

GLADSTONE SCHOOL

Free Schools in 2014

Application form

Mainstream and 16-19 Free
Schools

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Glossary of regularly used terms

- **Active learning:** learning through doing, a key feature of our teaching and learning approaches
- **Advisory Group:** a group of experts in their field offering support to Gladstone School on a voluntary, ad hoc basis. Explained in more detail in Section F.
- **Comparison schools:** the eight secondary schools nearest to our desired location
- **Core curriculum:** the school day from 8.55-3.35
- **Do it>>Write:** teaching and learning approaches that underpin our approach; explained in detail in Section C and D1
- **Enrichment sessions:** part of the compulsory school day, from 4.00 – 5.30 Monday to Thursday, offering extension, enrichment and encouragement opportunities
- **Gladstone Award:** a scheme for motivating and rewarding skills, explained in Section C and D1
- **Gladstone Information Management System:** the tailor made information management system, described in detail in section D5.
- **Learning Outside the Box:** opportunities to learn outside the classroom and for external expertise to come into the school, explained in Section C and D1.
- **Perfect Transition:** our approach to year 7 and 8, who are taught by one key classroom teacher (the Perfect Transition teacher) per class, along similar lines to the primary school or middle school model. Explained in full in Sections D1, 2 and 3.

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.	If Yes, please provide more details: [REDACTED] and [REDACTED] are domestic partners [REDACTED] is the daughter of [REDACTED]
7.	How you would describe your group: <input checked="" type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input 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:
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details:
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input checked="" type="checkbox"/> Yes <input 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: Education consultants Cocentra (www.cocentra.com), part of the Gleeds Group (www.gleeds.co.uk) have provided some additional capacity in preparing the application. Cocentra (appointed to the DfE PMES Framework for Academies and Free Schools in August 2011) fully understand that further support post approval would be tendered through the Framework in competition with other Framework Partners or through other tender arrangements in compliance with public procurement requirements. Many of the ideas on which these proposals were built came from the development

	of [REDACTED], a company in which [REDACTED] and [REDACTED] have an interest. [REDACTED] understands and accepts that such services as it may offer to provide to Gladstone School in the future will be subject to the normal rules of transparency and good practice in public procurement.	
Details of company limited by guarantee		
13.	Company name: The William Gladstone Free School	
14.	Company address: [REDACTED]	
15.	Company registration number and date when company was incorporated: 8342406; 28 December 2012	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
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: 6	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name:	[REDACTED]
	2. Name:	[REDACTED]
	3. Name:	[REDACTED]
	4. Name:	[REDACTED]
	5. Name:	[REDACTED]
	6. Name:	[REDACTED]

Company directors	
The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.	
20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED] (member of the governing body)
	2. Name: [REDACTED] (member of the governing body)
	3. Name: [REDACTED] (chair of the governing body)
	4. Name: [REDACTED] (member of the governing body)
	5. Name: [REDACTED] (member of the governing body)
	6. Name: [REDACTED] (member of the governing body)
21.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]
Related organisations	
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. Head-Line Communication Ltd (Company registration no. 01692819) may, subject to appropriate tendering processes and transparency, provide training and support for the teaching methods that underpin Gladstone School.
24.	Please specify any religious organisations or institutions connected to your application. N/A
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:	
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: 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, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: N/A	

<p>Please tick to confirm that you have included all the items in the checklist.</p>	<input checked="" type="checkbox"/>
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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: Member of company

Print name: XXXXXXXXXX

Date:

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

Section B: Outline of the school

1.	Proposed school name:	Gladstone School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	██████████
12.	Please tell us how you found this site:	Hearsay, but traced back to source in Brent Planning Department
13.	Is the site:	<input type="checkbox"/> a private building? <input checked="" 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:	
15.	Local authority in which the proposed school would be situated:	Brent
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Barnet and Camden
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>	

Section C: Education vision

Preamble

If we have one duty as parents and as a community it is to guarantee that where you are born does not determine the chances you have in life.

Leader of Brent Council, October 2012

Gladstone School's overarching vision is to offer a new, non-selective 11-19 secondary school in North West London that will transform young people's lives through outstanding teaching and leadership. We will raise attainment and tackle underachievement through ambition and excellence. We will foster the mind-set and confidence more privileged children possess from birth. Through inspirational teaching, academic rigour and a rich educational setting we will equip pupils with the knowledge, skills and confidence to become happy, healthy and successful citizens of the 21st century. The children who join us will leave as inspired and inspiring adults, with the qualifications, abilities, networks and opportunities to flourish in life.

Context

The preferred location for our school (which fills a geographical gap in provision explained below) is in Cricklewood, North West London. This part of Cricklewood falls within the local authority of Brent, but the area spans two other local authorities: Barnet to the east and Camden to the south. The area's history is strongly linked to transport – the M1 starts at the northern tip of Cricklewood; the north circular creates a very physical line round its north-westerly edges; and the A5 runs straight through its middle. The first pub in the area was a coaching tavern which the London General Omnibus Company used as a terminus for its horse drawn double-deckers. In the 1890s the London Midland railway was built adjacent to the A5, with a number of cottages built to house the railway workers. Until 1929 there was a Cricklewood aerodrome and aircraft construction continued there until 1964.

Today the local area is heavily defined by service and retail industries. Brent Cross, the UK's first major shopping mall, is just to the north of Cricklewood. Cricklewood Broadway, which borders all three local authorities, is densely populated by a broad range of quality and lower end independent shops, restaurants and pubs.

This is a richly diverse part of London, where 92% of school children come from ethnic minorities and 52% of secondary pupils speak English as an additional language¹. There is a long tradition of Irish people settling in Cricklewood and Brent and there are also established Indian and black Caribbean communities. The proportion of children from these communities is decreasing, whilst “the numbers of children from Somali (and other black African groups), Eastern European, Afghani, Iraqi and Hispanic backgrounds are increasing”.

¹ All the contextual information specifically about Brent has been taken from A Plan for Children and Families in Brent 2012-2015

This is also a highly creative area. A local group, Creative Cricklewood, brings together artists, poets and musicians. Brent has a strong cultural, sporting and creative history: the iconic Wembley Stadium and Wembley Arena to the north of the borough host footballers, entertainers and conferences of national and international standing. The Tricycle Theatre in neighbouring Kilburn is one of the most respected theatres beyond the West End and has gained an international following for its high quality, topical plays. The provision of local youth clubs further reflects the cultural and creative diversity of our area, offering everything from ballet to Irish dancing to street dance.

The preferred location for our school is near to Gladstone Park, a focal point for the community offering a greatly needed and much loved oasis of green within a busy urban area. Gladstone Park hosts a highly popular annual festival which showcases the area's wide range of creative talents.

On a socio-economic level Brent is ranked amongst the top 15% most deprived areas in England. More than a third of Brent's children live in a low income household, a fifth live in a single adult household. It is also, according to Brent Local Authority, one of the most densely populated outer London boroughs where "overcrowding is a significant problem".

Brent reports a worrying trend affecting young people living in deprivation:

The proportion of our young people living in acute deprivation is rising with a growing gap in educational achievement between children from deprived background and the rising borough average.

The average for pupils claiming free school meals is 29% in Brent; 34% in Camden; and 17% in Barnet – but 49% in one of our nearest non-selective schools². According to the leader of Brent's council, social inequalities mean children born just to the north of our proposed location are likely to live ten years less than children born in the more affluent areas just to the south; and that children living in those affluent areas are likely to earn £28,000 more per year than children growing up in the north.

On other measures, 22% of Brent's children are identified as having special educational needs and another 3.2% have a statement. There has been a decline in crime rates over the last four years but Brent's crime rate is still higher than the London average. According to a recent report commissioned by Brent³ unemployment is above national and London averages: "15.7% of the total working age population in the borough (are) claiming benefits compared with 12.4% in London and 12.1% in the GB".

Rationale

Strategic need

London is disproportionately affected by a population boom which will increase demand well above present capacity, according to reports from London Councils. In Brent, "*primary schools are practically full in all year groups from Reception to Year 4*".⁴ This bulge will

² The Crest Girls Academy, NW2

³ Overview and Scrutiny Report, December 2011

⁴ http://democracy.brent.gov.uk/documents/s8511/20120613_Scrutiny_Update_School_Expansion.pdf

arrive in Brent secondary schools within two years, with Year 7 demand forecast to increase by 24.6% between 2012 and 2022. The predicted deficit for academic year 2014/15 is equivalent to six forms of entry, and by 2017/18 more than sixteen forms of entry.

Educational need

Profile and absence rates at comparison schools

School	Ofsted	Roll	SEN/SA/+ %	EAL %	FSM %	Unauthorised absence %	Authorised absence %
The Crest Boys Academy	3	629	10%	85%	43%	2.9	7.26
The Crest Girls Academy	3	894	11%	85%	49%	2.78	7.43
Capital City Academy	2	1181	10%	60%	42%	2.34	7.1
Queens Park Community School	2	1185	8%	56%	25%	0.81	6.19
Newman Catholic College (boys)	2	494	9%	59%	28%	1.87	8.28
Whitefield School	2	798	9%	71%	44%	2.56	7.16
Hampstead School	2	1277	9%	48%	38%	0.93	6.78
Convent of Jesus and Mary Language College (girls)	1	1005	5%	24%	22%	0.37	3.53

The table above profiles the eight secondary schools within two miles of our target location⁵ (“comparison schools” hereafter). Crest Boys and Crest Girls Academies, on a shared site, are being grown to a combined roll of 2000+. Only one school, the furthest away, is classed as outstanding, though not for the quality of its teaching; six are good; two satisfactory. Their pupil absences are mostly higher than the national average (as indicated in red).

Academic performance at 16

School	Avg entries per qualification	2011 GCSE: 5+ A*-C	% achieving English Baccalaureate	progress in English	progress in Maths
The Crest Boys Academy	8.6	46%	0%	67	81
The Crest Girls Academy	10.4	45%	14%	86	64
Capital City Academy	10.4	48%	12%	74	64
Queens Park Community School	9.3	62%	14%	85	77
Newman Catholic College (boys)	9.8	38%	5%	62	62
Whitefield School	13.7	49%	6%	78	77
Hampstead School	11.7	61%	15%	74	80
Convent of Jesus and Mary Language College (girls)	11.8	63%	20%	83	75
national average – state funded	11.5	58%	15.4	71.8	64.8

⁵ Centred on a postcode of [REDACTED], Cricklewood, London, explained fully below

In terms of academic performance (marked in red where below national average), progress in English and Maths is mostly just below average or above. However, in terms of percentage of pupils achieving 5+ A*-C GCSEs only three scored higher than the 58% national average, whilst the majority fall below at between 38% and 49%. Only one school performed above the national average percentage achieving the English Baccalaureate.

Academic performance at 18 and transition to university

School	3+ A-levels (equiv)		% accepted at uni	compared with borough average - %	% of pupils accepted at selective universities	compared with borough average
The Crest Boys Academy	70%	Brent	63.76	-14.9	2.8986	-19.5
The Crest Girls Academy	71%	Brent	77.95	-0.7	4.7244	-17.7
Capital City Academy	54%	Brent	68.29	-10.4	3.6585	-18.7
Queens Park Community School	75%	Brent	72.88	-5.8	10.734	-11.7
Newman Catholic College (boys)	100%	Brent	ND		ND	
Whitefield School	74%	Barnet	67.69	-11.2	6.1538	-23.7
Hampstead School	81%	Camden	73.50	-1.1	20.495	-2.5
Convent of Jesus and Mary Language College (girls)	88%	Brent	89.06	10.4	14.063	-8.3

Brent average			78.7		22.4	
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The above table compares percentage of pupils accepted at university with the relevant borough averages. Only one school performs higher than its borough average, although two perform only slightly below. However all schools fall below their borough average – the majority significantly below – of pupils going to the top 30 selective universities.

Economic and employment need

Brent has a higher than national and indeed London average of NEETs (young people not in education, employment or training) with a prediction that this will increase further.

Current unemployment rates for 18-24 year olds are 9.4% in Brent, 8.1% in London and 8.0% in the UK. Youth unemployment has steadily increased since the onset of the recession. Since the increase in University fees, this is predicted to continue on an upward trend⁶.

⁶

Gender disparities

Parents' concerns⁷ about boys disengaged from an education process which prioritise sedentary teaching methods over active learning is reinforced by the data – two of our comparison schools, effectively opposite-sex twins with identical catchment, show attainment and aspiration significantly better in the girls' school.

Conversely, there are national concerns about gender disparities in terms of the low percentage of girls taking maths and physics⁸.

Both of these highlight issues that impact on young people's chances of future success. Boys' disengagement from the education process leads to fewer qualifications at 16 (evidenced in one of our comparison schools). This in turn limits choices of A Level subjects and puts them at a disadvantage compared to their more qualified peers when it comes to university and/or work.

Unchallenged gender stereotypes that certain subjects are “for boys” exclude girls from a range of highly valued and rewarding career paths that require science and maths.

Parental choice

Local parents we've spoken to also complain that comparison schools are large, impersonal and mostly selective. Four currently have rolls of 1000+ and this will soon rise to six out of the eight. Two select on the basis of faith, four on gender (two on the basis of gender *and* faith), and one favours pupils with aptitude for sport or dance. For parents seeking a secular, co-educational, mixed-ability secondary which reflects the local community, choices are limited to only three non-selective schools within two miles of our target location.

School day and year

The majority of our comparison schools offer the same (broadly) 9 - 3.30 p.m. school day and don't provide a compulsory extended day, which would provide additional teaching time and support, and benefit working parents. None of our comparison schools offer a five term year, despite evidence that it minimises learning loss over the summer holidays.⁹

Safety, health and well-being

As well as established risks such as bullying, there is growing concern about the over sexualisation of young people¹⁰, and our young people face problems particular to inner city life, including knives, gang culture and drugs. For some, learning is further impacted by home backgrounds that are troubled, traumatic and sometimes dangerous.

According to Brent's own surveys, over half of Brent's population takes no form of physical

⁷ Expressed at various Gladstone School “meet the community” events

⁸ *Bright girls less likely to want to study maths and physics at A-level than bright boys*, Institute of Education, 2010

⁹ http://www.nfer.ac.uk/nfer/PRE_PDF_Files/00_23_08.pdf

¹⁰ <http://www.tes.co.uk/article.aspx?storycode=6232853>

exercise. The local areas of Harlesden, Willesden and Wembley have significantly high levels of child obesity with more than 20% of children classified as obese¹¹.

Societal need

We live in a time which questions the morals and excesses of those in positions of influence. The financial meltdown, the Leveson and Hillsborough enquiries and the Jimmy Savile investigations... all suggest a society troubled by its past, seeking higher standards from its future leaders.

How Gladstone School will meet these needs

From the performance profiles of our comparison schools, from Brent studies of its demographic, and from concerns expressed by parents we have consulted, we believe there are a number of factors suppressing potential achievements of pupils in our catchment, and their chances of leading happy, healthy and successful lives.

To address these concerns Gladstone School's vision, curriculum and ethos will:

- **raise aspiration and attainment** ensuring that significantly more pupils achieve the EBacc and go on to university, particularly those universities that are selective;
- **tackle underachievement and ensure engagement** through high standards around attendance and making sure that pupils are making consistent progress across all subjects;
- **address health issues** by using active approaches to learning, regular sporting opportunities and a strong focus on nutrition and healthy eating;
- **increase employability** through a Gladstone Award scheme that motivates and rewards the development of skills valued at work;
- **tackle gender inequalities** through appropriate use of teaching methods and a culture that challenges stereotypes;
- **promote safety, well-being and responsibility** through a significant focus on behaviour for learning, and behaviour for citizenship;
- **raise confidence** through a challenging but safe and nurturing environment; and
- **deliver results** through innovative and entrepreneurial leadership.

