the Education team in the planning and delivery of new and converting academies. Experienced and qualified Programme and Project Managers work to deliver the new school including community consultation, budget preparation, staff recruitment, marketing, site and buildings etc.

.We develop our talent pool in other ways, including a twice yearly lead practitioner forum to share expertise, and training our Principals to be OFSTED inspectors.

As Oasis Community Learning develops a regional structure alongside our national teams we confirm we have the capacity to commit time to this project.

F3: Show how you will access appropriate and sufficient financial expertise to manage your school budget

Oasis Community Learning has considerable experience of the financial requirements for, and expertise in, setting up and managing Academies having successfully opened 26 academies between 2007 and 2012 of all phases and sizes.

The National Finance Team is based at the Oasis Centre, our Global

Headquarters in central London, alongside our other Central Support Services. [REDACTED]

[REDACTED]

Oasis Community Learning has a Finance Handbook for Academies which is based on the EFA Academies Financial Handbook, with additional Oasis specific guidance. This document specifies authorisation limits, along with established financial procedures and standard financial forms which will be implemented at Oasis Academy Romford. Induction and training will be given to new staff in order that these processes are understood and successfully implemented.

Oasis Community Learning has used financial software called 'PS Financials' for six years and this is well-known and understood within the group. Training in and support for the users of this system is undertaken by the National Finance Team. The financial Chart of Account is established and will be adopted by Oasis Academy Romford.

Each academy reports both financial and non-financial information on a monthly basis to the National Finance Team and the National Executive Team. A monthly forecast is required, which Oasis Academy Romford will also be required to produce and they will be supported to produce this to pre-agreed published timescales. Significant variances are investigated, and forecasted deviations from budget and explained, with compensating action taken to ensure that the budget is met. The Senior Financial Controller (Academy Services) will support the team to ensure that these reports are done, understood and acted upon.

Oasis have appointed Responsible Officers to visit and report back to the Oasis Board for all the Oasis Academies, as well as for independent assurance. Oasis Academy Romford will be added to one of the Responsible Officer's remits. A monthly financial checklist is submitted by each academy which is checked by the National Finance Team. The Responsible Officer also checks through these on their monitoring visits in order to quality assure the data and identify any necessary training issues. Oasis Academy Romford will be required to produce this monthly checklist. [REDACTED] are the appointed external auditors of the Oasis Group of charities.

F4: Show how you will access other relevant expertise to manage the opening and operation of your school

Oasis Academy Romford will benefit from a well-developed infrastructure in the Oasis Community Learning Development Unit. We have an experienced educational and project management team who have delivered 26 new academies on time and to budget. The Oasis Development Unit team, led by [REDACTED], works with the local team to guide preparations for and manage all the requirements necessary to open a new school/academy including:

- The consultation process
- Land transfer and lease arrangements
- Budget and finance model for new schools
- Risk management process
- Curriculum development and staffing structures
- The registration processes.

Setting up a new school offers both opportunities and challenges.

The opportunities that arise when setting up a new school include:

- Recruiting a full staff team starting with the Principal, allowing not only the best individuals but also the best team to be chosen to meet the needs of Romford's children. This will include a balance of staff, some with many years of experience and some newly qualified. As the new school expands, so will the staff team and this will require an ongoing training programme to ensure a consistency in the approach teaching staff adopt.
- The ability for the leadership team to establish from the outset the culture, ethos and routines that will create the best learning environment for the children of Romford.
- Deciding on the best approach to delivering the curriculum. When setting up a new school there is a planning period prior to the school opening to allow careful consideration of how the curriculum can be delivered to best meet the needs of the children. This will include a balance between safe and proven methods and innovative new approaches. Once the school opens, the children's needs are typically demanding and so this offers a rare opportunity for genuine reflection, research and training. Experience from setting up the Oasis Academy Enfield shows that some ideas for innovation can work well when the school consists of Year 7 children only, but that they don't always work so well when the school is full with older children too.

The challenges that arise when setting up a new school include:

- In the first few years of operation this academy will have limited revenue funding. As a result of being part of the Oasis family of schools, there will be efficiencies derived from back of house activities such as HR, finance and property as these are supported centrally. It is also necessary to employ leadership for the whole

school in advance of the children being there and staff are required before the term starts to be fully inducted into the school before children arrive.

- Marketing and community engagement
- Operating in facilities that are may not be completed
- Building a coherent team of staff in a short space of time
- Building new provision every year as the school grows
- Offering parents an opportunity to see provision in later years i.e. when children transition into Year 1 from Reception, there are no parents to talk to and no working class bases to observe.

Managing the operation of the school

Oasis Community Learning also supports the ongoing operation of all of its schools with an experienced support staff team based in Oasis' Waterloo headquarters. As discussed earlier in this proposal, this includes the following:

Financial Services

- Establishing and enforcing financial policy
- Maintaining national accounting and planning / budgeting systems and ensuring users are properly trained
- Agreeing Academy budgets and accounts; providing support to Academy Finance Managers and Principals as required
- Preparation of Statutory Accounts and Audit
- Managing national contracts
- Managing group treasury
- Regular Forums for Academy Finance Managers

Governance Services

Support and advice is provided to the Academy Council on every aspect of local governance e.g.

- Composition of AC and terms of office.
- Guidance on disqualification due to non-attendance
- Election of staff (teaching/non-teaching) and parents AC members.
- Addition / removal of AC members were appropriate to do so, e.g. filling vacancies and disqualification due to non-attendance.
- Conducting their meetings, e.g. preparation of termly agenda/minutes template. Attendance at meeting to give advice.
- Training and guidance on, e.g. Exclusions, exclusion appeals, FOIs, dealing with complaints and preparing for Ofsted.

Human Resources

- Payroll
- Pensions administration
- Recruitment support
- HR administration including CRB, Contracts, Absence
- HR Management support including Discipline, Grievances, Capability
- Health and Safety
- Regional HR Support

ICT Support and Development

- Central services including email, internet, centralised backup, service desk, project management, procurement, change control and e-safety.
- Local services including Academy MIS system, Academy VLE, Antivirus, Network support, Regional Service Delivery Manager and Asset management.

Marketing Services

- Support for crisis PR
- Branding and Design support
- Website and Social Media support

F5: Provide realistic plans for recruiting a high quality principal, other staff and governance in accordance with your proposed staffing structure and education plans

Oasis believes that an Academy's staff is its most important resource and would seek to develop the skills and expertise of all staff as well as to attract and retain the very best staff. It will do this through innovative professional development and career progression opportunities both within the local academy and the wider family of Oasis Academies.

The Academy will ensure that new staff are recruited from a broad range of backgrounds and disciplines, so that the skillsets available to the pupils are complimentary and comprehensive. The structure of the Academy support staff will be carefully configured so that the non-academic functions of the school are managed efficiently and take advantage of the multi-academy efficiencies. Oasis would work with the Principal Designate of the Academy to focus on designing and developing the most appropriate staffing structure at an early phase of their appointment. Such a structure would be intended to free up the senior leadership team and teachers to spend the maximum amount of time in the classroom as well as ensuring the highest level of pastoral care.

Oasis Community Learning's internal HR team, based at Oasis's headquarters in Waterloo is available to support the recruitment process.

F5.1: Recruiting the Principal Designate and their role in the pre-opening phase

Oasis Community Learning will use its considerable experience of recruiting high calibre academy principals over the past five years to find an inspirational leader for Oasis Academy Romford.

- We will launch a national advert in the leading Education title “The Times Educational Supplement”, using our TES Prime Gold Selection subscription, in order to attract serving Headteachers/Principals and Deputy Heads. Candidates will be pre-screened by TES Prime’s Recruitment team who will act on Oasis Community Learning’s behalf to nurture and support candidates.
- We will consider whether we can recruit from promote a senior leader from within our family of academies to this post.
- We will hold an information evening for interested candidates where they can meet the [REDACTED], and the Oasis Academy Romford project team to hear more about the new school, the kind of leader we are seeking, and the selection process.
- We will longlist and then shortlist candidates for interview.
- There will be a rigorous 2 day interview process which will incorporate a variety of tasks designed to assess candidates’ leadership skills and teaching ability.

In the pre-opening phase, the Principal Designate will:

- Sit on the Project Steering Group to develop future plans for the school.
- Recruit to the other teaching and support staff posts
- Develop the curriculum model
- Develop a staffing structure around the curriculum model
- Agree the budget
- Initiate and develop partnerships in the local community
- Meet with local nursery school, Children’s Centre leaders, primary and secondary heads.
- Meet with Oasis Academy Principals from across the family of schools at the termly Principals’ forum.
- Contribute to the design and build of the new academy’s facilities
- Design uniform, signage and other aspects.
- Secure admissions to the new academy.

F5.2: Set out your plans for recruiting and developing high quality members of staff

- We will advertise Teaching posts in the Times Educational Supplement and Support Staff vacancies in the local East London and Essex media
- We will seek to promote Oasis staff from within our family of

academies to posts in the new school.

- We will develop the team by encouraging suitable candidates to join our established Leadership Programmes run in conjunction with the National College for School Leadership and Children's Services and Future Leaders Charitable Trust. Subject leaders will be able to join the Oasis Lead Practitioners' forum which meets twice a year to share ideas and expertise with other academy colleagues.
- Our staff team will benefit from Oasis's partnership with the PiXL Club.

F5.3: Describe how you will identify and appoint committed governors with the necessary skills to oversee both the establishment and running

Oasis has a Head of Governance Services who oversees recruitment for the local academy councils. Academy Councillors at Oasis Academy Romford will be recruited by:

- Seeking recommendations from our existing community and business partners in Romford for members with the skills, commitment and attributes necessary to make a positive contribution to the development of the new school.
- Seeking parent representatives from applicants to the school through focus groups, sending targeted group e-mails and newsletters.
- Using the SGOSS network we will interview candidates seeking a position on the academy council
- We will ask the London Borough of Havering to nominate local authority representatives to be considered for a place on the new academy council.
- Recruiting Teaching and Non-Teaching members of staff to sit on the new academy council.
- All applicants for positions on the academy council will engage in a professional discussion with the Oasis Head of Governance Services, the Principal Designate and another member of the Oasis Academy Romford project team.
- All applicants will be subject to an enhanced CRB screening.

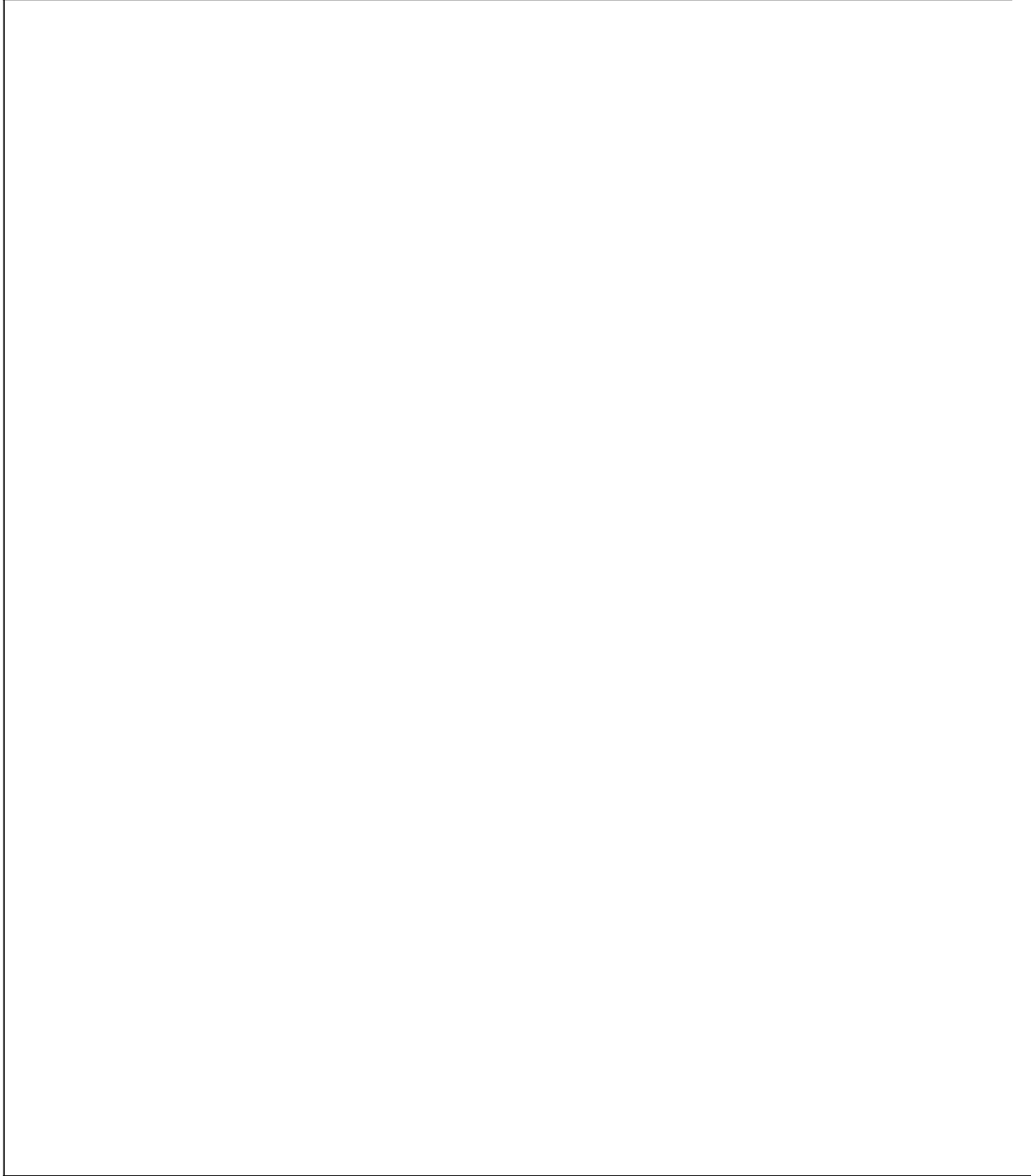
Section G: Initial costs and financial viability

Please refer to pages 34-38 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

G1: Provide accurate financial plans that are consistent with the rest of your application and based on realistic assumptions about income and expenditure

Please see the attached budget and stated assumptions for the details of the plan. We can confirm that the financial plans are consistent with the rest of the application in terms of student numbers and staffing.





Section H: Premises

Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

The location for the premises for Oasis Academy Romford is crucial to both meeting the London Borough of Havering's critical shortage of primary school places in the borough and to the school's overall success. The premises need to provide a learning setting in the heart of Romford and in accordance with the vision which can be accessed easily and safely by pupils and their families – both on foot and by public transport.

Oasis Community Learning has considerable experience at developing sites for use as schools and other community projects. Our Development Unit has extensive experience, resources and contacts to support the process of finding and developing a site. While appropriate facilities and accommodation are required to meet the curriculum needs, Oasis is happy to work around site constraints and limited funding envelopes to secure premises. The premises will need to be universally accessible to ensure that all children including those with Special Educational Needs can access the full curriculum offer.