Our Vision

Our vision is for an ambitious school that reflects and embraces the rich diversity of our community and transforms the lives of its pupils through outstanding teaching and leadership. It is driven by our beliefs that young people in Brent deserve the same opportunities for success as pupils born into privilege; that an excellent education can transform young people's lives; and that outstanding teaching and leadership are the most important factors in delivering that excellence and transformation.

We will achieve our vision through:

- **ambition:** high expectations, with employment the target for all and university the target for most, supported by our strategic partnerships with key universities and

¹¹ A Plan for Children and Families in Brent 2012-2015

industry. We have already established a relationship with Warwick Business School and are at various stages of development with other universities and industries;

- **inclusion:** a determination to provide an inclusive, accessible and suitably challenging education that welcomes and nurtures all young people in our community, be they the least or most able;
- **pedagogy:** focusing on evidence-based approaches to teaching, and recruiting and developing teachers with the passion and expertise to make a significant difference to all our pupils;
- **leadership:** encouraging and expecting leadership that is outstanding, innovative and entrepreneurial; and
- **action:** promoting active approaches to learning, encouraging physical activity and being pro-active as staff, pupils and citizens.

Our distinctive approach is further characterised by the way we will prioritise the subjects, skills and qualifications most valued by universities and employers; and by having strong strategies and policies that ensure our ambitious targets are met. We will reflect the cultural and creative interests and heritage of our local community and offer a flexible timetable that uses the city and people of London as rich and stimulating learning resources. Furthermore, we will promote health, well-being and enjoyment as critical to success; focus on working in partnership, particularly with parents; and demonstrate a strong commitment to the UN rights of the child. Finally, we will prioritise collaboratively-produced open source systems, placing the school at the heart of innovative technology that is constantly developing and adapting for the benefit of the wider education community.

Our ethos

Our guiding principles are:

- **Ambition and Excellence** – striving for, delivering and achieving the best;
- **Leadership and Enterprise** – modelling and fostering skills that underpin success;
- **Inclusion and Equality** – welcoming pupils, staff and parents from all backgrounds and ensuring that all our pupils, regardless of age, ability, gender, faith and so on can access the full education and social features of the school;
- **Collaboration and Partnership** – working collectively and in partnership with all those who can help to support our pupils and extend their opportunities, and encouraging the same approach to team work in our pupils;
- **Confidence and Resilience** – building the skills and mind-set necessary for living and learning successfully, encouraging risk-taking and minimising fear of failure;
- **Action and Enjoyment** – being mentally and physically active, being pro-active as individuals and as a community, and ensuring that the process of teaching and learning is enjoyable and rewarding;
- **Encouragement and Nurture** – looking after and supporting each other so that each individual can flourish;
- **Citizenship and Community** – valuing and taking pride in our local community, acting responsibly, and making a positive contribution to our society, both locally and nationally.

Our vision and ethos have been inspired by:

- the UN rights of the child, especially article 29 (goals of education¹²) and article 31 (leisure, play and culture¹³);
- William Gladstone, whose administration established young people's right to education;
- the Royal Shakespeare Company (RSC) and the University of Warwick, whose pedagogical approaches (particularly around active learning) have made Shakespeare accessible to young people of **all** ages and **all** abilities, and have changed not only young people's attitudes to Shakespeare but to school in general¹⁴;
- the Sutton Trust, whose research focuses on tackling underachievement; and
- the pedagogical thinking of Lawrence Stenhouse, Carl Rogers, John Dewey, John Holt, Alexander Maslow, Sir Ken Robinson and John Hattie in particular.

Key features of Gladstone School and how our vision and ethos are reflected in our education plan and curriculum

Age and location:

Whilst Cricklewood spans the boroughs of Brent, Barnet and Camden, the proximity of a secondary school at the border of each of Barnet and Camden favours a Brent location. A William Gladstone secondary school closed in 1993 in the face of falling rolls. Now that numbers are rising again our plan is to revive the name of the previous school, imagine it in the same catchment, and offer it to pupils aged 11-19 as a vibrant learning organisation..

Non-selective:

Our school will extend choice for parents seeking a truly mixed community school by being non-selective on gender or ability. This approach matches the educational philosophy and ethos of the founder members who believe passionately in creating a school that genuinely serves and reflects its community.

Size:

Gladstone School will be a four form entry school during Key Stage 3 and 4, with a likely intake of 120 pupils per year. The turnover we anticipate at 16 will leave us with a sixth form of 100 per year. At full capacity the school will cater for 800 pupils, which addresses the expressed desires of local parents seeking a smaller school than most local alternatives, and offers a smaller, more nurturing environment that will help instil in pupils the confidence that is so critical to our vision.

Longer school day:

Our school day will be extended on Mondays to Thursdays to 5.30, providing an extra 234 more teaching and learning hours per year than most of our comparison schools. These hours will be filled with Enrichment, Extension and Encouragement sessions. Pupils will be able to learn new subjects and skills or deepen their knowledge of the subjects being taught within the core curriculum. They will be able to take part in a range of creative and physical

¹² "Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment."

¹³ "Every child has the right to relax, play and take part in a wide range of cultural and artistic activities."

¹⁴ Centre for Educational Development, Appraisal and Research (CEDAR), University of Warwick

activities and/or they (and some of the time their families) can benefit from targeted support. In this way we can be sure we will reach the ambitious targets our community needs.

School year:

As a non-selective school operating in the context we have described we anticipate a significant majority of pupils with EAL, and a large number from homes affected by deprivation. According to evidence (quoted earlier) such pupils suffer disproportionately from the learning loss implicit in a six week summer holiday. Our five term year, with no holiday longer than four weeks, provides for the same number of holidays as comparison schools but creates a learning momentum which significantly benefits pupils from the most disadvantaged backgrounds.

Curriculum and qualifications:

We will provide a broad, balanced and rich curriculum, using the National Curriculum as the core of our education but tailored to the needs and interests of our community. We will equip pupils with the knowledge and skills needed for successful, happy, healthy and responsible lives. We will focus on subjects and qualifications that will help our pupils compete more effectively in the employment market locally, nationally and even internationally.

We will ensure learning is engaging, relevant and stimulating by integrating the National Curriculum with the principles of an **area-based curriculum**, as developed by the RSA, and a **London curriculum**, as developed by the Mayor of London. For example, in year 7, we will use Cricklewood as the focal point for a range of subjects, from history to engineering and geography, (explained in detail in D1), culminating in the creation of a year 7 book and exhibition entitled Our Cricklewood.

We will promote an unashamedly academic choice of subjects that will extend our pupils' chances of successful and valuable employment. We will offer the EBacc at 16, A Levels or Level 3 qualifications at 18, and will target university as the likely route for the majority of our pupils. We will place a heavy emphasis on the subjects labelled as 'facilitating' by the Russell Group universities, in particular: **English, Maths** (including **Further Maths** at A Level), **Humanities, Languages, and Sciences**.

We will prioritise English and Maths as the gateway to nearly all learning (and future employment), giving them more curriculum time throughout Key Stages 3 and 4 than any other subjects.

We will promote the languages that best equip young people for global citizenship, particularly **Mandarin** and **Spanish**. We will seek links with China and Spanish speaking countries in order to further interest in, and knowledge, of these languages.

With IT underpinning many of our local industries we will initiate a heavy focus on **computer science**, teaching it as a subject in its own right in years 7 and 8. From year 9 computer science will be provided for through the life skills sessions, with the option of taking it as an examined subject within Enrichment Sessions.

We'll provide a range of cultural and creative opportunities to keep young people motivated

and engaged, to open up horizons, and to extend employment opportunities within and beyond our local community. We will therefore place heavy emphasis on **the arts** both as subjects in their own rights and as tools to bring other subjects alive. Because of the impact we know it can have on confidence, self-esteem and enjoyment of study across the curriculum, we will celebrate the value of **Shakespeare** both within English and Drama, and as a focus for whole school learning and performances.

The school will prioritise citizenship to promote independent thought, tolerance, responsibility and active engagement in community and national life. For this reason we will teach **Religion, Politics and Philosophy** together, throughout key stages 3 and 4.

We will teach “**Life skills**” throughout the school. In year 7 we will focus on metacognition: learning how to learn, so that our pupils swiftly acquire the tools that will help them learn most effectively. Once embedded, we will use these sessions to address the concerns we have identified: we will place a strong focus on the development of **employability skills** so needed by our catchment, such as business skills, innovation, enterprise, financial management, communication, presentation and interview skills. We will also use life skills sessions to deliver **PSHE**, focusing on areas of concern particularly prevalent within our community such as personal safety and healthy living.

In order to further address the concerns around health and exercise we will offer a variety of **sports**, both within the core curriculum and as part of the extended day.

A focus on outstanding teaching

“...the greatest source of variance in our system relates to teachers...”

“A major theme ... is that the quality of teaching makes all the difference¹⁵.”

Both these quotes come from John Hattie, whose meta-analysis of 900+ educational studies has significantly contributed to our thinking.

Our catchment area provides significant challenges. Our vision is ambitious. It will take outstanding teachers to harness those challenges and use them to realise that vision. But good teachers can become outstanding with the right development opportunities. We will actively recruit teachers who are keen to learn, and who have the passion to succeed. We will seek a senior leadership team that inspires and develops that passion across all teaching staff; we will create an environment that is attractive and supportive, and a culture that promotes effective planning, delivery and evaluation.

To achieve this we will focus on teachers' professional development, creating opportunities to observe others, team teach and engage in action research that will build the school's knowledge and evidence of how outstanding teaching impacts on pupil outcomes.

Distinctive and innovative teaching and learning approaches

To raise attainment, ensure engagement and keep pupils active we will tailor our teaching and learning approaches to suit the specific needs and interests of our local pupils. In particular we will adopt innovative approaches to teaching and learning, developed by

¹⁵ Hattie, J. (2012) *Visible Learning for Teachers: Maximizing Impact on Learning*

founder Members and Governors¹⁶ of the school:

Do it>>Write

Academic success relies heavily on the ability to recall information and to write effectively. Do it>>Write is a new approach that brings together and builds upon a range of proven strategies,¹⁷ applying them across the curriculum as the route to high quality writing. These strategies ensure that young people develop a core understanding of what's being taught by learning through 'doing', before cementing that learning with written work. In practice, this means a heavy emphasis is placed on pupils working actively (ie mostly on their feet) during knowledge acquisition, away from desks until they need to write.

These methods raise attainment and engagement for three key reasons: they provide pupils with a deep understanding of subject matter, developed through physical and emotional connections; they equip pupils with powerful 'three dimensional' memories (fuelled by learning experiences that encourage seeing, feeling, hearing) which persist significantly longer than learning through reading and/or writing alone; and they offer physical ways of working particularly effective with learners put off by sedentary approaches or those who benefit from visual approaches to learning (e.g. EAL pupils; those with attention deficit; boys).

When pupils return to their desks their knowledge, engagement and enjoyment of the learning experience motivates and inspires them to write, significantly increasing the quality of that writing. When pupils come to formative or summative assessments they have a greater recall of what has been learned, even if the test of that recall isn't for months later. And by encouraging engagement these methods disproportionately favour pupils who suffer from low boredom thresholds.

Learning Outside the Box

This approach builds on similar schemes such as Learning Outside the Classroom (LOTC) and Schools Without Walls. There is evidence that, when done well, LOTC

*“contributed significantly to raising standards and improving pupils' personal, social and emotional development”.*¹⁸

For Brent pupils growing up in a densely populated urban environment, many in overcrowded accommodation, opportunities to learn outside, particularly in open spaces, are likely to be particularly effective.

The notion of "thinking outside the box" has parallels in learning. We will expect teachers to craft regular learning experiences outside the classroom, such as trips to museums, cultural sites and other venues likely to fire up young people's imaginations and make learning memorable. At the same time we will make it easy for those with skills, experiences and talents – from parents through to experts in their field – to come into our school and provide inspirational learning opportunities based on real experience and knowledge. To support

¹⁶ In particular [REDACTED], [REDACTED] and [REDACTED]

¹⁷ For example, techniques developed by the RSC and the University of Warwick; and by [REDACTED] and [REDACTED] through a Wellcome Trust Creative Science project

¹⁸ Ofsted, 2008

these opportunities we will create an innovative, flexible timetable that ensures that every three to six weeks pupils have opportunities to learn in different ways, in different environments and with different adults.

Together, Do it>>Write and Learning Outside the Box form a core part of our distinctive approaches to teaching and learning. Through these approaches we will push back the desks, get pupils on their feet so that they experience their learning physically, emotionally as well as intellectually; we'll open doors, physically and metaphorically, breaking down barriers between subjects, between parents and school, between the school and the outside world. We'll regularly invite in external contributions, whether parents with unusual skills or knowledge, or experts from London's finest institutions. Through our flexible timetable pupils will have intense learning experiences, inside the school and out.

We'll teach science in science labs but sometimes in the drama studio; we'll teach English in classrooms but sometimes in the local park; we'll teach history at the Tower of London, Mandarin in China Town; we'll bring experts in to teach philosophy¹⁹; we'll use technology to link the school to resources and people worldwide; we'll capitalise on the interests, passions and expertise of local parents and the community; we'll do everything we can to open up horizons and make young people's learning stimulating, challenging and memorable.

Community focus

A distinctive feature of Gladstone School will be its aim to reflect and serve its local community. Where possible and appropriate we will share the school's facilities with the community: we might, for example (depending on the site we secure and as long as child protection issues are fully addressed) share some of the school's library resources and services, filling a gap in local provision. We aim to extend use of our facilities with many of Cricklewood's creative artists, in return for hire costs or a teaching contribution to our arts and creative provision. We will prioritise local charities when choosing Gladstone's charity of the year (explained in the Gladstone Award Scheme below).

The Gladstone Award Scheme

Gladstone School will promote a series of awards that reinforce its vision, ethos and aspirations and help build the skills necessary for future success and employment. Pupils can work towards a Leadership Award, an Enterprise Award, and so on, gaining points for significant and sustained achievement within the core curriculum, enrichment or extra-curricular activities or through taking on specific school responsibilities.

For example, to complement our community and citizenship focus, the school will choose a charity each year which pupils and staff will work to support. Pupils who volunteer significant amounts of time for that charity, or who engage in fund-raising activities, will qualify for the school's Citizenship Award.

The grant of awards will be a major focus for school-wide celebration. Pupils who gain all seven awards will gain the Gladstone Gold Certificate, visible evidence of the skills and aptitudes most valued beyond school.

¹⁹ We are exploring a strategic relationship with Heythrop College which specialises in philosophy

Use of multimedia, open source software, and a tailor made information management system

Gladstone School will make extensive use of multimedia, to increase engagement, to extend learning into the home, to create networks with other schools and organisations, locally, nationally and internationally.

Our entrepreneurial approach, the skills of our founder members, and a creative attitude to systems deployment – particularly the use of open source software – will stretch the school's IT budget significantly further than schools with traditional infrastructure approaches. We will deploy a tailor made information management system, based on a proven open source architecture, that will enable the school to be data rich, rigorous and effective in its target setting and monitoring.

Innovative and entrepreneurial leadership

Excellent teaching can take place without outstanding leadership; good results can occur despite poor management. However, to tackle the challenges of our demographic, to deliver our ambitions in a sustained, coherent and dynamic fashion, to provide an environment which will attract and retain the best teachers, to manage a budget so that the most important learning opportunities are prioritised, to create a culture that strives for and rewards excellence, and to model the very skills and attributes young people most need – all of this requires innovative and entrepreneurial leadership.

Through the skills, experience and contacts of the founder members, governors and advisory group²⁰ we will recruit, support and develop the highest quality leadership team. In this way we will ensure that pupils and staff alike can be inspired, challenged and encouraged by those who believe as passionately as we do in the power of education to transform young people's lives.

Appropriate and ambitious targets for pupil and school achievement

We have set ourselves the following key targets for the point we reach steady state:

1. 70% of pupils achieve the EBacc at 16;
2. 80% of our sixth form go on to university;
3. boys and girls achieve equally;
4. pupils with differing abilities perform above the national average;
5. 100% of pupils achieve a Gladstone Award whilst all pupils completing the full seven years at the school achieve the Gladstone Certificate;
6. the school is rated outstanding for the quality of its teaching and leadership, and becomes a designated Training School.