Option 1: [REDACTED], [REDACTED], Romford, [REDACTED]

The London Borough of Havering has undertaken a review of suitable property in Romford Town Centre and Oasis staff have visited a number of potential sites. Our preferred site is [REDACTED]. We would seek to demolish this building which is derelict and build a brand new purpose built school for the 21st century to accommodate 630 children and other community facilities. To this end, the London Borough of Havering are prepared to work with [REDACTED] to secure an option on this site through the current owner, [REDACTED] which would ensure the site is sold to the Department for Education for Oasis Community Learning, if this bid is successful. This site is in the heart of Romford, surrounded by new housing developments which will mean that families will be able to walk to school. There are also excellent road and rail links.

This site has been suggested by the London Borough of Havering as it offers an ideal location, flexible size and availability.

The sports curriculum can be delivered on the site of the new school, but could also take advantage and benefit from facilities in Cottons Park.

This site proposal is strictly confidential at present and not in the public domain due its potential sensitive nature in relation property and land prices.

Contact:



, Romford,



Tel:



t:



m:



ddi:



e-mail:



Annexes

Appendix 1: Oasis Education Charter

INTRODUCTION

Oasis Community Learning is one of the Oasis family of charities that is now established on five continents, providing education, health, housing and youth and community services. Oasis Community Learning is responsible for the **Oasis Academies**.

Fundamental to all Oasis activities are five core values at the heart of the **Oasis Ethos**:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

The Education Charter is the foundation document for Oasis Community Learning and the Oasis Academies. It is an expression of:

- Our inspiration
- Our guiding principles
- The framework for what we seek to do with the children, young people and families that we serve.

The Education Charter was developed during 2009 with contributions from:

- Students, staff, parents/carers, businesses and other members of the Academy communities
- Principals and Executive officers of Oasis Community Learning
- Other parts of the Oasis family in the UK and abroad.

It has drawn from and complements the guidance for maintained schools about the new framework for Ofsted inspection introduced in September 2009.

The Education Charter was confirmed by the Board of Trustees of Oasis Community Learning on 14th December 2009. It will be reviewed regularly.

Our fundamental aim is to create and maintain an ethos in the community hubs and Academies that reflects our core beliefs, values and behaviours.

Annex 1 provides further information about the **Oasis ethos**.

Annex 2 summarises the main ideas, words and phrases that our **students** used when talking about the Education Charter.

Annex 3 provides information about work in progress to develop **qualitative measures** of the educational outcomes of Oasis Academies. These will be used to balance quantitative data like attendance and exclusion rates and exam results.

SUMMARY

Our Purposes

We shall establish and sustain:

- a network of high-achieving learning communities that:
 - enables everyone to realise their full, God-given potential
 - refuses to put limits on achievement

(Target date: **2014**)

We shall ensure that:

- All Oasis Academies are among the most valued* schools in England, providing:
 - excellent opportunities for everyone to learn
 - enjoyment in learning and an education for the whole person
 - service to the whole community
 - state-of-the-art facilities

(Target date: **2014**)

- All Oasis Academies are showing substantial improvements against challenging targets to raise standards across all aspects of their work

(Target date: **2011**)

*Note: we understand 'most valued' in terms of the outcomes of this Charter – see page 6

Our Values

- We are motivated by the life, message and example of Jesus Christ
- Learning, achievement, personal fulfilment and good citizenship are at the heart of all that we do
- We want to serve our children, young people, families and local communities with love, optimism, enthusiasm and integrity
- We aspire to the following in all our educational work:

TRANSFORMING LIVES

Every person matters and we value everyone in the Oasis Academies

TRANSFORMING LEARNING

We have a passion for learning and we want everyone to achieve their full, God-given potential

TRANSFORMING COMMUNITIES

We are committed to community development and will help to increase community cohesion, locally, nationally and globally

BEHAVIOURS THAT WE BELIEVE ARE ESSENTIAL FOR CREATING GREAT PLACES TO LEARN

TRANSFORMING LIVES

Every person matters and we value everyone in the Oasis Academies

- Creating strong relationships based on trust, as the heart of our understanding of inclusion*
- Valuing and celebrating equality and diversity as the heart of the Oasis ethos
- Valuing the uniqueness of each person; recognising different talents or gifts that relate to the spiritual, emotional, physical and intellectual aspects of what it means to be 'human'
- Nurturing values like consideration for others, compassion, truthfulness, forgiveness, reconciliation, justice and a commitment to healthy and sustainable lifestyles
- Having the highest expectations of ourselves and others by: helping to create a 'can do' culture, wanting to do our very best and making a positive contribution to the community
- Providing inspirational leadership at all levels that models the Oasis ethos and is focused on relationships, creativity and life-long learning
- Developing full participation, strong team work and shared leadership among staff
- Developing student leadership and valuing all student contributions to improve learning, teaching and the overall quality of life in the Academy
- Listening to our stakeholders and partners and using their views to inform future developments

*Note: being motivated by our Christian beliefs means that we are inclusive, amongst other things. For Oasis Community Learning, inclusion is about accepting the person but being prepared to confront and challenge unacceptable behaviour. It is about being intentionally committed to:

1. Serving and respecting everyone regardless of their gender, marital status, race, ethnic origin, religion or belief, age, sexual orientation or physical and mental capability.
2. Acknowledging the freedom of people of all beliefs or none both to hold and to express their beliefs and convictions respectfully and freely, within the framework of the law.
3. Never imposing our Christian beliefs on others but seeking to behave in a Christ-like way with everyone.

TRANSFORMING LEARNING

We have a passion for learning and we want everyone to achieve their full, God-given potential

- Creating environments in all our Academies where learning is fun
- Providing all our students with excellent opportunities for learning and assessment to support learning
- Ensuring that students maintain good progress between the primary and secondary phases and other key transitions
- Aiming for 'good' to 'outstanding' standards of learning and teaching in all our Academies and, where necessary, getting the basics right to raise standards of attainment quickly
- Understanding and thinking critically about different worldviews as frameworks for learning
- Providing a forward-looking, broad and balanced curriculum which develops the gifts and talents of all students and those that teach and lead them
- Ensuring that Oasis Academies become centres of excellence for their specialisms
- Ensuring that students are accessing a wide range of extended opportunities for learning within and beyond the Academy
- Ensuring that learning balances knowledge and understanding with skills for life and caters for the whole person: academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally
- Providing progression routes for all students in the secondary phase that are attractive and accessible, helping them to meet challenging personal targets and achieve excellent results
- Enabling students to make a successful transition to interdependent living through employment, further/higher education or other beneficial activities; becoming confident, competent and fulfilled adults
- Providing learning and teaching in an environment that is healthy and safe and where there are excellent services for care, guidance and support, particularly for the most vulnerable students
- Developing a culture of mutual accountability and rigorous evaluation; being well prepared for external review and inspection
- Managing the resources that we are given in a responsible way to ensure maximum impact on the quality of education provided
- Developing our staff and sharing our successes between the Oasis Academies and more widely
- Measuring performance based on the aspirations and outcomes of the *Education Charter*; committing to continuous improvement
- Celebrating success widely and regularly; supporting others with their learning and being pleased when others do well

TRANSFORMING COMMUNITIES

We are committed to community development and will help to increase community cohesion, locally, nationally and globally

- Demonstrating our Christian values through a love for and commitment to others which is self-giving and offered with compassion but also holds people to account; promoting responsibilities as well as rights
- Believing and demonstrating that any situation can be transformed
- Valuing and engaging with the religious, ethnic and social diversity of our communities and using this diversity as a resource for learning and a means to improve community cohesion
- Working effectively with others to reduce poverty and social injustice, in all their forms
- Helping to transform lives and communities through the overall work of the hub and, for Academies, through the contributions of students and staff to local, national and global needs
- Reducing consumption of the Earth's resources and increasing sustainable lifestyles
- Showing resilience and not giving up when faced with difficulties
- Seeing the wider community committed to, engaged with and proud of their Academy

THE OUTCOMES FOR OUR STUDENTS

Oasis Community Learning is committed to measuring and evaluating the impact of the Education Charter and, in particular, the **outcomes for our students**. This can be done using quantitative evidence like exam results and also by gathering qualitative evidence about the experiences of students, parents & carers, staff and the wider community at an Oasis Academy (see Annex 3).

Outcomes for our students and other members of Oasis Academy communities:

- Students and staff express a high appreciation for being included, challenged, supported and safe
- Students, parents/carers, staff, key partners and members of the wider community express a high level of satisfaction, that places Oasis Academies among the most valued schools in England; for example, as measured by the range of opportunities for learning, the level of enjoyment in learning, the range of successes and the quality of facilities
- Students and staff of the Academies are actively engaged in learning opportunities beyond the formal curriculum; there are increasing opportunities for adult learning
- Students, parents/carers and staff report that the Academies provide care, guidance and support that enable them to achieve their personal best
- Academies provide evidence of improvements against challenging goals that exceed national minimum targets for examination success* and other key

performance indicators, for example, attendance, exclusions and the quality of spiritual, moral, social and cultural development

[*For example, all Oasis Academies will have reached or exceeded the current national target of at least 30% of Year 11 students gaining 5+ GCSEs at A* - C, incl. English and Maths, by 2011]

- Students make successful transitions during their progress through the Academies and from the Academies to employment, further and higher education or other beneficial activities and on to adult life; the achievements of students and staff are celebrated
- Community members express a high appreciation for the opportunities to get involved with the life of the Academy and the hub, the variety of services for the whole community and the contribution Academies make towards community development and cohesion, locally, nationally and globally
- Financial and resource management, including energy consumption, provides evidence of sustainable practices across the network of Academies
- Oasis Community Learning and the Oasis Academies are recognized nationally for educational excellence, strong governance and rigorous accountability

Annex 1

THE OASIS ETHOS

Oasis Community Learning is a Christian sponsor of Academies and this raises questions for some people. Therefore we want to explain a little more about what being 'Christian' means to us.

If organisational purpose sets out *why* an organisation does what it does, and mission describes *what* an organisation does in order to achieve the purpose, then ethos is about *who* an organisation is and the *way* it achieves its purpose and delivers the mission.

As with food, ethos is like a flavour or a taste that permeates a whole dish. It is in everything and flows through everything.

Ethos is the very essence of Oasis, our organisational DNA. In short, our ethos is our identity or personality.

A person's identity or personality can best be understood by observing or experiencing the way in which he/she behaves. It is the same for an organisation.

Many words can be used to describe Oasis' identity or its organisational behaviours but central to any such description are the following statements. Oasis has:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

It is true to say a person's behaviours reflect what a person believes. In other words, what we believe about life determines how we behave and the things that we value.

Oasis' identity or organisational behaviours are rooted in, and flow from the Christian faith. Oasis' work is motivated by the life, message and example of Jesus Christ. How Oasis as an organisation behaves has a direct relationship to what Oasis as an organisation believes. Oasis' beliefs direct and shape the organisation's behaviours.

The following statements represent a few examples of Oasis' core beliefs:

- Each individual is made in the image of the God who created all of us, making us all equal and different.
- God is love. Love is not simply one of God's attributes, but rather the very essence of his nature. This love pervades the universe and is unconditional rather than earned.
- God became human in the person of Jesus Christ. He came to where we are. He shared our experience of life. He felt joy and pain. He engages with us and understands us.
- Jesus served others rather than expecting to be served and willingly sacrificed his life through the cross.
- Jesus rose from the dead. Death is not the end. There is resurrection and hope.

Therefore, it follows that Oasis will behave by:

- Seeking to serve all people equally, respecting their differences and aspiring to meet the needs of the whole person and the whole community because each person is valuable to God.
- Accepting others for who they are because they are accepted and loved by God.
- Engaging in the whole life of the communities we work in.
- Sacrificially serving both the individuals and the communities with whom we work.
- Living with the hope that transformation is always possible because the resurrection of Christ shows that even the darkest situation can be overcome.

Oasis behaviours cannot be separated from its beliefs; they are integral to one another. Oasis believes that its beliefs cannot have their full validity if they are not lived out. Equally, the behaviours cannot fully represent Oasis without an understanding that they demonstrate the Christian faith. The beliefs and behaviours together constitute Oasis' ethos.

However, Oasis never seeks to impose its beliefs on anyone. Oasis is always clear with staff, students, parents/carers, volunteers and any other parties about the fact that its behaviours and the things that it values flow directly from its Christian beliefs. But to be part of Oasis does not require anyone to own or accept these beliefs.

Note: Oasis Community Learning will also be producing

- statements that explain our understanding of key concepts like 'knowledge', 'truth' and 'transformation'
- 'think pieces' for staff development, and other interested individuals, that will explore issues like the relationship between Christian distinctiveness and an inclusive approach to the whole community; the implications of a Christian world view for curriculum design; the science v. faith debate
- Resources to develop the Oasis ethos in our Academies based on the behaviours identified in [REDACTED] - journeying; longing; believing; questioning; belonging; serving; persevering; forgiving; listening; engaging

Annex 2

STUDENTS' VIEWS

We invited groups of students from all the Oasis Academies to tell us what they wanted from their education, based on the key phrases in the Education Charter, and this is what they told us.

What should 'we value everyone' mean?

- Less able people have more opportunities to shine
- Allowing everyone a chance to express their opinion and really listening
- Motivating for success
- Treat everyone equally; accepting people for who they are
- No discrimination; no prejudice; don't judge
- Teamwork
- Inclusion
- Respect for others
- Supportive
- Helping others
- Be grateful
- Have a love of life
- Respect – for teachers and by teachers
- Not allowing ability to get in the way
- Diversity
- Fairness
- More praise than negativity; emphasise achievements not failures
- Everyone is special
- Same opportunities for everyone
- Nobody gets left behind
- Seek their talents
- Treat others as you'd like to be treated
- Care
- Anti-bullying projects
- Wear a smile, it's always in style

What should 'learning and achieving' mean?

- We want the best; always try your best
- Having the right atmosphere; encouraging environment
- Children get a choice of what they would like to be taught
- Goals to reach
- Rewards for achievement
- Learn to be disciplined
- Better technology for learning and achieving
- If we push ourselves enough we'll do it
- Great rewards, outstanding facilities; rewarding students for hard work
- Learning to help other people who aren't as well off as we are
- Not everyone has to be at the top of the class, as long as they are doing the best they can
- Keep focused on personal learning for students
- Not everyone is good at Maths but they might be brilliant at Art, or something different
- Recognise different abilities
- Help everyone discover their talents
- If teachers try, we try; excellent teachers make for excellent students
- See it as an adventure
- Stick together and inspire each other
- Greater opportunities
- Support those who need it
- Constructive criticism; teachers advise very keenly and vigorously; challenge everybody
- No matter your ability, we'll help
- Get the best qualifications possible
- Skills for life; learning communication skills
- Ensuring equal opportunities for everyone
- High standards
- Same effort at all levels
- Teachers understanding us

What should 'your Academy and the community' mean?