Our targets: ambitious yet appropriate

Target 1: 70% of pupils achieving the EBacc/GCSE equivalent at 16.

Of the eight local comparison schools the 2011 data showed one school achieving only 38% of pupils gaining 5+ A-C grades at GCSE, four further schools achieving between 45% and

²⁰ Explained in more detail in Section F

50% and three schools gaining between 61% and 63%. We are confident that our high expectations, innovative and engaging teaching methods, and targeted interventions and support will ensure we reach this ambitious target.

Target 2: 80% of our sixth form go on to university.

With one exception all our comparison schools fall below their respective borough's performance on getting pupils to university. We believe that a target of 80% is possible, given the performance elsewhere in our local boroughs, and given our focus on developing strategic relationships with key universities, such as Warwick Business School.

Target 3: boys and girls achieving equally

The performance data of the single sex schools in our catchment suggest that local boys lack aspiration and underachieve by comparison with girls. The active approaches that underpin our teaching and learning methods have been proven elsewhere²¹ to disproportionately improve boys' achievements. At the same time Gladstone School's ethos of challenging all preconceptions and prejudices around subjects and abilities means that we can realistically aspire to a target of 30% of girls taking A Level physics and 40% taking maths as against the national average of just under 20% and 33% respectively.

Target 4: pupils with differing abilities perform above the national average;

We will have high expectations for our pupils with differing needs, in exactly the same way that we have for all our pupils. We are committed to whole school planning to cater for pupils with differing needs and the responsibility for these pupils will sit firmly at senior leadership level ensuring the needs of our least and most able pupils are championed at the highest level. Our ambitions will be supported by the quality of our teaching, a strong emphasis on differentiation within the classroom complemented by one-to-one and small group intervention strategies. Our focus on support and professional development for staff makes training to cater for differing needs a very high priority for the school. Finally, the support provided through the Enrichment Sessions, the one-to-one mentoring and the focus on extending skills through the Gladstone School Award will enable pupils categorised as SEN, EAL, Gifted & Talented and so on to perform above the national average.

Target 5: 100% of pupils achieve a Gladstone Award; 95% of pupils staying through till sixth form achieve the Gladstone Certificate

The school will model and exemplify the employability and citizenship attributes that underpin each of our seven awards, such as Leadership, Enterprise, and so on. We will provide encouragement and support for achieving Awards during our "Life skills" sessions and through our Enrichment, Extension and Encouragement sessions so that all pupils are able to achieve a minimum of one Award.

We are determined to develop the skills and aptitudes that will foster future success. We have therefore set a target for pupils who stay through till sixth form of 95% gaining all seven awards and therefore achieving the Gladstone Certificate.

Target 6: teaching and leadership rated outstanding

No current comparison schools have been rated outstanding in the quality of their teaching

²¹ Raising Boys' Achievement in Schools, Kevan Bleach (1 July 1998)

during their latest Ofsted inspection. We believe this contributes significantly to the outcomes that characterise Brent's demographic. This local picture of teaching is reflected nationally, with only 3% of secondary schools judged outstanding for the quality of teaching during 2010-11²².

Outstanding teaching is perhaps our most ambitious target but we are confident that our strategy of strong and effective leadership, highly effective recruitment and induction policies, and in particular our distinctive and significant focus on pedagogy and continuing professional development (all outlined in detail in D1 and 3), will ensure we achieve our target.

Furthermore, we are also confident that the pupil achievement identified above and the care for our pupils' behaviour and safety will ensure our leadership will be graded outstanding in our first and subsequent Ofsted inspections.

²² Ofsted Annual Report, 2010-11

Section D: Education plan

The table below shows numbers in each year group from point of opening.

	Current roll	2014	2015	2016	2017	2018	2019	2020
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							100	100
Year 13								100
Totals		120	240	360	480	600	700	800

Gladstone School will have a four form entry, with an expected class size of 30 pupils. For the first five years, therefore, the cohort increases each year by 120 pupils.

With the school leaving age rising to 18 we anticipate the majority of pupils staying on for sixth form. However, some may choose to continue their education in other institutions so we may lose some pupils. Equally we may attract new pupils who join us for our sixth form provision only. We have therefore anticipated 100 pupils for each year of sixth form.

D1: The rationale for our curriculum, how it reflects the needs of our anticipated pupil intake and our plans for their progression and transition

Introduction

As outlined in Section C we have made assumptions about pupil intake based on the profile of pupils in the two comparison schools that are also non-selective, and the 10 likely feeder primaries. We have concluded that Gladstone School's non-selective approach will result in an intake characterised as follows:

- slightly more boys than girls;
- 35% FSM: Brent's borough average is 29% of pupils eligible for free school meals; however, that figure includes schools in more affluent parts of the borough than our proposed location. We have looked at our two nearest non-selective comparison schools where FSM figures are 43% and 49% respectively²³ and have therefore suggested 35% as a conservative estimate of our likely intake.
- 75% EAL: Brent's borough average is 51.9%. Again, however, at our nearest non-selective comparison schools EAL is at 85%; we therefore suggest 75% as realistic.

²³

- 22.1% SEN (Brent's borough average) with 10% SEN Action/Action plus, in line with our two nearest non-selective comparison schools;
- a large proportion of pupils below KS2 targets for Maths and English (of our 10 feeder primaries only one exceeded the national average of 74% level 4 or above);
- a significant proportion of pupils who are gifted and talented (whilst only assessing academic results we can see that four of our local feeder primaries had above national average of pupils attaining Level 5; one local primary had 58% Level 5 against the national average of 32%)
- a culture of absence above the national average (of 10 feeder primaries 7 have overall absence above the national average; 5 unauthorised absence above the national average.)

In Section C we also outlined concerns around pupil motivation and engagement; lack of aspiration in terms of pupils from local schools going on to university as compared to national and even borough levels; Brent employment trends below London and national levels; gender disparities in terms of expectations and opportunities; low levels of physical activity with childhood obesity a particular problem; and concerns around physical, mental and sexual safety.

Rationale

We believe that our local demographic has an urgent need for a different type of school and would be better served by our distinctive approach to tackling the challenges identified. In particular, we feel the needs of our pupils would be met more effectively through a curriculum and delivery that, taken together, will: raise aspiration and attainment; tackle underachievement; motivate engagement; address health issues; increase employability; tackle gender inequalities; promote safety, well-being and responsibility; raise confidence; and deliver significantly better results than our comparison schools.

Raise aspiration

We do not believe that pupils in Brent are getting enough support and confidence to aim for the best. We will raise aspiration through ambition and excellence in everything the school does. We will have the highest expectations of all and will set ambitious targets for all pupils. We will work with parents and carers to challenge and support pupils so that they achieve their dreams.

We will provide a very strong academic curriculum targeting higher than national average EBacc, with pupils taking a minimum of two sciences and significant encouragement to take all three. We will promote an equally academic A Level route, with university assumed for the majority of pupils. We have already secured a strategic partnership with Warwick Business School and will continue to seek other partnerships that help us develop educationally and promote aspiration and opportunities for all.

We will be equally ambitious for those who choose not to go on to university. We have already secured the support and commitment of a local business leader²⁴ and will continue

to build strong relationships with local businesses so that pupils develop the skills, contacts and opportunities to successfully enter the workplace at the time of their choosing.

We will provide all pupils with monthly one-to-one mentoring sessions to raise aspirations and support pupils to realise their full potential. We will promote a vibrant support programme for alumni once they leave the school. Our alumni will in turn provide inspiration – and aspiration – for younger pupils.

Raise attainment

Local pupils are not achieving as well as their peers in other areas of Brent. We will raise attainment through high expectations, outstanding teaching, stimulating learning opportunities and and rigorous and effective intervention strategies.

We will place a heavy emphasis on Maths and English, cause for concern in four of our comparison schools. We will give both of these greater curriculum time than any other subjects, since they are the gateway to nearly all other learning. In year 7 in particular, we will work with pupils who failed to achieve Level 4 in Maths or English at the end of KS2. We will provide targeted support through our team of teachers and learning support staff who will provide reading recovery schemes, extra numeracy tuition etc to ensure pupils reach Level 4 quickly and effectively, and can then access the full secondary curriculum.

At the same time we will set high standards for behaviour and attendance (outlined in full in D7), making it clear to pupils how this impacts on learning, opportunities and attainment.

Tackle underachievement

The profile of our catchment area, the results of our nearest comparison schools²⁵, and Brent's own admission that the attainment gap is widening suggest an urgent need to tackle underachievement. This is further reinforced by the Government's SEN Green Paper, suggesting underachievement is rife amongst pupils with differing needs.

We will tackle this underachievement by setting the highest expectations of all our pupils, including those with differing needs. We will set ambitious targets which we will rigorously monitor through our own distinctive information management system (see D5 for more details). We will deploy a range of strategies and interventions to swiftly address any issue likely to undermine achievement. We will employ a school-wide learning support team, made up of teaching assistants, higher learning teaching assistants and learning mentors to support teachers in the delivery of these strategies and interventions.

We will use mixed-ability teaching as the norm, expecting all teachers to differentiate for the full range of pupils. We will provide significant support and training for teachers so that they can effectively differentiate learning activities and resources. In this way we can prevent the suppression of ability caused by setting and streaming.²⁶

²⁵ Crest Academy for Girls and Crest Academy for Boys

²⁶ Students' experiences of ability grouping – disaffection, polarisation and the construction of failure (2000, updated in 2012), J Boaler et al

We will offer an extended day to deepen and enrich learning and provide the targeted support needed to tackle underachievement. We will adopt a five term year to reduce the potential for learning loss during a long summer holiday.

We will create and implement effective policies for all transitions – not just primary-to-secondary, but entry or departure at any point – to ensure effective continuity of learning and development.

We will make the planning and delivery of the curriculum and targeted support for pupils with differing needs a whole school responsibility and priority to ensure that pupils with differing needs do not suffer from underachievement.

Motivate engagement

Engagement is crucial to raising attainment and tackling underachievement. Gladstone School will have a highly distinctive focus on active teaching and learning methods proven to motivate pupils and tackle disengagement (explained in more detail below) by harnessing young people's natural disposition to learn through doing, on their feet, experiencing their learning physically, emotionally as well as intellectually.

Furthermore, we will prioritise learning outside the classroom, using London and its cultural organisations as a stimulus and resource to keep learning exciting and relevant. We will bring in experts who can spark pupils' imaginations. We will relentlessly pursue exciting and inspirational opportunities for all pupils, and seek out individuals and organisations who can support these aspirations.

We will keep pupils engaged in their learning through a rich provision of media and technology. We will employ artists in residence to extend creative and cultural opportunities and to help us use the arts as a teaching tool to bring other subjects alive. We will maximise all learning opportunities through whole school learning targets and cross-curricular teaching. We will engage young people in every aspect of their school, from reviewing the behaviour policy to identifying and inviting external experts into the school.

Address health issues

Childhood obesity and lack of exercise are identified by Brent as serious concerns, which will clearly impact on pupil's life chances and well-being.

We will address health issues by using active approaches to teaching, ensuring pupils balance sedentary activities such as writing with opportunities to learn through doing, on their feet. We will provide significant opportunities to engage in physical exercise, through a commitment to PE within the core curriculum, alongside opportunities to engage in sports' activities through our generous enrichment and extra-curricular provision. We will teach nutrition and food technology within a programme of key life skills whilst the food available within the school will support our commitment to healthy eating.

Increase employability

Brent's above average number of NEETs makes the development of employability skills a significant priority for our school. We will teach, motivate and reward the development of relevant work skills through our Gladstone Award scheme. All staff will be encouraged to model these skills in their own work and we will promote and encourage entrepreneurial leadership; innovation; professionalism; high standards of presentation and communication skills in all staff.

We will build on existing strong relationships with local businesses so that pupils have the opportunities, the contacts and the skills necessary to succeed in the workplace, or establish their own successful businesses.

Tackle gender inequalities

Our two nearest single sex schools highlight concerns over gender inequalities, whilst we have already mentioned national concerns over low take up of maths and sciences by girls.

We will tackle these inequalities by using teaching approaches proven to keep boys as engaged in their learning as girls²⁷; and promote the value and long term importance of subjects so that pupils selecting subjects for future study can make informed choices.

All this will be further supported by a culture that challenges all stereotypes – be it gender, or age, or (dis)ability – within the school or the wider community. We will model a can-do approach for all to tackle entrenched perceptions that undermine aspiration (eg girls don't do science; boys don't like writing).

Promote safety, well-being and responsibility

Locally and nationally we are aware of concerns around young people's safety and well-being. A whole school approach to safeguarding will be complemented by rigorous policies to protect pupils from bullying, including cyber-bullying. We will promote a strong ethos of respect and self-esteem which ensures all pupils feel valued and value themselves. We will promote behaviour for learning. We will also promote behaviour for citizenship, in recognition of societal needs for active citizens. We will promote a wide range of opportunities that encourage young people to actively contribute to their learning, to the school, the community and to wider society.

Raise confidence

Instilling confidence is an important foundation stone in raising aspirations and a key feature of effective learning. We are particularly committed to creating what John Hattie²⁸ describes as the optimal classroom climate for learning:

It is a climate in which it is okay to acknowledge that the process of learning is rarely linear, requires commitment and investment of effort ... has many ups and downs ...

²⁷ Raising Boys' Achievement in Schools, Kevan Bleach (1 July 1998)

²⁸ Hattie, J. (2012) *Visible Learning for Teachers: Maximizing Impact on Learning*

in building confidence that we can know. It is a climate in which error is welcomed, in which student questioning is high, in which engagement is the norm, and in which students can gain reputations as effective learners.

For this reason, pupils in our classroom environments will be free to experiment amid a culture of trust, where engagement is expected and encouraged, where trial and error are the norm, and where respect for those who do try – and sometimes fail – is very high.

We will provide pupils with regular opportunities to: gain confidence through challenges in safe, supportive environments; compete, perform, present and exhibit; celebrate and enjoy reward for achievement and effort.

Our strong focus on developing confidence is reflected in our ethos, our commitment to the UN rights of the child, and our pastoral care. We will organise the school into “house” groups to create a strong, supportive and confident school culture across all year groups.

We will provide a physical environment and atmosphere welcoming to all young people, not just because it is morally right, but also for the educational and welfare benefits:

A caring school climate is associated with:

- *Higher grades, engagement, attendance, expectations and aspirations, a sense of scholastic competence, fewer school suspensions, and on-time progression through grades (19 studies)*
- *Higher self-esteem and self-concept (5 studies)*
- *Less anxiety, depression and loneliness (3 studies)*
- *Less substance abuse (4 studies)²⁹*

Our use of colour, space, our care for hygiene and quality-of-life factors (such as toilets) will all reflect a desire to create a welcoming environment.

We will assign every pupil an individual mentor with whom they will spend 30 minutes every month. This support, in addition to that of their form tutor, will ensure pupils build the confidence and mind-set necessary for success.

Deliver results

We are confident all of the above will deliver results. Through our ambitions, our targets, our curriculum, its delivery, through regular and targeted support, through our challenging but nurturing environment we will ensure that pupils perform higher than borough averages and, for pupils with differing needs, higher than national averages.

Educational philosophy

In creating our curriculum we have been heavily influenced by educational theory and

²⁹ Scales, P. C., & Leffert, N. (1999). Developmental assets. Minneapolis, MN: Search Institute.

practice, particularly around the role of the teacher³⁰. We are attracted to the notion of the enquiring teacher, critically evaluating their work in the classroom, sharing ideas with colleagues within and without the school, and frequently working in partnership with universities. This approach seems to us be urgently needed to improve schools' abilities to evaluate effective teaching and learning strategies, as highlighted by The Sutton Trust.³¹

In the context of a school in Brent we also believe the transformative approach to teaching is very pertinent, driven by a social imperative to use education as a tool to reduce social inequalities and improve pupils' life chances.

How our curriculum and its delivery improves pupil outcomes

The principles of ambition, attainment, motivation and employability underpin our curriculum, our targets for pupil outcomes and the qualifications that we offer. The highest quality teaching, supported by swift and effect intervention strategies, within a safe, healthy and nurturing environment characterises the delivery of that curriculum.

Gladstone School's curriculum is divided into two discrete sections:

- **Core curriculum:** taught between 8.55 and 3.35 Monday to Friday; and
- **Enrichment, Extension and Encouragement (Enrichment Sessions):** offered between 4.00 and 5.30 Monday to Thursday.

Both form part of the compulsory school day; they will be complemented by extra-curricular activities offered during lunch breaks, after the end of the formal school day, on some weekends and during some school holidays.

Core curriculum

The curriculum will be broad, balanced, stimulating and relevant, offering the subjects, knowledge and skills we believe are critical to success on a range of measures, academically, socially, physically and emotionally.

Breadth of curriculum

The Core Curriculum allows the ambitious focus on the skills and subjects needed for pupils to be successful and active global citizens of the 21st and 22nd centuries. With university as the target for most we will offer the subjects that underpin academic achievement at 16 and 18, including 'facilitating subjects' – those identified by Russell Group universities as "required more often than others": Maths, English, Physics, Biology, Chemistry, Geography, History, Languages (Classical and Modern)³². We will place a emphasis on the languages that will best equip young people to be global citizens, particularly Mandarin and Spanish.

The world of work will be the target for all our pupils, whether leaving our school or university. We will therefore address employment skills needed to succeed in business:

³⁰ We have found the Literature Review on Teacher Education in the 21st Century (2010) the most useful report in analysing existing and new theory and practice around teacher education

³¹ <http://www.suttontrust.com/news/news/pupil-premium-limited-impact-on-poorer-pupils-teacher-survey/>

³² *Informed Choices: A Russell Group guide to making decisions about post-16 education, 2012*

innovation, entrepreneurial and presentation skills – wherever possible modelling these within the school and/or enabling pupils to practice them in real-world settings through our partnerships with local businesses.

Certain key skills are necessary to succeed in any walk of life: from developing an understanding of oneself and how each individual learns (meta-cognition skills) to financial management, time management, and so on. We will teach “life skills” throughout the school.

Balance of curriculum

Our approach is to ensure all pupils enjoy access to our rich and broad curriculum, with whole class shared learning with peers an important part of our vision for an equal and inclusive education. We will expect all pupils up to year 11 to study a core curriculum of the academic subjects most likely to help them succeed in later life: English, Maths, at least two sciences, one Humanities and one Language. All pupils will be expected to take the six qualifications that will gain them the EBacc.

This will be balanced by all pupils accessing a broad range of creative and sporting activities, religion, philosophy and politics, and life skills sessions. Participation in the latter will give all pupils the chance of gaining between one and seven Gladstone Awards.

In ensuring a balanced curriculum we will also focus on individual need. Some pupils may need time away from the classroom for one-to-one support in reading or maths, for example. Others might benefit from extension tasks that take them beyond the classroom.

Relevance of curriculum

All the above will be underpinned by approaches pioneered by the RSA's area-based curriculum, ensuring learning is engaging and relevant to our young people's environment. And, by tapping into the rich and varied social and cultural history and experiences of Brent's residents, we aim to more fully engage parents in their children's learning.

For example, we might look at the history and engineering inventions that underpinned the development of transport heavily linked with our area, from coaches and horses, to London buses, to trains to aircraft. We could then complement this research with visits to the London Transport Museum and the RAF base in Hendon. We might discuss the effects of transport on globalisation, leading to a study of immigration, tracing the history of those communities who have migrated to our area. We could explore the religions that underpin many of our core communities. We might engage in role play, to imagine and re-enact moments from Cricklewood's history. We intend to complete our research with the development of writing skills, complemented by visual images drawn or photographed by pupils' writing of a book entitled *Our Cricklewood*.

Curriculum planning and delivery: an example of aspiration, attainment and engagement in practice

In order to raise aspiration and attainment, whilst challenging stereotypes and prejudice, we will include a focus on subjects perceived as 'elitist'. Shakespeare will act as vein running through the school, challenging notions that Shakespeare is only for certain types of people. We will both overcome these 'limiting beliefs' and raise attainment within literacy by using the active learning approaches proven by the Royal Shakespeare Company to be both

enjoyable and highly effective.

Gladstone school's curriculum as compared to the National Curriculum

Our approach is to offer a similar curriculum to those offered elsewhere. What makes our approach distinctive is that we will adapt our teaching methods to meet the needs and interests of our pupils.

We will therefore closely match the National Curriculum with the following exceptions:

- creative arts subjects – we will teach Drama, Music, Dance, Art, Design & Technology equally (rather than just Music, Art, and Design & Technology) throughout Key Stage 3; pupils will be encouraged to choose one of these subjects at Key Stage 4, with the option of continuing a further 1 or 2 creative arts subjects through the Enrichment sessions;
- ICT – we will teach computer science rather than ICT in Key Stage 3; there will be an option to continue this in Key Stage 4 through Enrichment sessions.
- Citizenship – we will not specifically teach citizenship since active citizenship informs all aspects of the school and will also be covered through Religion, Philosophy and Politics, and through the “Life Skills” sessions;
- PSHE will be taught within “life skills”.

Enrichment, Extension and Encouragement sessions

These Enrichment Sessions are explained in detail in D2. They form part of the compulsory school day and are vital to our principles of ambition, attainment, motivation and employability. They provide extension and support opportunities so that pupils can realise their individual ambitions, alongside opportunities to engage further with artistic and sporting activities. Enjoyment is a key factor, with an emphasis on pupil choice, and a more relaxed atmosphere than is perhaps possible during the core curriculum part of the day.

Extra-curricular activities

We have deliberately chosen a one hour lunch break so that pupils can enjoy time with their peers or choose more opportunities to be active and engaged through a range of lunch-time clubs. Further opportunities will be provided through some after-school and summer activities, including performances, exhibitions, sports, etc, all of which are outlined in further detail in D2. Some staff (particularly arts and PE teachers) have slightly reduced teaching timetables, or no tutor groups, so that they can deliver these lunch clubs/activities.

How the curriculum changes across Key Stage 3 & 4

Throughout Key Stage 3 and 4 all pupils will be taught English, Maths and Sciences (the latter are initially taught together and then as three separate subjects of Biology, Chemistry and Physics from year 9 on).

Throughout Key Stage 3 all pupils will be taught Humanities (History, Geography) and Creative Arts (Drama, Dance, Music, Art, Design & Technology). At Key Stage 4 they will continue with one humanities subject and one creative arts subject as part of the core curriculum. Pupils will be taught Mandarin and Spanish up to the end of year 8. They will

then choose one of these languages to continue to 16.

Our approaches to teaching and learning

Aspiring to outstanding teaching

Our intention is to recruit and develop the very best workforce by inspiring all staff to share and support the vision and ethos of the school; by offering a strong, exciting CPD focus; by encouraging all staff to work flexibly, collectively and imaginatively; and by placing high expectations of, and valuing, all staff so that everyone contributes to raising aspiration across the whole school.

In particular, we are driven by a commitment to teaching and learning strategies based on clear evidence of impact on pupil outcomes or, where implementing innovative approaches, to collecting and rigorously analysing data to assess evidence of impact. The Sutton Trust's evolving toolkit will be a constant reference in our planning of activities and interventions.

Our vision and ethos fully complement Ofsted's inspection framework in assessing the quality of teaching. We have already made clear our commitment to a culture of "consistently high expectations"; and to creating a "positive climate for learning in which pupils are interested and engaged". We will further support our aspiration for outstanding teaching as follows:

A significant commitment to whole school planning and CPD

The commitment to planning and CPD will be distinctive feature of Gladstone School. We have again been influenced by John Hattie³³, whose analysis of what makes a significant difference to pupil achievement, based on observations of 900+ education studies, led him to conclude:

"What is needed is more space for teachers to interpret the evidence about their effect on each student".

Hattie points to research by Darling and Hammond (2010), arguing that counties that have made the greatest achievement allow teachers:

15-25 hours a week ... to plan cooperatively and engage in analyses of student learning, lesson study, action research, and observation of one another's classrooms that help them continually improve their practice.

We have been further influenced by schools such as Huntingdon in York whose Headteacher attributes a 10% increase in exam results³⁴ to the giving of fortnightly CPD time to teachers; and by the much lauded Greenwich Free School, which adopts a 60% teaching timetable to allow "enhanced CPD, more thorough and effective feedback, collaborative and individual planning and more pastoral engagement".

³³ Hattie, J. (2012) *Visible Learning for Teachers: Maximizing Impact on Learning*

³⁴ http://www.yorkpress.co.uk/education/news/9879929.Local_students_buck_national_A_level_trend/

Gladstone School will provide seven days of INSET rather than the traditional five, to ensure whole school approaches to planning, delivery, monitoring and evaluation. In addition, we will allocate two hours a week to teacher CPD, encouraging teachers to use this time for action research and evaluation, but also to observe colleagues' lessons and to team teach, to focus on the developing skills such as the giving of quality feedback to pupils and the assessing of learning which Ofsted and the Sutton Trust have both identified as having high impact on pupil outcomes. We have allowed an additional 2-3 hours a week for teachers to plan and review collaboratively.

All other staff will be allocated between one and two hours CPD a week, to ensure the entire workforce is equipped to deliver and support the most effective pupil learning outcomes.

Planning

Effective planning underpins high quality teaching. Our approach will be to ensure that all teachers have high expectations of pupils, supported by detailed knowledge of their abilities and targets, so that teaching effectively promotes all pupils' learning and progress. We will also implement whole school planning to ensure consistency of ambitious and innovative content, practice, feedback and evaluation.

Checking understanding in lessons

*“Assessment has long been reported by Ofsted as one of the weakest elements of teaching and this remains the case in inspections conducted this year”.*³⁵

Our approach will be to make assessment of learning a whole school priority, and a key focus of CPD and INSET time during the early years of the school.

Reading, writing, communication and mathematics are well taught

As stated previously, the school will place a significant focus on the teaching of English and Maths. In addition to the Perfect Transition teachers (explained below), there will be an English teacher and a Maths teacher whose sole purpose is to focus on teaching year 7 and 8 pupils, targeting particularly the high number of pupils we're expecting at below Level 4. Alongside our targeted support programmes the school will complement its whole school policies with an expectation that all teachers are teachers of English.

Our distinctive range of teaching strategies (outlined below), and our stated aim of tackling underachievement in Maths and English (found in many of our comparison schools) are yet more evidence of our commitment to high quality and engaging teaching of these subjects.

Marking and constructive feedback contributes to pupils' learning

Ofsted has identified the quality of dialogue and interaction as a “key characteristic which distinguishes effective from poor teaching”. Furthermore, The Sutton Trust³⁶ identified teacher feedback as one of the most effective teaching and learning strategies in terms of closing the sort of attainment gap that characterises pupils in Brent.

Constructive feedback will form part of the school's training in effective and appropriate

³⁵ Ofsted Annual Report, 2010-11

³⁶ The Sutton Trust Teaching and Learning Toolkit

communication with pupils. This training underpins our ethos, our commitment to the UN rights of the child, and our determination to use constructive communication to improve pupil outcomes.

Active approaches to learning rely heavily on a balance between teacher-directed and independent learning, alongside teachers' abilities to engage, question and give feedback effectively. Gladstone School's focus on professional development and training in approaches such as Do it>>Write (see below) will significantly develop teachers' quality of dialogue, interaction and feedback.

We will adopt a school-wide policy for timely, effective and constructive marking of work set in class and for homework. This policy will be outlined in our home/school agreement so that pupils and parents are aware of the high standards we have set ourselves, and what they can expect. As a formal school policy it will be subject to annual review, ensuring that we constantly monitor and improve the way marking contributes to pupils' learning.

Teaching strategies, with support and intervention, match needs

Our range of innovative, ambitious and effective teaching and support strategies are at the heart of Gladstone's distinctive approach in tackling aspiration and underachievement. In particular, we will employ a range of strategies to ensure we match individual needs:

Perfect Transition

The primary-to-secondary transition is considerable: new building; different teachers for each subject; less parental involvement; suddenly the youngest in the school rather than the oldest. For many children adjusting to these changes is merely tough. For others – those for whom it marks the point where school stops being enjoyable – it's disaster; a child's motivation to learn lost between 11 and 14 may never fully recover. This can be particularly damaging for pupils from challenging backgrounds with parents less able to support young people through this process, and/or who find the transition as bewildering as their children.

Gladstone School will adopt a new approach which assumes that starting secondary school implies the same need for support and care as starting Reception. To progress, children need to develop early confidence both in their new school and in their abilities. The focus of the first two to three years of secondary will be on creating stability and continued **enjoyment** of learning: stability provided by a small handful of teachers who will create nurturing one-to-one relationships similar to those of primary; stability of a regular learning environment; stability of continued parental involvement by making families feel welcome in the new school; enjoyment promoted through active, inspirational approaches to learning. In this way pupils adapt naturally to the demands of their secondary school, acquiring confidence to develop into happy, independent and successful learners.

Learning Outside the Box

As mentioned in section C this approach builds on similar schemes such as Learning Outside the Classroom and Schools Without Walls and complements the Mayor of London's recent Education Report. Furthermore, it provides our pupils, many of whom (according to Brent's Children and Education Plan) live in high density accommodation, with opportunities to extend their horizons, and access places and spaces designed to stimulate imaginations and aspirations.

In particular, a school in London has rich learning opportunities on its doorstep. We will expect teachers to craft regular learning experiences outside the classroom, such as trips to museums, cultural sites and other venues likely to fire up young people's imaginations and make their learning memorable. In addition, the expertise available to an effective London school goes beyond the teaching body. We plan to make it easy for those with the skills, experiences and talents – parents through to experts in their field – to come into our school and provide inspirational learning opportunities based on real experience and knowledge.

We are creating an innovative, flexible timetable³⁷, operating on a three week cycle at Key Stage 3 and a six week cycle thereafter that supports these opportunities to learn outside the box. In this way learning will remain exciting and relevant, keeping our young people engaged in the education process at precisely the time when many begin to lose interest.

Do it>>Write

“”³⁸


“”³⁹

Academic success relies heavily on the ability to recall information and to write effectively. Our approach, explained in Section C, is to adopt the innovative Do it>>Write method which builds on a range of proven strategies and projects⁴⁰, and permits young people to learn through doing, developing a more thorough understanding of what's been taught before capturing and cementing that learning with written work.

Our particular catchment suffers from a disparity between boys' and girls' performance, mirroring a national trend. Active approaches have been found to be particularly successful in engaging boys in their learning⁴¹ in ways that will help to close the gender gap.

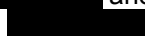
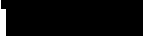

We therefore propose that – subject to appropriate, transparent procedures, and approval – all our teachers will be trained in the Do it>>Write method, through a partnership between Head-Line Communication Ltd and the University of Warwick⁴². These methods raise attainment because they significantly increase understanding, retention of information and the quality of writing, all of which are vital for high performance in summative assessments. They also encourage engagement, and disproportionately enhance the opportunities of

³⁷ An indicative timetable is provided in Section D2, and the costings are provided in Section G

³⁸ Evaluation of Royal Shakespeare Company CPD, significantly influenced and developed by 

and 

³⁹ Creative Science course for science teachers, led by  and  (

⁴⁰ Primarily the work of the RSC, the University of Warwick, ,  and  –

together and separately.

⁴¹ For example, Raising Boys' Achievement in Schools by Kevan Bleach (1 Jul 1998) and Let's Get Boys Reading and Writing, OUP (2009)

⁴² Head-Line Communication Ltd has a pre-existing partnership arrangement with the University of Warwick to deliver (and potentially accredit) Do it>>Write training

pupils who suffer from low boredom thresholds.