- Letting the community know what is going on in the Academy; let the community know what progress we are making
- Academy and community representatives meeting regularly; listen to the community's views; let the community know that their thoughts matter
- To work together to make it a better place; work together like a family
- Our Academy is the hub of the community; sharing our facilities
- Be considerate; respect for the local community; show care for the community
- Let the community know we are a caring Oasis family
- There is always a smile at the end of the rainbow
- Participating in community activities; organising events with the community
- Give the community a good name
- Fundraising for community needs; raising money for charities
- We should have people to boost our community

- Help partner primary schools to form a relationship with us
 - Our Academy is the community, for the community
 - The world is the oyster and we are the pearl

What would you (as students) want to see as outcomes of the Education Charter?

- Quality of opportunity
- Be a valued member of Oasis
- Student leadership
- Working as a family
- Social justice
- Celebrating achievements; encouragement
- Inspiration
- Be given a chance to be heard; be included; be kept informed
- Learn in a better environment
- Have a chance to choose what we want to do
- Get qualifications
- Be seen as equals; students coming first; inclusive learning
- Feel safe; learn a healthy way of life
- Access to counselling if we need it
- Have prospects for the future and achieve them
- Forgive the past and create a positive future
- Support the whole person not just the academic side
- Leave school with good memories; friendships for life

What would your parents/carers* want to see as outcomes of the Education Charter?

- Ensured safety
- Integrity
- Good teaching; children enjoy learning
- Good results
- Involvement; be kept informed
- Learn manners
- Children to be taught skills for life
- Children to be taught discipline
- Make students employable

*Oasis Academies regularly seek the views of parents/carers about the progress of each Academy. This feedback was based on what students thought their parents/carers wanted for them.

What would the local community want to see as outcomes of the Education Charter?

- Well behaved students
- No vandalism

- Let them know we are here to support them and be supported in return
- Improve the local economy
- Effectively contribute to the community
- Good relationships built on firm foundations; unity
- The community is welcome at our Academy
- Support to everyone, not just local but national and international

Note: We shall be producing shorter, visually attractive versions of the Education Charter for students, parents/carers and more general use. No doubt, we shall use some of the great words and phrases used by the students.

Annex 3

DEVELOPING QUALITATIVE MEASURES OF STUDENT OUTCOMES

Oasis Community Learning will gather, analyse and learn the lessons from both quantitative and qualitative evidence of the performance of Oasis Academies in order to celebrate success, share what is working well and develop a culture of continuous improvement. We believe that both sources of evidence are closely interrelated. For example, unless students are cared for and feel safe, they will not make progress and attain the best possible exam results. If the whole community does not support the life of the Academy, the range of educational opportunities for students is likely to be reduced. To support the evidence-gathering process, we are planning a regular

'Oasis Community Learning review' of the impact of the Education Charter on each Oasis Academy.

In order to create **qualitative measures of the outcomes** of the Oasis Academies (see page 6), we shall be considering tools and processes that might include some or all of the following:

- Student, staff and parents'/carers' views about the quality of the Academy as a safe and engaging place to learn.
- Student involvement with opportunities for extended learning and their contributions to the Academy and the wider community.
- How successfully the rhetoric of the Education Charter is experienced in the day-to-day reality of life in the Academy.
- The sort of people that Oasis Academy students turn out to be, what they move on to and get involved with and their ability to make the best of life. We plan to do this through longitudinal studies of our former students, working with research students in universities.
- The impact of extended services and the overall work of the hub on the development of students and their families.
- High percentages of students and parents/carers believing that the purposes and values of the Education Charter have been fulfilled.
- Relevant indicators from the Ofsted Self Evaluation Form (SEF).
- Ofsted reports with 'good' or 'outstanding' grades across key areas like the quality of students' learning and progress, behaviour, student care and

welfare, students' contribution to the school and the wider community, promoting community cohesion and the quality of leadership and management, plus the best possible grade for attainment.

- Quality kitemarks like Investors in People, SportsMark, ArtsMark and the International Schools Award.

[Version agreed by the Oasis Community Learning Board, 14.12.09]

Appendix 2: The Faithworks Charter

Motivated by our Christian faith we, commit ourselves to serve others by aspiring to the following standards in all our community work.

We will provide an inclusive service to our community by:

1. Serving and respecting all people regardless of their gender, marital status, race, ethnic origin, religion, age, sexual orientation or physical and mental capability.
2. Acknowledging the freedom of people of all faiths or none both to hold and to express their beliefs and convictions respectfully and freely, within the limits of the UK law.
3. Never imposing our Christian faith or belief on others.
4. Developing partnerships with other churches, voluntary groups, statutory agencies and local government wherever appropriate in order to create an effective, integrated service for our clients avoiding unnecessary duplication of resources.
5. Providing and publicising regular consultation and reporting forums to client groups and the wider community regarding the effective development and delivery of our work and our responsiveness to their actual needs.

We will value all individuals in a way that is consistent with our distinctive Christian ethos by:

1. Creating an environment where clients, volunteers and employees are encouraged and enabled to realise their potential.
2. Assisting our clients, volunteers and employees to take responsibility for their own learning and development, both through formal and informal training opportunities and ongoing assessment.
3. Developing an organisational culture in which individuals learn from any mistakes made and where excellence and innovation are encouraged and rewarded.
4. Promoting the value of a balanced, holistic lifestyle as part of each individual's overall personal development.
5. Abiding by the requirements of employment law in the UK and implementing best employment practices and procedures designed to maintain our distinctive ethos and values.

We will develop a professional approach to management, practice and funding by:

1. Implementing a management structure, which fosters and encourages participation by staff at all levels in order to facilitate the fulfilment of the project's goals and visions.
2. Setting and reviewing measurable and timed outcomes annually, and regularly to evaluate and monitor our management structure and output, recognising the need for ongoing organisational flexibility, development and good stewardship of resources.
3. Doing all we can to ensure that we are not over-dependent on any one source of funding.
4. Implementing best practice procedures in terms of Health and Safety and Child Protection in order to protect our staff, volunteers and clients.
 4. Handling our funding in a transparent and accountable way and to give relevant people from outside our organisation/project reasonable access to our accounts.

Appendix 3

OASIS ACADEMY ROMFORD ADMISSIONS POLICY

Introduction

Oasis Community Learning is the admissions authority and will be responsible for deciding admissions to the school.

Example timetable for admissions:

- a) By September each year – Oasis Academy Romford will publish in the Academy's prospectus information about the arrangements for admission, including oversubscription criteria, for the following September. This will include details of open evenings and other opportunities for prospective pupils and their parents to visit the school.
- b) September/October – Oasis Academy Romford will provide opportunities for parents to visit the Academy.
- c) January 15th - Common Application Form to be completed and returned to the Local Authority to administer.
- d) London Borough of Havering sends Academy applications to Oasis Academy Romford.
- e) Oasis Academy Romford sends a list of pupils to be offered places at the Academy to the London Borough of Havering.
- f) February – London Borough of Havering applies agreed scheme for own schools, informing other local LAs of offers to be made to their residents.
- g) 12th April offers made to parents.