Examples might include:

Physicalising functions or events to aid understanding and recall

- Pupils dynamically create the solar system by standing in certain places or moving in certain directions in relation to each other.
- Pupils stand and/or move to reflect certain functions – to explain or prompt discussion about how things work, for example the components of a steam engine.
- Whole class physical recreations of texts such as a Dickens novel. The teacher acts as 'narrator', with pupils sitting in a circle. The teacher goes round the circle, calling on pupils to take it in turns to stand up and represent a particular character in a simplified and succinct retelling of the story.

Distilling the essence of a historical event

In groups, pupils are asked to bring to life one or two sequences in an event. They can do this in a highly simplified way (tableaux with or without some narrative) or by acting out the essence of the event. Then, each group performs their scene(s) in sequential order. This is a particularly useful activity for both simplifying and bringing to life complex historical events, such as the causes of the First World War.

Cross-curricular teaching and learning opportunities

Even with an extended day we will need to maximise all learning opportunities if we are to achieve our ambitious targets. We will therefore look at all opportunities for cross-curricular teaching and learning opportunities. In particular, the three or six week cycle of collapsed timetable (described in more detail in D2) will require teachers to work collectively to deliver intense learning experiences covering the learning objectives of more than one subject.

As well as teaching arts subjects in their own right, we will also be using the arts and creative practices to make other areas of the curriculum more engaging and effective. For example, because of the way drama supports English we will teach English with and through Drama.

Meta-cognition

*“Meta-cognitive approaches have consistently high levels of impact with meta-analyses reporting effect sizes between 0.59 and 0.73. These are substantial gains equivalent to moving a class from 50th place in a league table of 100 schools to about 25th. Encouragingly there is also evidence it is particularly helpful for low achieving pupils”.*⁴³

The focus for our Life Skills sessions in year 7 will be the development of these meta-cognition and learning-to-learn skills so that pupils are best placed to learn effectively throughout the rest of their school career.

⁴³

Peer review

Another teaching and learning strategy identified as highly effective by the Sutton Trust and which complements our approaches to group learning and feedback, and the use of peers as mentors. Again, we will make this a high priority for professional development until it is embedded across the school.

Use of multimedia and new technologies

We will harness the power of the best technologies to engage, enrich and extend learning opportunities within and beyond the classroom. Pupils will be actively encouraged to publish their creative output via the school's intranet.

One of our founder members has unique and highly relevant experience and expertise of developing and deploying technology-based learning materials internationally, and will make such experience available to Gladstone School where learning opportunities can be extended by such approaches.

Teaching and learning environments

As our reference to John Hattie in section C identifies, the environment plays a key part in supporting effective learning. We believe that a stimulating and supportive environment is critical in keeping all pupils motivated and engaged with their learning process. We will create a physical environment and an atmosphere that is welcoming to all young people.

Furthermore, we believe the use of external environments within which learning can take place, be they outdoor spaces within the school, local parks or London itself, will create the variety, interest and excitement needed to keep our pupils fully engaged in their learning.

Pupil outcomes

We are confident that the curriculum and approaches we have described already will improve pupil outcomes by ensuring that young people stay engaged and motivated by their learning, receiving significant support from staff, parents and the local community. All of these factors contribute significantly to high attendance rates and low incidences of behavioural problems disrupting learning in class. Furthermore, a five term year will ensure that there is no significant loss of learning during an extended holiday period.

Taken together these will improve pupil outcomes on a range of measures. Pupils at Gladstone School will develop

- the confidence and resilience to strive for ambitious targets;
- the knowledge and skills necessary for university and employment;
- an active and pro-active approach that will both extend their life expectancy and enable them to participate fully as citizens of the 21st century; and
- an enjoyment of learning that is the cornerstone of a happy and successful life.

The range of qualifications which will be offered

A recent OECD⁴⁴ report suggested that an upper secondary qualification eg A Levels was the minimum qualification level needed for successful participation in the labour market and for integration in society.

If we are to improve the opportunities and life chances of Brent's pupils then our approach has to be unashamedly ambitious: challenging and supporting our pupils to aspire to the qualifications most likely to secure success beyond school. We will therefore expect all but a minority of pupils (those with the most severe learning difficulties) to aspire to the English Baccalaureate at 16 and a range of high quality qualifications (mostly A Levels) at level 3 for those who stay on at sixth form.

The English Baccalaureate (Ebacc)

At 16 pupils will take English Language, Maths, two sciences, Spanish or Mandarin, and History or Geography. If they are successful this will gain them the English Baccalaureate as it is currently planned. Most pupils will be encouraged to take a third science subject and a creative arts subject within the core curriculum time.

In addition pupils will be able to choose a further one or two qualifications which they can take during the Enrichment sessions and/or via home-based distance learning (outlined in more detail in D2). Many pupils will therefore be able to complement the EBacc with additional qualifications such as a second humanities subject; a second, third or even fourth language; computer science; and so on. Other qualifications may be offered depending on the skills and interests of teachers, parents and members of the local community.

A levels

For pupils staying on at sixth form our goal is to ensure they are best equipped for university, the world of work and the successful integration into society identified in the OECD report quoted above. We will therefore continue our focus on the subjects and skills needed for the 21st and 22nd centuries, and offer the 'facilitating'⁴⁵ A Levels: Maths, Further Maths, English Literature, Physics, Biology, Chemistry, Geography, History, Languages (Classical and Modern) most likely to give our pupils access to university and, where possible, the most prestigious universities.

Pupils will be expected to take between three and four A Levels. They may also take additional subjects through the Enrichment Sessions.

Vocational qualifications

Whilst we anticipate that most pupils will aim for university our ambitions around employability and our inclusive approach means we will be equally supportive of those pupils who have chosen vocational goals. We will offer Level 3 qualifications that target the employment needs of our local area⁴⁶: office, administrative, hospitality, IT and care skills.

⁴⁴ *Education Indicators in Focus*, OECD, September 2012

⁴⁵ *Informed Choices*, Russell Group, 2012

⁴⁶ Minutes from Brent's Partnership and Place Overview and Scrutiny Committee, 13 December 2011

Nationally recognised awards and the Gladstone Awards

In addition to academic and vocational qualifications Gladstone School will also stimulate ambition, action and engagement through encouraging pupils' involvement in national awards such as the Duke of Edinburgh Award.

In addition, the school will promote its own Gladstone Awards that underpin its vision, ethos and aspirations. Pupils can gain points towards the awards through core curriculum, enrichment or extra-curricular activities or taking on specific school responsibilities. All awards will reflect significant and sustained achievement. Depending on ability pupils will be provided with the encouragement and support to take one award per year, probably in the following age appropriate order.

1. **Collaboration Award:** for demonstrating high levels of effective team working;
2. **Healthy and Responsible Living Award:** for making significant and sustained healthy choices in terms of activity and eating (for example choosing to cycle or walk to school);
3. **Community Award:** for contributing to the community through some form of voluntary work;
4. **Citizenship Award:** for taking part in a project or initiative (for example, the school's pupil mentoring scheme) that is of benefit to the school, the community or wider society;
5. **Innovation Award:** for creating a new project or initiative that is of benefit to pupils or the whole school;
6. **Leadership Award:** for effective leadership of a particular school initiative;
7. **Enterprise Award:** for creative problem solving, finding a way to make money or reduce costs and demonstrating the skills and resilience of the entrepreneur.

The giving of awards will be a major focus for school-wide celebration, underpinning our approach to make learning enjoyable. Successful acquisition of two awards gains a Bronze Certificate; five gains a Silver Certificate and all seven awards will gain pupils the Gladstone Gold Certificate, encompassing the skills and aptitudes we believe are most likely to gain them happy, healthy and successful lives beyond school.

Our plans for transition between education phases/employment

Transition from primary to secondary (described in full earlier) is our distinctive approach that ensures young people's successful transition from primary to secondary school. In addition our transition strategy includes the following:

Prior to joining the school

- networking with local primaries at senior management level in order to share knowledge, evidence of best practice and concerns;
- Year 7 classroom teachers and members of the learning support team (TAs, HLTAs and Learning Mentors) to meet with primary feeders during the preceding summer term to ensure effective handover over of data;
- Year 7 learning support team to begin drafting IEPs for all pupils following this meeting;
- all pupils are assigned a personal mentor: a member of staff who sees them for thirty

- minutes every four weeks;
- primary pupils spend a day at Gladstone during the summer term: they meet their classroom teacher, learning support team and personal mentor.

During the first term

- year 7 pupils start the Autumn Term one day before others; parents are invited to stay for the first two hours; pupils (and parents) are shown round the school and meet key staff: their transition teacher and mentor; their personal mentor; and the Principal;
- the learning support team carry out thorough assessments of all pupils during the first half of the Autumn Term, capturing data on academic abilities as well as social and emotional factors;
- pupils meet with personal mentors for 30 minutes every four weeks;
- all IEPs and support plans are completed by the end of the first half of the Autumn Term and shared with all year 7 teaching, support and mentoring staff and senior management;
- parent consultations are held early in the second half of the Autumn Term to discuss academic and personal targets and share IEP and support plans;
- targets are rigorously monitored by year 7 teachers, learning support and personal mentors and updated every half-term;
- targets are reviewed every half term by a member of the senior management team;
- concerns on an academic or personal level are dealt with through the employment of timely and appropriate intervention strategies;
- in order to build confidence and familiarity with each other, staff, and older pupils as the school grows, year 7 pupils prepare and perform a Christmas presentation for parents (and older pupils as the school grows). Rehearsals take place during one or two of the Enrichment Sessions during the Autumn Term;
- further 'formal' parent consultations take place during the Spring and Summer Term;
- parents can also raise concerns with classroom teachers during weekly family time sessions on Friday afternoons.

Transition to sixth form

All Gladstone pupils who have achieved the EBacc will automatically be given a place in the school's sixth form. Gladstone pupils who haven't secured the EBacc will focus on doing so in the first year of sixth form, whilst taking some post-16 subjects as appropriate.

Pupils entering the sixth form from other schools will be given dedicated induction sessions to introduce them to the ethos and teaching and learning approaches that specifically characterise Gladstone School.

All sixth form pupils continue to have monthly meetings with a personal mentor, focusing on preparing and achieving goals for the end of sixth form and their future beyond school.

Transition from sixth form

Gladstone School will have two heads of sixth form, one focusing on pupils aiming to go to university, and one focusing on pupils choosing to enter the world of work or further

training/apprenticeships. In the sixth form the practical life skills sessions will include a strong focus on preparing for interviews, life at university, the world of work and so on.

Through a member of our advisory board⁴⁷ we have established links with our local Connexions service. We intend to develop a strong working relationship so that pupils can receive impartial guidance and support, particularly focusing on those pupils identified in section D4 as having differing needs. In this way we can provide support for a successful transition to adulthood for those pupils who are more vulnerable.

The school will continue to be a point of contact and provide some level of ongoing support for up to a year after pupils leave us to help 'place' any pupil not in education, employment or training. Our alumni programme will encourage ongoing contact with all former pupils.

Transition into the school at other times

In order to ensure effective transition into the school at times other than year 7 or sixth form, we will provide a tailored induction programme that will include:

- a rapid assessment of ability and need in order to form an IEP and personal support plan;
- early consultation with parents to discuss targets;
- appropriate induction into active learning methods if needed;
- regular meetings (3-4) with parents within the first two terms, in addition to standard parent consultation events;
- the assignment of a member of staff as personal mentor for the first year;
- the assignment of a pupil buddy for the first two terms.

D2: Gladstone School's curriculum

Introduction

As outlined in D1 we anticipate a larger than national average intake of pupils who have not achieved Level 4 for English and Maths. English and Maths are the gateway subjects to nearly all others, so will be the highest priority across the school.

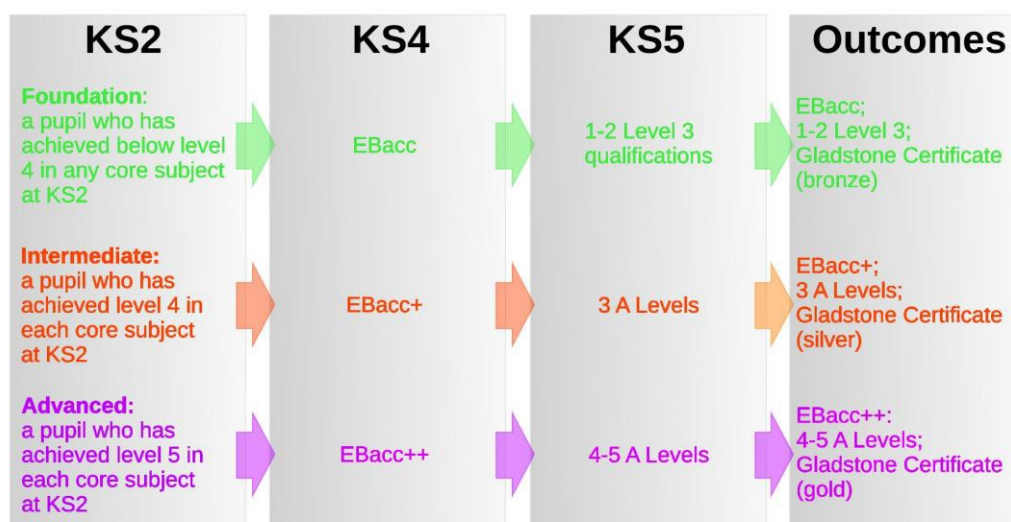
Our curriculum principles: ambition, attainment, motivation and employability target the concerns we've raised in our vision and rationale and have informed the detail of the curriculum. Our ethos of inclusion will be reflected in personalised learning pathways, ensuring pupils gain equal access to a full and balanced curriculum but are supported or stretched according to their ability.

This section describes curriculum pathways, curriculum provision and support, the structure of the school day, week, term and year, pupil timetables, and how pupils will be organised.

⁴⁷ Explained fully in section F

Curriculum pathways

The following provides a simple overview of the pathways available till the end of KS5. Ebacc+ means the six qualifications that make up the English Baccalaureate, plus an additional two qualifications. Ebacc++ is up to a further six.



Curriculum provision and support

The curriculum provision, support and extra-curricular activities are provided as follows:

- 1. Core curriculum:** all pupils, every day, 9.00 - 3.35
- 2. Enrichment Sessions:** all pupils, Mondays to Thursday, 4.00 – 5.30
- 3. Regular extra-curricular activities:** lunch times and Friday afternoons; optional
- 4. Additional extra-curricular activities:** evenings; holidays; optional
- 5. Targeted out-of-hours support:** some Saturdays and holidays; optional
- 6. Home-based:** pupils accessing materials or whole subjects via the school's intranet or multimedia distance learning materials; optional.

1. Core curriculum

The following explains provision in more detail. It is indicative only, showing the subjects and options available for a typical pupil in each of three pathways (**F = Foundation; I = Intermediate; A = Advanced**). In the following charts we have only included core curriculum subjects leading to a qualification at 16. Throughout Key Stage 3 and 4 all pupils will also study Religion, Philosophy & Politics, PE, and Life Skills.