1) Pupil Numbers

- a) Subject to approval by the Secretary of State, the Academy has the following agreed admission numbers:
2013-14 and subsequent years 90 Year R pupils
- b) In any specific year, Oasis Academy Romford may set higher admission numbers than the Academy's agreed admission number for an applicable year group. Before setting an admission number higher than its agreed admission number, Oasis Academy Romford will notify the local authority and publish the proposal on the academy website. Pupils will not be admitted in any year group above the published admission number for that year group unless exceptional circumstances apply and such circumstances shall be reported to the Secretary of State.

2) Admissions Criteria

Oasis Academy Romford will take part in the Local Authority co-ordinated admission process for admissions in September 2014.

- a) If Oasis Academy Romford is undersubscribed (i.e. there are less than 90 applicants for entry into a year group) the oversubscription criteria will not apply and all applicants will be admitted.

- b) A child with a statement of special educational needs which names Oasis Academy Romford in part 4 of the statement will be admitted to the academy and will count towards the admission number of 90. If your child has such a statement you do not apply for a place at Oasis Academy Romford under this policy. Instead, you must contact your local authority who will advise you on the procedure to follow.

- c) Oasis Academy Romford will admit 90 pupils in the first year:

3) Oversubscription Criteria

If the school is oversubscribed, after the admission of pupils with a Statement of Special Educational Needs where the school is named in the Statement, priority for admission will be given to those children who meet the criteria set out below, in order:

The words in **bold** have meanings which are set out in the DEFINITIONS section below (section 7):

- a) Looked after children and previously looked after children.

A looked after child is a child in the care of the Local Authority or provided with accommodation by the Local Authority (as defined in Section 22 of the Children Act 1989) at the time of application.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).

- b) Children with an **exceptional medical or social need**, to be accompanied by supporting submissions from the applicant's GP and / or consultant, social worker or education welfare officer, setting out the particular reasons why Oasis Academy Romford is the most suitable school for the child and that the medical or social grounds are such that they cannot be met sufficiently at another school.

- c) Children who have **a sibling** at Oasis Academy Romford

- d) Children living closest to Oasis Academy Romford, using the method of measurement defined in clause 14.

4) In-Year Admissions

In Year-Admissions will be coordinated locally by the academy. Applications should be submitted to the academy directly using the Oasis Academy Romford Application Form. Parents/ Carers will be advised if a place is available for their child. If more

applications are received than there are places available then applications will be ranked by the Admissions Authority in accordance with the oversubscription criteria.

5) Tie-Breaking

- a) Where there are more applications satisfying any category a) to d), places will be offered **in order of proximity to Oasis Academy Romford** at the date of application. Those living closer will be given higher priority.
- b) Measurement of those living closer will be calculated using the method defined in clause 7b.
- c) If there are two or more applicants who live the same distance from the school, for example from the same block of flats/apartments, and where the priority status of those applicants cannot be distinguished by the oversubscription criteria at paragraph 4 above then priority will be decided through a process of random allocation. This process will be independently verified.

6) DEFINITIONS

a) Sibling

Brother or sister, whether whole, half, adopted or step; provided that the applicant child is living in the same family unit at the same address as that sibling. For a sibling of the applicant child to be treated as being at Oasis Academy Romford, the sibling must have a place to attend Oasis Academy Romford on the day the applicant child would start attending should they secure a place.

b) In order of proximity to the School

Priority to those living closest to Oasis Academy Romford as measured by a straight line from the permanent site of the school. This measurement will be done using a computerised mapping system. This measurement will be from a point from the child's home as identified by the software to a point at the school as profiled by the software.

c) Exceptional medical or social need

Only exceptional reasons directly relevant to Oasis Academy Romford will be considered. The admission authority may contact professionals involved with your child for further information. Any information provided will be treated in strict confidence.

Home address

The home address is the child's main residence at the time of application. Where a child lives for part of the week with each parent, the child's home address will be the address where he or she lives and sleeps and goes to school from for the majority of school week. Where this remains equal, the address that is registered with the child's GP will be used as the home address.

Oasis Academy Romford reserves the right to investigate so far as it considers necessary the evidence provided in support of a home address. Oasis Academy Romford Application Forms are to be accompanied by two documents providing evidence of address of the child. If there is a dispute to where the child's main residence is, the address that is registered with the child's GP will be decisive.

Where false or misleading information has been provided on application to gain a place at Oasis Academy Romford, the Admissions Authority may withdraw the offer of that place.

d) Multiple Birth Applications

Where multiple applications are received from one family, e.g. twins, triplets or other multiple births, for a single remaining place in the oversubscription criteria, the Admissions Authority will admit both/all children even if it means going over the admission number of 90.

8) Waiting list

The Waiting List will be coordinated locally by the academy. Applications should be submitted to the academy directly using the Oasis Academy Romford Application Form. Parents/ Carers will be advised if a place is available for their child. If more applications are received than there are places available then applications will be ranked by the Admissions Authority in accordance with the oversubscription criteria.

9) Appeals

- a) Parents/ Carers of children who fail to gain places may appeal to an independent appeals panel. All unsuccessful applicants will be advised of the process for appeal to the Independent Appeals Panel which will be heard in accordance with the Appeals Code.

Appendix 4 – Curriculum Vitae of Oasis National Academies Executive:

CURRICULUM VITAE
















Appendix 5: - Marketing and Consultation Activity

1) Media Advertising



Proposed Oasis Primary Academy in Romford

Tuesday 23rd October 2012
at The Wykeham Centre, Market Place, Romford RM1 3AB
from 4.00pm-5.30pm and 6.00pm-7.30pm

Thursday 22nd November 2012
at Romford Baptist Church, Main Road, Romford, RM1 3BL
from 4.00pm-5.30pm and 6.00pm-7.30pm


Oasis are proposing to establish a new primary academy in Romford to open in September 2014.

The proposed Oasis Primary Academy in Romford will provide a local, co-educational school, offering a first-class nurturing learning environment and educational opportunities for pupils aged 4 to 11 years.

**Do you live locally and is your child 3 years old or younger?
Then please come along to one of our consultation events to find out more and help shape the vision.**

Register your support for your child attending this new school and find out more about it at www.oasisacademyromford.org or please contact lucia.glynn@oasisuk.org or tel: 020 7921 4263 for further information.

Follow us on Twitter: @OasisRomford
Like us on Facebook: Oasis Academy Romford



Find what you want, when you need it using our **LONDON24** app



Friday October 19, 2012

70p

Brentwood Recorder

Brentwood Recorder

Friday November 16, 2012



Friday November 16, 2012, Recorder

13

Oasis

Proposed Oasis Primary Academy in Romford

Did you know that by 2014 there will be such a shortage of primary school places that parents may not get any school of their choice?

Oasis are proposing to establish a new primary academy in Romford to open in September 2014.

The proposed Oasis Primary Academy in Romford will provide a local, co-educational school; offering a first-class nurturing learning environment and educational opportunities for pupils aged 4 to 11 years.

Thursday 22nd November 2012

at Romford Baptist Church, Main Road, Romford, RM1 3BL

from 4.00pm-5.30pm and 6.00pm-7.30pm

Do you live locally and is your child 3 years old or younger? Then please come along to one of our consultation events to find out more and help shape the vision.

Register your support for your child attending this new school and find out more about it at www.oasisacademyromford.org or please contact lucls.glynn@oasisuk.org or tel. 020 7921 4464 for further information.

Follow us on Twitter: @OasisRomford

Like us on Facebook:

Oasis Academy Romford



Romford, Hornchurch, Upminster

Yellow Advertiser

EST. 1976

Your YA is inside this advertising wraparound



Wednesday, November 14, 2012

12 Havering Yellow Advertiser, Wednesday, November 14, 2012

www.yell...