All Year 7 & 8 pupils: English and Drama, Maths, Science, History, Geography, Creative Arts, Spanish, Mandarin, Computer Science				
	Core curriculum in-class support	Core curriculum out of class support	Enrichment Sessions	Home-based
F	One-to-one support; small	Eg Reading Recovery; Numeracy	One-to-one support; homework support; arts	Reduced homework

	group activities	support; EAL support	& sports activities	commitment
I	One-to-one support; small group activities	Small group activities	Homework; arts & sports activities; Gladstone Award	Homework
A	One-to-one support; small group activities	Extension and enrichment activities	Homework; preparation for additional qualifications; Gladstone Award	Homework

All year 9 pupils: English and Drama, Maths, Biology, Physics, Chemistry, History, Geography, Creative Arts, Mandarin or Spanish

	Core curriculum in-class support	Core curriculum out of class support	Enrichment Sessions	Home-based
F	One-to-one support; small group activities	Eg Literacy, Numeracy, EAL support	One-to-one support; homework support; arts & sports activities	Homework
I	One-to-one support; small group activities	Small group activities	Additional language; arts & sports activities; Gladstone Award	Homework
A	One-to-one support; small group activities	Extension and enrichment activities	2nd language; computer science; Gladstone Award qualifications; Gladstone Award	Homework; distance learning Latin course

All year 10 and 11 pupils: English and Drama, Maths, two sciences, one Humanities; one language

	Core curriculum + support as above	Enrichment sessions	Home-based	Outcomes
F	1 arts subject; additional EBacc support	One-to-one support; homework support; arts & sports activities	Homework	EBacc; 2 Gladstone Awards (Bronze)
I	3rd science; 2nd	Additional language;	Homework	EBacc + 2 further

	humanities	arts & sports activities; Gladstone Award		qualifications; 5 Gladstone Awards (Silver)
A	3rd science; 3rd language	2nd language; computer science; Gladstone Award	Homework; distance learning Latin course	EBacc + 6 further qualifications; 5 Gladstone Awards (Silver)

Year 12 and 13 pupils				
	Core curriculum + support	Enrichment sessions	Home-based	Outcomes
F	1 – 2 Level 3 qualifications	Support to gain any failed EBacc subjects; Gladstone Award	Homework	EBacc; 1-2 Level 3 qualifications; Gladstone Bronze Certificate
I	2-3 A Levels	Additional Level 3 qualifications or further GCSEs; Gladstone Awards	Homework	EBacc; 3 A Levels; Gladstone Silver Certificate
A	4 A Levels	Additional A Level, Level 3 qualifications or further GCSEs; Gladstone Awards	Homework; distance learning	4 – 5 A Levels qualifications; Gladstone Gold Certificate

Rationale for core curriculum subjects taught to 16

English and Drama

English is the cornerstone of the curriculum and the foundation for many employment skills identified as needed within our catchment (office, administration, hospitality). It gets more than 15% of core curriculum time in years 7 and 8, and just below from year 9 onwards. It will be a key focus of support packages during year 7 and 8, and beyond for any pupil who might otherwise struggle to achieve a C grade at GCSE (or its equivalent). Since drama complements the development of language skills we will teach the two subjects together.

Maths

Maths underpins not only the acquisition of key life and employment skills but also the science subjects that are critical to our aspirational and ambitious vision. Across the key stages we have therefore prioritised Maths more than any other subject except English. One of our core targets is to redress gender disparities: we aim to get more girls engaged in

Maths at A Level and a solid foundation in Maths in Key Stages 3 and 4 is therefore vital.

Physics, Chemistry and Biology

All pupils will study two sciences and our target is that the majority will study all three to 16, ensuring that pupils are given more opportunities to develop skills and knowledge in the subjects that are so highly valued in the 21st century. Again, we have a target of getting more girls engaged with science, particularly physics, at A Level. A strong grounding pre-16 is therefore critical.

Humanities

These subjects are part of the group deemed to be 'facilitating subjects' by the Russell Group, and are key to our vision of improving the numbers of pupils from our catchment who go on to university. We will offer both humanities subjects during Key Stage 3 and pupils will then take either History or Geography as part of the core curriculum at Key Stage 4, with the option of continuing the other during the Enrichment sessions.

Languages

A key part of our vision is to create young people who can be successful global citizens of the 21st century. We have therefore looked at the languages spoken by more of the world's population than any others and have chosen Mandarin and Spanish as the languages we will teach as part of the core curriculum.

Creative arts

The creative arts are critical to our vision of an ambitious, active and enjoyable curriculum and we will use the arts both as subjects in their own rights and to bring to life other subjects. Pupils will be able to study drama, dance, music, art and design and technology on a carousel basis during years 7 and 8⁴⁸. From year 9 pupils will be able to choose a minimum of one arts subject to study to 16.

PE

Access to regular physical activity and knowledge and understanding of the importance of such activity underpins our aims to increase the short and long term health of our pupils. We will therefore offer a wide range of sports activities within the core curriculum. Through use of local parks alongside the school's grounds we will offer activities such as football, netball, tennis, badminton and so on. Significant opportunities for pupils to take part in sports activities will also be available through lunch clubs and the Enrichment Sessions.

Religion, philosophy and politics

The spiritual and moral welfare of our pupils, developing their skills to think independently and pro-actively, and wanting to maximise learning opportunities through cross-curricular teaching and learning opportunities has resulted in our desire to combine religion, philosophy and politics. In this way we can contextualise the way religion has impacted on politics and vice versa. Teaching philosophy alongside allows pupils opportunities to think deeply about religion and politics, and about the moral and ethical considerations that will enable them to become the active and responsible citizens outlined in our vision.

⁴⁸ We may not be able to deliver some aspects of design and technology during the first two years of operation until we have a specialist design and technology teacher with relevant health and safety knowledge

ICT and computer science

ICT is a core industry for Brent's residents, and a key skill for most other areas of employment. We will therefore teach computer science during Key Stage 3, with an option to continue it as part of the Enrichment programme. ICT skills will be regularly covered within the life skills sessions.

Practical life skills

In order to help realise our ambitions of high employability and successful and active participation in society we will offer weekly "life skills" sessions, covering areas relevant to the age, need and immediate future of our pupils. In year 7, for example, a key focus will be on developing metacognition and learning to learn strategies; from year 11 onwards sessions will cover topics such as the communication skills needed to successfully apply and retain university places or jobs: application writing, interview skills, personal presentation (appearance, dress and so on) and presentation skills; the entrepreneurial skills needed to establish a new idea, project or business; etc. Across all year groups sessions might include the developing the awareness of skills critical to healthy living (sexual health; nutrition; cooking; exercise), or the knowledge and skills necessary to be an active and successful citizen (e.g. rights, financial management). Elements of the citizenship curriculum and all aspects of the PSHE curriculum will be covered within these sessions.

Rationale for subjects taught at sixth form

All sixth form pupils who have achieved the EBacc are expected to take up to six AS Levels and between three and five A Levels and/or up to four Level 3 qualifications. Pupils who haven't achieved all the EBacc subjects will focus on doing so in the first year of sixth form, whilst taking some A Level or Level 3 qualifications as appropriate.

A Levels

We will continue our focus on the knowledge and skills pupils need to be successful through our emphasis on the facilitating subjects identified by the Russell Group universities: Maths (including Further Maths), English Literature, Sciences: Physics, Biology and Chemistry, Humanities: Geography and History; Languages: Spanish, Mandarin and Latin.

We will continue to offer the most popular Creative Arts subjects, since these are both subjects that increase engagement and enjoyment, and that facilitate employment, locally and nationally. We will therefore offer Music, Art and Theatre Studies.

In line with our focus on employability, we will offer Engineering, possibly in partnership with another institution (educational or industry). We are currently exploring a strategic relationship with Heythrop College which would include a commitment to helping us get more young people to university; we will therefore also teach A Level Philosophy.

Vocational qualifications

In order to support local employability we will focus on the subjects and skills needed by the service and retail industries. We will therefore offer:

- Level 3 Diploma for IT Professionals
- Level 3 Business

- Level 3 Hospitality
- Level 3 Retail

In addition, high ability pupils have the option of studying for a further AS/A Level/Level 3 qualification during the Enrichment sessions, through 2 x 1.5 hour sessions in year 12 and 3 x 1.5 hours in year 13.

2. Enrichment sessions

Between 4.00 and 5.30 Mondays to Thursday we will offer Enrichment, Extension and Encouragement sessions, providing us with more opportunities to support and extend the core curriculum and to help pupils achieve the ambitious targets we have set. The degree of choice pupils have over these sessions is an important feature, although this will need to be balanced sensitively against pupil needs for encouragement and support necessary to succeed within the core curriculum. Enrichment Sessions will also be used as rehearsal/preparation time for school productions and exhibitions, and for most of the staff led one-to-one mentoring sessions.

Enrichment sessions: years 7, 8 and 9

Pupils will choose from a range of creative activities, sports and languages, the exact nature of which will be defined by pupil interests and the skills and interests of staff, parents and members of the local community where possible and appropriate. Opportunities will be available to extend our more able pupils through preparation for early taking of certain qualifications.

A key focus of these sessions will be providing the support and encouragement to raise aspiration and attainment in line with national averages. Pupils who are behind in literacy and/or numeracy will receive significant extra support through the careful and targeted use of these additional six hours per week.

During year 7 the first half an hour of each Enrichment session will be homework support, so that we embed a culture of regular homework with all pupils.

Enrichment sessions: years 10 and up

Enrichment

Pupils can choose to continue engaging in a range of activities purely for enjoyment, with no end qualification as a target. Increasingly, pupils might choose to do community-based or volunteering activities as part of these sessions.

Extension:

Pupils could choose to use these sessions to acquire further qualifications: additional languages, arts subjects, the Duke of Edinburgh Award, Gladstone School Awards, etc.

Encouragement:

Pupils may continue to receive high level support during these sessions, where such support is critical to the achievement of personal targets.

3. Regular extra-curricular activities

To maximise extension and enrichment we will provide further opportunities for young people to be active and engaged in their learning. For example, one hour lunch breaks have been factored into the school day specifically so that pupils can benefit from staff or peer-led lunch clubs (arts, sports, book clubs, debating, etc). At the end of the school day the opportunity for regular after-school activities will be limited by the Enrichment sessions but we may offer after-school clubs on Friday afternoons when the formal day ends at 4.00.

4. Additional extra-curricular activities

Providing young people with a rich portfolio of creative and sports activities is key to our vision and ethos. We will therefore provide regular opportunities for pupils to take part in school performances, exhibitions, sports' competitions and so on. We will also offer some evening activities such as visits to theatres, concerts and so on

5. Targeted out-of-hours support

We will offer (and have costed) some additional support for pupils (be they the least or most able) who are in danger of not achieving their targets. We anticipate most of this provision will take place during some holidays or on some Saturdays.

6. Home-based distance learning

It is our intention to explore the viability of acquiring or developing “distance learning” materials, as mentioned in D1, to allow pupils to learn particular minority subjects, for example Latin or Ancient Greek, or to continue skills in home languages for our EAL pupils.

Structure of the school year, term, day and week

School term and year

Gladstone School will offer a five term year because of the benefits to learning likely to be of significance to our catchment⁴⁹. Each term will last on average eight weeks for pupils. We will balance the needs of our pupils with the needs of staff, and our desire to be attractive to staff who might currently be working under national terms and conditions. We must also support our aspiration towards outstanding teaching and our commitment to whole school planning and evaluation.

Gladstone School will therefore compare as follows with local authority schools:

	Pupils	Teachers
Local Authority	190 teaching days	5 INSET
Gladstone	193 teaching days	7 INSET

⁴⁹ The Role of Calendar Innovation in Improving Learning in Schools, Spring 2000, B Davies and T Kerry, from the International Educational Leadership Centre at the University of Lincolnshire and Humberside

The likely structure will be as follows:

	Start	End	Break	INSET
Autumn one: 8 weeks	September	Third week of October	2 weeks	Two
Autumn two: 7 weeks	November	Just before Christmas	2 weeks	One
Spring one: 8 weeks	January	End February	2 weeks	One
Spring two: 9 weeks	Mid March	Mid May	2 weeks	One
Summer: 8 weeks	June	End July	4 weeks	Two
40 weeks			12 weeks	

School day and week

The school day and week will have the following regular features for all pupils across all three key stages.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00–8.45	<i>Optional breakfast club</i>				
8.45–8.55	Registration and pastoral time				
8.55–10.25	First session: 90 minutes				
10.25–10.50	Mid-morning break				
10.50–11.50	Second session: 1 hour				
11.50–12.50	Third session: 1 hour				
12.50–1.50	1 hour lunch break				
1.50–2.50	Fourth session: 1 hour				Religion, philosophy & politics (Years 7-11 only)
2.50–3.35	Fifth session: 45 minutes				House group pastoral time/assemblies
3.35–4.00	Mid-afternoon break				<i>Family time</i>
4.00-5.30	Enrichment sessions				<i>Optional after school club activities</i>

Summary

- The compulsory school day is from 8.55 – 5.30 on Mondays through to Thursdays and 8.55-3.35 on Fridays.
- The Core Curriculum is 5 hours 15 minutes per day (26 hours 15 minutes per week)
- Enrichment Sessions are 1 hour 30 minutes for four days (6 hours per week).
- There will be two breaks of 25 minutes, one in the morning and one in the afternoon
- There will be a one hour break at lunch time.
- Religion, Philosophy and Politics is taught in house groups across years 7 to 11. With

five year groups in each class we will structure the curriculum into a five year rolling cycle.

- Every Friday afternoon ends with house group pastoral time. Every fourth week each house will have a celebration assembly to which families will be invited. Once a term, site permitting, there will be a whole school celebration assembly.
- Parents/carers can meet with teachers every Friday afternoon to discuss any aspects of their child's learning.

Timetables

In order to facilitate Learning Outside The Box and cross-curriculum teaching (explained in full in D1) the school will operate two timetables, **regular** and **collapsed**, on a three or six week cycle across all year groups as follows:

	3 week cycle	6 week cycle
Year 7 & 8	x	
Years 9, 10, 11		x
Years 12 & 13		x

Across a 40 week academic year this means year 7 and 8 will have roughly 13 weeks of a collapsed timetable; for years 9 through to 13 pupils will have approximately 6 weeks.

Regular timetables

The regular timetable will be made up of five lessons (or session slots at sixth form) each day, lasting 45, 60 or 90 minutes long. Indicative timetables at each Key Stage are:

Perfect Transition curriculum: Years 7 and 8: Intermediate pupil

	Monday	Tuesday	Wednesday	Thursday	Friday
	<i>Optional breakfast club</i>				
	Registration				
Lesson 1	English & Drama	Maths	Science	History/ Geography	Practical life skills
	Mid-morning break				
Lesson 2	History	Mandarin	English & Drama (small group work)	Science	Computer Science
Lesson 3	Maths	Geography	Spanish	Creative arts	PE
	Lunch				
Lunch club	Football		Art		Athletics

Lesson 4	Creative arts	Science	Maths	PE	Religion, philosophy & politics
Lesson 5	Spanish	English & Drama	Mandarin	English & Drama	House group time
	Mid-afternoon break				<i>Family time</i>
Enrichment	Homework then 1 to 1 support	Homework; then football	Homework; then drama	Homework; then 1 to 1 support	

Summary: all year 7 and 8 pupils

Subject	Average per week	% of teaching time
English & Drama	4 hours 25	16.3
Maths	4 hours 5	15.1
Science	4 hours 5	15.1
Humanities	3 hours	11
Creative arts	2 hours	7.3
PE	2 hours	7.3
Pastoral time	95 mins	4.8
Spanish	1 hour 30	5.5
Mandarin	1 hour 30	5.5
Computer science	1 hour	3.7
Religion, Philosophy & Politics	1 hour	3.7
Practical life skills	1 hour	3.7

Year 9 timetable: Advanced pupil

	Monday	Tuesday	Wednesday	Thursday	Friday
	<i>Optional breakfast club</i>				
	Registration				
Lesson 1	English & Drama	Maths	Physics	Chemistry	Biology
	Mid-morning break				
Lesson 2	History	Mandarin⁵⁰	Geography	History	English & Drama
Lesson 3	PE	Creative arts	PE	Geography	Mandarin
	Lunch				
Lunch club	Music club	Dance club			Book club
Lesson 4	Maths	Practical life skills	Maths	Creative arts	Religion, philosophy, politics
Lesson 5	Physics	English & Drama	Chemistry	Biology	House group time
	Mid-afternoon break				<i>Family time</i>
Enrichment Sessions	Spanish GCSE	Computer science	Spanish GCSE	Computer science	Music after school club
Home-based	Distance learning GCSE Latin				

⁵⁰ In year 9 pupils choose either Spanish or Mandarin to focus on during the Core Curriculum. They have the option of continuing the other language through the Enrichment sessions.