Proposed Oasis Primary Academy in Romford

Did you know that by 2014 there will be such a shortage of primary school places that parents may not get any school of their choice?

Oasis are proposing to establish a new primary academy in Romford to open in September 2014.

The proposed Oasis Primary Academy in Romford will provide a local, co-educational school; offering a first-class nurturing learning environment and educational opportunities for pupils aged 4 to 11 years.

Thursday 22nd November 2012

at Romford Baptist Church, Main Road, Romford, RM1 3BL
from 4.00pm-5.30pm and 6.00pm-7.30pm

Do you live locally and is your child 3 years old or younger? Then please come along to one of our consultation events to find out more and help shape the vision.



Register your support for your child attending this new school and find out more about it at www.oasisacademyromford.org or please contact lucia.glynn@oasisuk.org or tel: 020 7921 4464 for further information.

Follow us on Twitter: @OasisRomford

Like us on Facebook: Oasis Academy Romford

living

IN HAVERING

WINTER 2012
issue 157

Academy plan

The public are being asked for their views on a new Primary Academy set to open in Romford in September 2014. Oasis Community Learning plans to set-up the new school in Romford under the Government's free school policy. It will be for children aged four to 11, covering the National Curriculum, fully inclusive, with an initial intake of 60 reception class pupils. Oasis, which is liaising with Havering Council over the plans, is also consulting residents about the scheme. The next public meeting is on November 22 at Romford Baptist Church, Main Road, Romford, from 4-5.30pm and 6-7.30pm. For details, visit www.oasiscommunitylearning.org

Oasis Proposed Oasis Primary Academy in Romford

Tuesday 23rd October 2012
 at The Wykeham Centre, Market Place, Romford RM1 3AB
 from 4.00pm-5.30pm and 6.00pm-7.30pm

Thursday 22nd November 2012
 at Romford Baptist Church, Main Road, Romford, RM1 3BL
 from 4.00pm-5.30pm and 6.00pm-7.30pm


Oasis are proposing to establish a new primary academy in Romford to open in September 2014.

The proposed Oasis Primary Academy in Romford will provide a local, co-educational school, offering a first-class nurturing learning environment and educational opportunities for pupils aged 4 to 11 years.

Do you live locally and is your child 3 years old or younger? Then please come along to one of our consultation events to find out more and help shape the vision.

Register your support for your child attending this new school and find out more about it at www.oasisacademyromford.org or please contact lucia.glynn@oasisuk.org or tel: 020 7921 4263 for further information.

Follow us on Twitter: @OasisRomford
 Like us on Facebook: Oasis Academy Romford



Find what you want, when you need it using our LONDON24 app



Thursday October 18, 2012

Romford and Havering Post

Romford and Havering

Post

ARCHANT } CHANGING THE SHAPE OF LOCAL NEWS

November 16, 2012

FREE



Oasis

Proposed Oasis Primary Academy in Romford

Did you know that by 2014 there will be such a shortage of primary school places that parents may not get any school of their choice?

The proposed Oasis Primary Academy in Romford opening September 2014 will provide a local, co-educational school, offering a first-class nurturing learning environment and educational opportunities for pupils aged 4 to 11 years.

Thursday 22nd November 2012

at Romford Baptist Church, Main Road, Romford, RM1 3BL
from 4.00pm-5.30pm and 6.00pm-7.30pm

Register your support for your child attending this new school and find out more about it at www.oasisacademyromford.org or please contact lucia.glynn@oasisuk.org or tel: 020 7921 4464 for further information.

Follow us on Twitter: @OasisRomford

Like us on Facebook:

Oasis Academy Romford



November 15, 2012 | 11

Oasis Proposed Oasis Primary Academy in Romford

Tuesday 23rd October 2012
 at The Wykeham Centre, Market Place, Romford RM1 3AB
 from 4.00pm-5.30pm and 6.00pm-7.30pm

Thursday 22nd November 2012
 at Romford Baptist Church, Main Road, Romford, RM1 3BL
 from 4.00pm-5.30pm and 6.00pm-7.30pm


Oasis are proposing to establish a new primary academy in Romford to open in September 2014.

The proposed Oasis Primary Academy in Romford will provide a local, co-educational school, offering a first-class nurturing learning environment and educational opportunities for pupils aged 4 to 11 years.

**Do you live locally and is your child 3 years old or younger?
 Then please come along to one of our consultation events to find out more and help shape the vision.**

Register your support for your child attending this new school and find out more about it at www.oasisacademyromford.org or please contact lucia.glynn@oasisuk.org or tel: 020 7921 4263 for further information.

Follow us on Twitter: @OasisRomford
 Like us on Facebook: Oasis Academy Romford



Find what you want, when you need it using our **LONDON24** app



Romford Recorder

Friday October 19, 2012 70p

Romford Recorder

Find what you want, when you need it using our **LONDON24** app



Friday November 16, 2012 70p



Friday November 16, 2012, Recorder

13



Proposed Oasis Primary Academy in Romford

Did you know that by 2014 there will be such a shortage of primary school places that parents may not get any school of their choice?

Oasis are proposing to establish a new primary academy in Romford to open in September 2014.

The proposed Oasis Primary Academy in Romford will provide a local, co-educational school, offering a first-class nurturing learning environment and educational opportunities for pupils aged 4 to 11 years.

Thursday 22nd November 2012

at Romford Baptist Church, Main Road, Romford, RM1 3BL

from 4.00pm-5.30pm and 6.00pm-7.30pm

Do you live locally and is your child 3 years old or younger? Then please come along to one of our consultation events to find out more and help shape the vision.

Register your support for your child attending this new school and find out more about it at www.oasisacademyromford.org or please contact lucia.glynn@oasisuk.org or tel: 020 7927 4464 for further information.

Follow us on Twitter: @OasisRomford

Like us on Facebook:
Oasis Academy Romford



2) Media Release



3rd October 2012

MEDIA RELEASE FROM OASIS

Oasis Community Learning Announces Plans For New Primary Academy in Romford

Oasis Community Learning, today, announces its proposal to establish a brand new primary school in Romford town centre which will open in September 2014.

Public consultation meetings on the proposal will be held on:

Tuesday 23rd October 2012 at The Wykeham Centre, Market Place, Romford, RM1 3AB from 4.00pm-5.30pm and 6.00pm-7.30pm

Thursday 22nd November 2012 at Romford Baptist Church, Main Road, Romford, RM1 3BL from 4.00pm-5.30pm and 6.00pm-7.30pm

The new Oasis Academy Romford, to be opened under the coalition government's flagship Free School policy, will be a primary school for children aged 4-11 years, with two forms of entry, opening with an initial intake of 60 Reception Class pupils in 2014. The school will cover the National Curriculum and prepare students for national tests and examinations at all levels. The school will be fully inclusive, accepting children irrespective of faith or ability.

Steve Chalke, Oasis Founder, said:

"Oasis' goal is to create an outstanding community primary school in Romford which will offer both an excellent education and many additional opportunities for pupils and their families through our Oasis Hub model. We have listened to the concerns of many local families about the future shortage of primary school places in the area and wish to work with them to develop this much-needed new school. Projections for the London Borough of Havering indicate a significant increase in the severe shortage in the number of primary places in the coming years. With this proposal Oasis is planning ahead to meet the future needs of the Romford community."

Oasis plans to develop a range of children, youth and family programmes around the new school to build community and support local residents.

Oasis is hoping local parents and carers and the wider community will welcome the new school proposal and will be seeking signatures at the consultation events from those advocating the plans to support their application to the Department for Education. Local parents and carers may also sign up online through the website: www.oasisacademyromford.org.