Summary: all year 9 pupils

Subject	Average hours per week	% of teaching time
English & Drama	3 hours 50	14.1
Maths	3 hours 35	13.3
Physics	2 hours 10	8.2
Chemistry	2 hours 10	8.2
Biology	2 hours 10	8.2
History	2 hours	7.4
Geography	2 hours	7.4
Spanish or Mandarin	2 hours	7.4
Creative arts	2 hours	7.4
PE	2 hours	7.4
Pastoral time	95 mins	4.9
Religion, Philosophy & Politics	1 hour	3.2
Practical life skills	50 mins	3.2

Year 10 & 11 timetable: Foundation pupil

Mins		Monday	Tuesday	Wednesday	Thursday	Friday
		Optional breakfast club				
		Registration				
90	Lesson 1	Spanish	Maths	English & Drama	History	Small group work
		Mid-morning break				
60	Lesson 2	Chemistry	Spanish	Small group work	Biology	Maths
60	Lesson 3	English & Drama	History	Monthly mentoring	English & Drama	Biology
		Lunch				
	Clubs	Football		Art club		
60	Lesson 4	Supported study time	Life skills	PE	Chemistry	Religion, philosophy & politics
45	Lesson 5	Biology	1 to 1 support	Maths	Chemistry	House group time
25		Mid-afternoon break				Family time
90	Enrichment	Supported study time	1 to 1 support then			

		football			
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In the above example, the Foundation pupil is working towards 6 subjects; slots where their peers are studying a seventh or eighth subject are in italics, highlighting targeted support to ensure Foundation pupils achieve the EBacc.

Years 10 and 11 (Intermediate and Advanced pupils)

Subject	Average per week	% of teaching time
English & Drama	3 hours 50	14.1
Maths	3 hours 35	13.3
Physics	2 hours 40	9.8
Chemistry	2 hours 40	9.8
Biology	2 hours 40	9.8
History or Geography	2 hours 30	9.1
Spanish or Mandarin	2 hours 30	9.1
Creative arts	2 hours 30	9.1
Pastoral time	95 mins	5.4
PE	1 hour	3.7
Religion, Philosophy & Politics	1 hour	3.7
Practical life skills	50 mins	3.1

Years 12 and 13

Sixth form pupils will be able to choose from the following option blocks (with opportunities for additional subjects within the enrichment sessions):

Year 12

Option A	Option B	Option C	Option D	Option E	Option F
Physics	Chemistry	Biology	Maths	Further Maths	Engineering
Maths	English Literature	Physics	Chemistry	Biology	Latin
History	Theatre Studies	Art	Geography		Music
Spanish	Mandarin	English Literature	History	Philosophy	Geography
Hospitality		Retail		Business	IT

Year 13

Option A	Option B	Option C	Option D
Physics	Chemistry	Biology	Maths
Maths	Further Mathematics	Physics	Engineering
English Literature	Geography	History	Philosophy
History	Theatre Studies	Art	English Literature
Spanish	Mandarin	Latin	Biology
Chemistry	Music	Geography	
IT	Hospitality	Retail	Business

Year 13 A Level timetable: Advanced Pupil

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00–8.45	<i>Optional breakfast club</i>				
8.45–8.55	Registration and pastoral time				
8.55–10.25	Maths	Physics	Independent study	Engineering	Mandarin
10.25–10.50	Mid-morning break				
10.50–11.50	Independent study	Maths	Physics	Mandarin	Engineering
11.50–12.50	Mandarin	Independent study	Engineering	Maths	Physics
12.50–1.50	Lunch				
1.50–2.50	Physics	Engineering	Mandarin	Life skills	Maths
2.50–3.35	Independent study	Preparation for post 18	Independent study	Independent study	House group pastoral time
3.35–4.00	Mid-afternoon break				Family time
4.00-5.30	Further Maths	Drama club	Further Maths	Further Maths	Football club

Time for subjects is as follows:

Subject	A/S		A Level/Level 3	
	Average per week	% of post-16 teaching time	Average per week	% of post-16 teaching time
Subject 1	3 hours	14%	4 hrs 40 mins	22%
Subject 2	3 hours	14%	4 hrs 40 mins	22%
Subject 3	3 hours	14%	4 hrs 40 mins	22%
Subject 4	3 hours	14%	4 hrs 40 mins	22%
Subject 5	3 hours	14%		
Subject 6	3 hours	14%		
Pastoral time	95 mins	7.6%	95 mins	6.7%
Practical life skills	60 mins	4.8%	60 mins	4.6%
Post 18 preparation	45 mins	3.6%	45 mins	3.5%

The collapsed timetable: Key Stages 3 and 4

The following is an indicative collapsed timetable for a year 7 or 8 group.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 – 8.55	Registration and pastoral time				
8.55 – 2.30	English, drama & art: in-house delivered Shakespeare workshops	Maths (with IT + Gladstone Award); problem solving for a local charity	Science (with history): trip to RAF museum	Shared or alternated between languages, humanities & the arts	Shared or alternated between languages, humanities & the arts
					Religion, politics & philosophy
2.30 – 3.35	Sharing of work	Sharing of findings			House group time
	Break				Family time
4.00 – 5.30	Enrichment sessions as usual				

Summary

The collapsed timetable weeks will prioritise English, Maths and Science, which will be allocated one day each to accommodate visits beyond the school or intense learning experiences within the school. A key requirement of these days, however, is that they deliver learning objectives of at least one other subject as well.

Other subjects will share the remaining one and a half days (Friday afternoon is fixed for Religion, Philosophy and Politics and pastoral time).

The collapsed timetable: Key Stage 5

During sixth form the collapsed timetable weeks will allow intense learning days to be shared out amongst subjects being studied.

Pupil organisation and how this reflects our vision

Introduction

Our vision is for a highly inclusive school that reflects in everything it does the diversity of our pupils and our community. This approach is complemented by a strong and nurturing environment that instils confidence and resilience in its pupils through promoting a strong culture of academic and pastoral community across all ages and abilities. The following provides a brief summary of how pupils will be organised:

	Grouped by age	Grouped by ability	Size
Core curriculum	Yes	No	30 x 4 in each year group
Out of class academic support	No	Yes	Between 3 and 8 per group
Philosophy, Religion & Politics	Yes, but across 11-16	No	25 x 6 groups in each house group
Registration/pastoral time	Yes	No	30 in each pastoral group
House pastoral time	No	No	200 when full house group; approximately 30 pupils x 7 groups

Class structures and sizes

Pupils in year 7 and 8 will adopt the primary school model of one key teacher per class, with some specialist input. From year 9 pupils are taught in subject groups. Throughout Key Stage 3 and 4 class sizes will be around thirty. In Key Stage 5, depending on the subject and uptake, we anticipate class sizes of around 15-20 pupils.

Mixed ability

“...traditional British concern with ensuring that some of the ablest students reach the highest possible standards appears to have resulted in a situation where the majority of students achieve well below their potential.”⁵¹

Our vision, ethos, research (which shows limited gains from setting and streaming and

⁵¹ *Students' experiences of ability grouping* (fully referenced earlier)

significant limitations⁵²) and expertise of our directors⁵³ has led to a strong commitment to mixed-ability teaching as a powerful tool in our drive to transform our pupils' lives through the power of education.

Through mixed-ability groups we can ensure that a) no pupil is stigmatised by having any form of special educational need, be it gifted and talented or low ability, b) there is flexibility to cater for pupils' developing maturity and attitudes, and c) teachers are more likely to use a wide range (and therefore more engaging and motivational) of teaching strategies which mixed-ability teaching demands but which research already quoted suggests happens less with pupils who are in set or streamed groups.

Whilst we recognise that this approach is harder on the teacher we are confident that our distinctive approaches to teaching and learning and significant focus on teacher support and CPD (outlined in D3) will ensure all teachers are both skilled and comfortable in delivering effectively differentiated activities within mixed-ability classes.

Pastoral groups and tutors

In years 7 and 8 pupils' main teacher (the Perfect Transition teacher) will be their pastoral tutor. From year 9 age grouped cohorts of 30 (four per year) will be assigned a pastoral tutor from the pool of year 9 and up subject teachers. The pastoral tutor is the main point of contact for each pupil, and takes overall responsibility for that pupil's pastoral care. However, all pupils will also have an individual mentor, who they will see for 30 minutes each month. This second point of contact will provide pastoral care if, for any reason, the pastoral tutor is unavailable.

House groups and Heads of Houses

Gladstone School will be divided into four house groups, with one class per year per house. By steady state there will be about 200 pupils in each house. Four Heads of Houses will play a key role in overseeing the pastoral welfare of their pupils (see D3 for more details).

The organisation of the school into "House" groups forms part of our commitment to create a strong school culture and community across all ages. Encouraging pupils of different ages to mix with each other is likely to build confidence, resilience and lessen the risks of age-related bullying.

Pastoral time (and religion, philosophy and politics until the age of 16) will be used within house groups, further promoting strong links across all ages of the school. Each form's pastoral tutor, alongside the Heads of Houses, will choose how to split up the ages depending on the focus. Every fourth week each house group will have access to the school hall so that pastoral time can be spent as an entire house group. It is hoped that these four weekly sessions in the school hall will provide opportunities for parents to be invited.

⁵² Ibid and John Hattie, *Visible Learning for Teachers*, 2012

⁵³ In particular, [REDACTED] and [REDACTED]

D3: How our staffing structure will deliver the curriculum

Introduction

Our vision for an ambitious, high achieving yet nurturing school will succeed only if we recruit the most inspiring, passionate, dedicated and knowledgeable workforce committed to, and capable of, tackling the problems identified in our rationale in D1. Through strong leadership and inspirational teaching we can eliminate serious misbehaviour, higher than average absence and lack of aspiration. We can then realise our target to become a Teaching School, and share with others our ideas, our evidence, and our passion.

Leadership

“Leaders provide the role models for the rest of the organisation.... It is leadership that drives improvement by creating the culture and ethos needed in order to push up standards.

In education... the best leaders focus on the leadership of teaching and learning...”⁵⁴

To model the aspirations and mind-set that we need to instil in our pupils, and to achieve the outstanding status we aspire to, we will need a Principal who is innovative and enterprising, and who clearly understands and supports the pedagogical approaches described in Sections C, D1 and D2. The Principal will need to recruit excellent teachers and experienced support staff – and give them the time and support to develop their practice, individually and collectively.

The leadership team will need different skills over the first seven years as the school becomes established. Whilst we are committed to recruiting a highly experienced Principal from the start, we intend to avoid an inefficient, top heavy senior leadership team in the first three to five years. Nor is it viable to recruit people with the necessary skills to support the Principal, whose roles would need to expand by .1 or 1 day per year over 5 years.

Instead we will separate the management and leadership of the school into two separate phases and to think innovatively about the best people and structures for each section.

In the first phase, start up to the end of the fifth year of operation, we will contract in leadership support for the Principal: management of premises, procurement of hardware and installation of the open source software critical to our drive for cost-effectiveness, setting up of the Gladstone Information Management System, management of all IT and other equipment, establishing of high level strategic relationships with universities and the like, and the professional development of teachers.

In the second phase, year 5 on, a newly appointed Vice Principal will take over day-to-day responsibility for all back office and operational roles.

Teaching

Fundamental to our educational vision and plan is to recruit and support teachers who are as ambitious for their pupils as they are for themselves, committed to their own learning as a means of supporting the learning of others.

Our curriculum and its delivery also require teachers to think beyond the subject silos of many secondary schools, to maximise the learning opportunities of every lesson. Our strong emphasis on a range of pedagogical strategies, our focus on Learning Outside the Box (detailed in D1 and D2), and our commitment to CPD (detailed in Section F) will ensure teachers acquire the skills, knowledge, confidence and access to external expertise to bring to life a range of subjects. We will also need to take on or train teachers who are flexible and innovative. In the Perfect Transition years we will need single classroom teachers who can deliver or facilitate most subjects.

Workforce

Our vision and ethos apply equally to our workforce: we will expect ambition, leadership, excellence and collaboration from all of staff. To achieve this vision, and to ensure all staff are inspired by and committed to our expectations of excellence in everything we do, we intend by steady state to have all jobs in-house. In return for commitment to excellence we will reward staff accordingly, ensuring that everyone from the Principal to the cleaner feels valued for their contribution to transforming young people's lives.

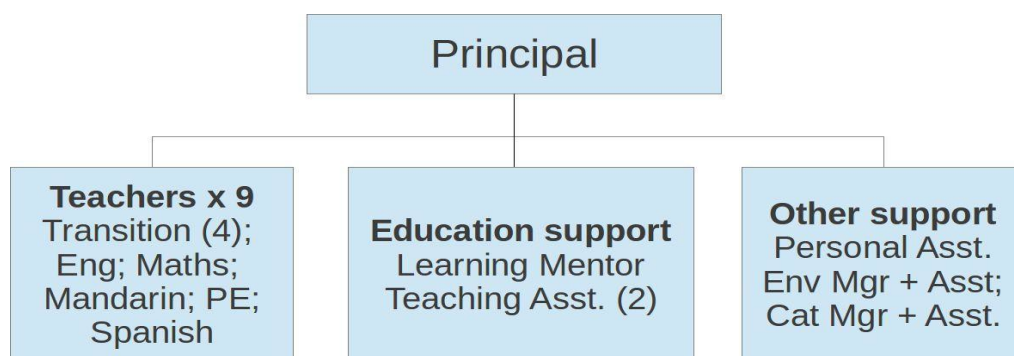
Phased build up

General assumptions and explanations

- Barring exceptional circumstances all teachers will hold Qualified Teacher Status,.
- Teaching staff will be contracted to 1275 hours per year, slightly above the 1265 of their peers in local authority schools.
- Education support staff will be contracted to 35 hour weeks during term time.
- All staff (teaching and non-teaching) will have multiple roles and responsibilities to ensure value for money in the start-up years.
- Most staff will be required to lead at least one of the compulsory Enrichment Sessions that take place for 1.5 hours every day except Friday.
- Some staff will contribute to the wide range of extra-curricular activities that underpin our vision for a rich and stimulating learning environment. Most will be lunch clubs, planned to follow a break in direct teaching or pupil contact: for example, a year 7 teacher might have a PPA session followed by a lunch club.
- To ensure staff trained in the teaching methods and ethos that underpin the school we will need all teaching staff, and eventually all operational staff, to be in house
- All pupils will have an individual mentor, from whom they will receive a 30 minute mentoring session once every four weeks. Our long term vision is that the entire workforce contributes to pupil mentoring; in the early days mentoring will be done according to availability and training of staff.

The following is a detailed description of our first and fourth year of operation and the year when we will achieve steady state, alongside narrative of staffing growth in other years:

Staffing for first year of operation (2014) supporting 120 pupils



	No of staff	FTE	Teaching load	Total	Additional responsibilities		
					Enrichment	Extracurricular	Mentoring
Leadership team							
Principal (+SENCO)	1	1	.2	1	4/4	√	√
Teachers							
Year 7 Transition teachers	4	1	.9	4	2/4	√	√
English teacher	1	1	.9	1	2/4	√	√
Maths teacher	1	1	.9	1	2/4	√	√
Spanish teacher	1	.5	.25	.5	2/4	√	√
Mandarin teacher	1	.5	.25	.5	2/4	√	√
PE teacher	1	1	.9	1	4/4	√	√
Education support staff							
Learning mentors	1	1		1	4/4		√
Teaching assistants	2	1		2	4/4		√
Other support							
Personal assistant	1	1		1			√
Environment Manager	1	1		1			√
Assistant Env't Mgr/cleaner	1	1		1			
Catering Manager	1	1		1			√
Catering Assistants	1	.5		.5			
Nurse	1	.2		.2			
Total				16.7			

Leadership x 1

The Principal: in the first few years the Principal will be the main point of contact and have day-to-day responsibility for a number of roles within the school, and performance

management of all staff until other members of the leadership team are appointed. However, our growing governing body, and in particular the Education Committee, will provide significant support to help the Principal establish and embed the high quality education and practices that are core to our vision, and to monitor the assessment and reporting procedures to ensure all pupils are on target from day one. With support from the Business and Finance committee the Principal will manage initial outsourced contracts and the work of contractors. More detail is provided in Section F.