Oasis will be liaising with the London Borough of Havering with regard to establishing the new school. A number of possible locations for the new primary school are being considered, and Oasis will work closely with the local authority and the Department for Education over the coming months to identify and secure a suitable site. Oasis will be engaging with local partner organisations to develop aspects of the primary curriculum in innovative and exciting ways which all children will benefit from regardless of their starting points.

Oasis Community Learning has a successful track record in delivering education, having established 14 academies nationwide. The Educational Trust, which now has 19 schools with many more in development, aims to create and sustain a network of excellent learning communities where every child can realise their full potential. In nearby Enfield, Oasis sponsors the increasingly popular Oasis Academy Enfield and Oasis Academy Hadley and is consulting on the possibility of a third secondary academy in the south of the borough.

Paul Rose, Director of the Development Unit at Oasis, who has lived in the Romford area for many years, said:

"We are very excited at the prospect of opening a new primary school in the heart of Romford at which every pupil will have the opportunity to fulfil their potential in a safe and nurturing learning community. The proposed new school will be the cornerstone of our new our community hub in Romford, which we will be developing over the coming years to provide a range of integrated community services in this area. As an active member of the Romford community I look forward to working with local partners to establish this provision which will provide much-needed primary school places for local families".

Ends

Editor's notes:

1. Oasis Community Learning is part of the family of Oasis charities. For more information about Oasis Community Learning, go to: www.oasiscommunitylearning.org. Oasis Community Learning is a family of 19 academies, 10 secondary academies, 7 primary academies and 2 all-through schools. By April 2013 Oasis will be a family of 33 academies.
2. Oasis Trust was established in 1985 and is now a group of charities working to deliver education, training, youth work, health care and housing in 10 countries around the world.
3. For further information on the Oasis Academy Romford please contact:
Lucia Glynn Tel. 07973 940779 lucia.glynn@oasisuk.org
4. Follow the progress of the new school on Twitter: @OasisRomford and on the Facebook page: www.facebook.com/pages/Oasis-Academy-Romford/104225489733363



Proposed Oasis Primary Academy in Romford

Tuesday 23rd October 2012

at The Wykeham Centre, Market Place, Romford RM1 3AB
from 4.00pm-5.30pm and 6.00pm-7.30pm

Thursday 22nd November 2012

at Romford Baptist Church, Main Road, Romford, RM1 3BL
from 4.00pm-5.30pm and 6.00pm-7.30pm

Oasis are proposing to establish a new primary academy in Romford to open in September 2014.

The proposed Oasis Primary Academy in Romford will provide a local, co-educational school; offering a first-class nurturing learning environment and educational opportunities for pupils aged 4 to 11 years.

**Do you live locally and is your child 3 years old or younger?
Then please come along to one of our consultation events to
find out more and help shape the vision.**

Register your support for your child attending this new school and find out more about it at www.oasisacademyromford.org or please contact lucia.glynn@oasisuk.org or tel: 020 7921 4263 for further information.

Follow us on Twitter: @OasisRomford

Like us on Facebook: Oasis Academy Romford





Proposed Oasis Primary Academy in Romford

Did you know that by 2014 there will be such a shortage of primary school places that parents may not get any school of their choice?

Oasis are proposing to establish a new primary academy in Romford to open in September 2014.

The proposed Oasis Primary Academy in Romford will provide a local, co-educational school; offering a first-class nurturing learning environment and educational opportunities for pupils aged 4 to 11 years.

Thursday 22nd November 2012

at **Romford Baptist Church, Main Road, Romford, RM1 3BL**
from **4.00pm-5.30pm and 6.00pm-7.30pm**

Do you live locally and is your child 3 years old or younger? Then please come along to one of our consultation events to find out more and help shape the vision.

Register your support for your child attending this new school and find out more about it at www.oasisacademyromford.org or please contact lucia.glynn@oasisuk.org or tel: 020 7921 4464 for further information.

Follow us on Twitter: @OasisRomford

Like us on Facebook:

Oasis Academy Romford





Andrew Rosindell M.P.

Member of Parliament for Romford

House of Commons, LONDON, SW1A 0AA

Parliamentary Office: ☎ 020 7219 8475 Constituency Enquiries: ☎ 020 7219 5228

Fax: 020 7219 1960 e-mail: andrew@rosindell.com

www.andrew.rosindell.com



Rev. Steve Chalke
Founder
Oasis Global
75 Westminster Bridge Road
LONDON
SE1 7HS

Dear Steve,

Thank you for meeting with me recently to discuss Oasis Community Learning's proposal for a new primary academy in Romford.

I am writing in support of the Free School bid which you will be submitting to the Department for Education shortly.

I have been made aware, both by Havering Borough Council and by my constituents, of the critical shortage of primary school places in central Romford. From examining the projections for primary school-aged children in Romford Town Centre, I can see that your proposed new primary school will help meet this need for additional school places.

I am encouraged by the Borough's confidence in Oasis's capacity to create an excellent school for local families. I am also reassured by Oasis's track record in other areas of London that this will be a popular and successful school, with lots of additional benefits for the local community.

I believe that your proposal to create a Free School is a carefully considered approach to primary education for the families of Romford. It is this Parliament's aim to give every child the best educational opportunity possible and provide parents with the choice and quality for their children's education.

Once again, I reiterate that you have my full support in your bid to the Department of Education and ask that you please keep me updated as to how this bid progresses.

I wish you every success and look forward to hearing from you soon.

Yours sincerely,

Andrew Rosindell

Andrew Rosindell M.P.



M.P.'s Advice & Information Centre

85 Western Road, ROMFORD, Essex RM1 3LS
☎ 01708 766700 Fax: 01708 707163 Home: ☎ 01708 761186





Appendix 6: - Questions Asked in our Consultation Survey

Questionnaire

This questionnaire aims to help gather views on our proposal for the Oasis Free School in Romford. We are consulting with potential parents/carers as well as the wider community; your view is important to us and we welcome your response.

Please tick the boxes as appropriate.

1) I would like to have a new local primary school in Romford.

Strongly agree Agree
No view Disagree
Strongly disagree

2) What do you think are the most important aspects of secondary school education in Romford? (Please rank from 1 to 10, 1 being the most important and 10 being the least important.)

Excellent academic facilities	Good exam results
Smart students in uniform	Good teachers
Facilities open to the community	Parent/carer involvement
State-of-the-art computing facilities	Vocational training
Design of the learning environment	

3) Please add any other comments below (please feel free to attach an additional sheet if required)

4) Please provide the information below if you wish to register your interest in sending your child to the proposed Oasis Free School in Romford, or alternatively, if you wish to be kept informed about the Free School proposal.

Title:
Full name:
Address:
Postcode:
Telephone number (daytime):
Email:

5) What connection would you have with the proposed Oasis Free School in Romford?

Parent/carer of a child at a local primary school	Staff/Governor at a local school
Member of the public	Other, please specify

6) Do you have a child that you would like to attend the Oasis Free School in Romford once it is open?

No
Yes, If yes, what is your child(ren)'s date of birth

7) **My child is a:**

Girl

Boy

8) If the Oasis Free School in Romford is opened, would you select it as the **first choice** for your child's education rather than another school?*

Yes

No

*Given this is a consultation on a school proposal, this does not oblige you to send your child to this school, but is seen as an indication that you would seriously consider it.

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. questionnaires and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document;
and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

© Crown copyright 2012

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence.

To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is also available for download at www.education.gov.uk/publications