During build phase the Principal will be the initial designated SENCO, delivering some year 7 teaching if needed.

Teaching staff x 8

Four year 7 Perfect Transition class teachers will teach much of the curriculum bar Spanish, Mandarin and PE, but with significant input from the English and Maths teachers profiled below. (Please refer to D1 for more detail on Perfect Transition.)

Four FTE Year 7 (and eventually year 8) subject teachers

To support the Perfect Transition teachers with the necessary level of expertise, and to focus on getting our expected high percentage of Foundation⁵⁵ pupils to Level 4 and beyond in English and Maths, we will have the following subject specialists focusing solely on our Perfect Transition years 7 and 8:

- **English teacher:** delivering a range of whole class teaching, including some team teaching with the Perfect Transition teachers, alongside one to one and small group work on reading, writing and oral communication skills.
- **Maths teacher:** as above, but focusing on numeracy.
- **Language teachers:** because of the level of specialism we will need two part-time teachers to teach Mandarin and Spanish;
- **PE:** being active is critical to our vision, and a core part of the Enrichment Sessions; therefore we are proposing a full-time PE teacher from the start.

To plan and cater for growth, and attract the right candidates, all but language teachers will be full-time from the start. Full-time teachers will not be teaching at full-capacity until the following year, but will take on a range of extra responsibilities, such as developing future schemes of work and, until the expansion of the senior leadership team, co-ordinating the Enrichment Sessions and managing day-to-day assessment and reporting procedures.

Education support x 3

The initial learning support team will consist of a **Learning Mentor** and two **Teaching Assistants**, to cater for our likely pupil intake, our target of quickly assessing pupils on arrival, establishing IEPs and targets, and beginning necessary interventions to address areas of concern.

Other staff x 4.7

PA to the Principal: The Principal will need administrative support from pre-opening

⁵⁵ Our feeder primaries have higher than national averages for pupils failing to get Level 4 in English and Maths. These pupils will be on our Foundation pathway

onwards. Even with only 120 pupils there will be a lot of paperwork to establish all initial policies, etc. We've therefore proposed a full-time post.

Environment Manager plus assistant: to meet the demands of managing a new building, and our vision of sharing our spaces with the local community in the evenings, weekends and holidays, we will need two people to care for our site. The Environment Manager, with the help of the Health & Safety Committee, will oversee health and safety issues. The Environment Manager's assistant will take on an initial cleaning role.

Catering Manager plus assistant: to support our aspirations to improve health and well-being we will need in-house catering delivering fresh, nutritional food, and will from day one employ a full-time Catering Manager able to deliver appropriate meals and plan for growth. S/he will be assisted by a part-time assistant. We intend the Catering Manager should contribute to aspects of life skills related to cooking and nutrition, and contribute to the Health & Safety Committee.

Nurse: to support pupils with differing needs and our vision for healthy pupils we will employ a term-time only (0.89 FTE) nurse, one day a week in year one.

With the strong and active support of the Governing Body, these arrangements will provide the leadership and experience to set up and run a school to meet our vision, ethos and ambitions.

Phased build up between 2015 and 2016

Year two: 240 pupils

Leadership x 1

No change except a slightly reduced teaching commitment to .1 where it will remain.

Teaching staff x 13

Four additional Perfect Transition teachers will be recruited, each taking a year 8 class. A full-time science teacher will be appointed to provide additional subject expertise for year 7 and 8 classes. There are no other teaching appointments as subject specialists recruited in year one have enough capacity to support two year groups.

Education support x 6

The learning support team grows with a new cohort of pupils, to include two additional teaching assistants and a new HLTA.

Other staff x 6.4 FTE

A Finance Manager will be added to the support staff, to help the Principal with the growing financial administration. One additional part-time catering assistant will be appointed in line with pupil growth. The nurse now works two days a week.

Year three: 360 pupils

Leadership x 2

The first Assistant Head (Learner Support) joins the senior leadership team, taking over responsibility for SEN and safeguarding, and line managing the learning support team. This

is a significant leadership role and teaching commitment will be set at .3 to allow for the responsibilities that come with this post.

Teaching staff x 25.5

This is a year of significant growth in teaching staff, as pupils moving into year 9 are now taught by subject specialists in English and Drama, Maths, History, Geography, Spanish, Mandarin, Physics, Chemistry, Biology, PE, Art, Music, Dance, and Design & Technology. In addition to 13 FTE subject teachers supporting years 7 and 8, 12.5 FTE new teachers will be recruited to deliver the broad, rich and high quality curriculum that underpins our vision.

Education support x 8

In line with pupil growth the learning support team acquires one additional teaching assistant and one additional Learning Mentors.

Other staff x 11.9 FTE

We will add the first lab assistant to support science teachers. Performances, both School-based and for or by the community, are a priority for the school; we will therefore employ a theatre technician. Rather than a librarian we will have a Community and Resources Manager, who will manage provision and access to learning resources for both pupils and the community. Catering, admin and cleaning staff increase in line with pupil growth.

September 2017 (fourth year of operation) staff structure for 480 pupils

	No of staff	FTE	Teaching load	Total	Additional responsibilities		
					Enrichment	Extracurricular	Mentoring
Leadership team							
Principal	1	1	.1	1			√
Assistant head: learner support	1	1	.3	1	2/4		√
Assistant head: curriculum	1	1	.5	1	2/4		√
Teachers							
Teachers	30	1	.9	30	2/4	√	√
Education support staff							
Teaching assistants	5	1		5	4/4		√
HLTA	2	1		2	4/4		√
Learning mentors	2	1		2	4/4		√
Support staff							
Environment Manager	1	1		1			√
Assistant Environment Manager	1	1		1			√
Lab assistant	1	1		1			√
Theatre technician	1	1		1			√
Community Resource Manager	1	1		1			√
PA to Principal	1	1		1			√
Admin assistant	1	1		1			√
Cleaners	3	.5		1.5			
Catering Manager	1	1		1			√
Catering Assistants	6	.5		3			
Finance Manager	1	1		1			√
HR Manager	1	1		1			√
Nurse	1	.4		.4			
				Total	57		

Leadership team x 3

In year 4 of operation another Assistant Head (Curriculum) will take responsibility for whole school curriculum planning, delivery, monitoring and evaluation and, with the Assistant Head (Learner Support), manage and monitor targets and assessment procedures.

Teaching staff x 30

The Perfect Transition team continues as described earlier. Pupils in years 9 and above are taught by subject specialists in all lessons. The team of subject specialists increases slightly from 17.5 to 22, to cater for pupil growth as pupils move into year 10 (the significant growth in teachers for the year 9 cohort absorbs much of the additional teaching).

Education support x 9

The learning support team continues to grow slightly with one further HLTA.

Other staff x 14.9 FTE

The HR Manager is appointed, to help the Principal with continued recruitment and support of existing staff. Catering, admin and cleaning staff continue to grow in line with pupil growth.

Phased build up between 2018 and 2019

Year five: 600 pupils (2018)

Leadership team x 4.25

Assistant head (partnerships): with continued growth, and with pupils starting to plan for their post-16 careers we will appoint the next addition to the senior leadership team, taking over from the head the day-to-day management of strategic and local partnerships that will ensure all pupils make a smooth yet ambitious transition from the school at either 16 or 18.

Vice Principal: a new, senior post will be created, overseeing all operations staff. This post will be recruited to start in the last term of operational year 5, to give time for appropriate induction ahead of the following academic year.

Teaching staff x 33.5

The team of subject specialists continues to increase in line with pupil growth, with an additional 3.5 FTE staff needed as pupils move into year 11.

Education support x 10

The learning support team continues to grow slightly with one further teaching assistant.

Other staff x 21.9 FTE

Year 5 of operation marks a significant turning point. The school is large and stable enough to create a suitably equipped operations team, consisting of **Finance, business, marketing and technical staff**.

Catering, admin, lab assistants and cleaning staff continue to grow in line with pupil growth.

Year six: 700 pupils (2019)

Year 6 of operation marks the first year of sixth form, with an anticipated cohort of 100 made up mostly of Gladstone pupils staying on, but with some new pupils arriving at the school at the age of 16. As the senior leadership team becomes more established the Governing Body can scale back its involvement to more high level monitoring and support.

Leadership team x 6

Assistant head (CPD): bringing previously outsourced professional development in-house, critical to the school's vision and delivery, will require a senior leader to head up CPD. This post completes the senior leadership team.

Teaching staff x 45

This is another year of significant growth as we recruit teachers with the capability and capacity to deliver both years of sixth form and the range of post 16 qualifications we intend to offer. This means 11.5 FTE new teachers.

Education support x 11

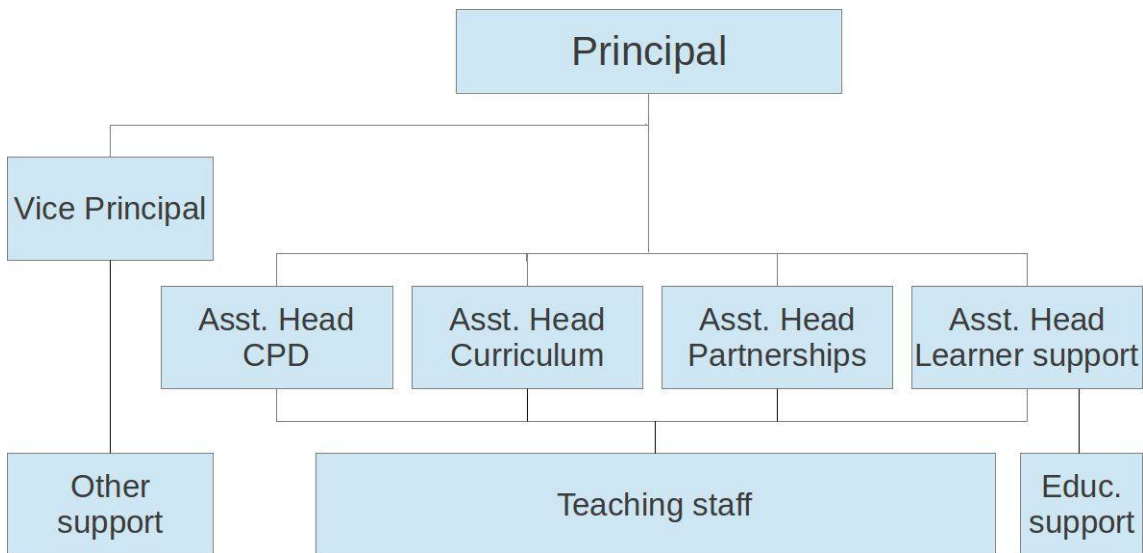
The learning support team continues to grow slightly with one further teaching assistant.

Other staff x 25.4

Catering, admin, lab assistants and cleaning staff continue to grow in line with pupil growth.

Year seven: 800 pupils (steady state) in 2020

Leadership Structure at Steady State



The final staffing structure: September 2020 (seventh year of operation) staff structure supporting 800 pupils

	No of staff	FTE	Teaching load	Total	Additional responsibilities		
					Enrichment	Extracurricular	Mentoring
Leadership team							
Principal	1	1	.1	1			√
Vice Principal	1	1	.1	1			√
Assistant head: learner support	1	1	.3	1	1/2		√
Assistant head: curriculum	1	1	.5	1	1/2		√
Assistant head: partnerships	1	1	.5	1	1/2		√
Assistant head: CPD	1	1	.5	1	1/2		√
Teachers							
Teachers	47	1	.9	47	2/2	√	√
Education support staff							
Teaching assistants	8	1		8	4/2		√
HLTA	3	1		3	4/2		√
Learning mentors	3	1		3	4/2		√
Support staff							
Environment Manager	1	1		1			√
Assistant Environment Manager	1	1		1			√
Lab assistant	4	1		4			√
Theatre technician	1	1		1			√
Community Resource Manager	1	1		1			√
PA to Principal; PA to Vice Principal	2	1		2			√
Admin assistant	2.5	1		2.5			√
Cleaners	6	.5		3			
Catering Manager	1	1		1			√
Catering Assistants	9	.5		4.5			
Senior Finance Manager	1	1		1			√
HR Manager	1	1		1			√
Technical Manager	1	1		1			√
Finance Assistant	1	1		1			
Technical Assistant	1	1		1			
Marketing Assistant	1	1		1			
Nurse	.4	.4		.4			
Total				94			

Leadership team x 6

The senior leadership team consists of a Principal, Vice Principal and four Assistant Heads.

Between them they are able to lead and implement the vision for the school, including our focus on excellence in leadership and teaching necessary to ensure pupils achieve the highest possible outcomes.

Teaching staff x 47

By steady state we will have 8 Perfect Transition teachers and 39 FTE subject specialists, with skills and capacity to deliver a high quality education across all Key Stages 3, 4 and 5.

Education support x 14

To cater effectively for the level of support we anticipate pupils needing, the final learning support team will be three Learning Mentors, three HLTAs and eight teaching assistants.

Other staff x 27.4

By steady state the operations team will include all staff needed to fully support the school, including Finance, HR and marketing; a catering team capable of delivering high quality school meals; an environment management team able to manage the site for the benefit of pupils and the community within core school hours and beyond; a theatre technician who can support school and community-based performances; and the admin, cleaning and lab staff necessary for the smooth and effective running of the school.

Supporting information

Indicative teaching timetable – year 8 Perfect Transition teacher

The following indicates how one teacher may deliver our vision for teaching, CPD, extra-curricular and enrichment sessions (brackets indicate what a year 8 class will be doing).

	Monday	Tuesday	Wednesday	Thursday	Friday
	Registration and pastoral time with tutor group				
Lesson 1 - 90 mins	Free (English)	Maths	PPA (Science)	History/ Geography	Practical life skills
	Mid-morning break				
Lesson 2 – 1 hour	History	Free (Mandarin)	English & Drama	PPA (Science)	Computer Science
Lesson 3 – 1 hour	Free (Maths)	Geography	Lunch break (Spanish)	Creative arts	CPD PE
	Lunch				
45 minutes			Art lunch club		
Lesson 4 – 1 hour	Creative arts	Free (Science)	Planning (Maths)	CPD (PE)	Religion, philosophy & politics
Lesson 5 – 45 minutes	Free (Spanish)	English & Drama	Planning (Mandarin)	English & Drama	House group time
	Mid-afternoon break				Family time

Enrichment	Small group work	2 x 30 minutes mentoring	1 to 1 support work	2 x 30 minutes mentoring	90 minutes staff meeting
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Typical teaching week – summary

- 18 teaching hours (including two enrichment sessions);
- 2 hours PPA;
- 2 hours 15 minutes CPD;
- 1 hour 45 minutes collaborative planning;
- 45 minutes extra-curricular activities (lunch club);
- 90 minutes weekly staff meeting;
- 2 hours pupils support (4 x 30 minutes mentoring);
- 40 minutes parent liaison (25 minutes Friday afternoon; 15 minutes ad hoc);
- 90 minutes with tutor group (30 minutes registration; 60 minutes pastoral time);
- 1 hour 20 minutes staff duties (break cover; beginning and end of day cover).

Sufficient, affordable and appropriate

With a leadership team of six we feel confident that all aspects of the school, from strategic to operational, will be effectively and appropriately resourced to realise our ambitions. With the final staffing structure in place the teacher/pupil ratio is 13.1 – needed to support the challenges our pupils are likely to present. The national average is 16.3, but in our comparison inner and outer London schools the teacher/pupil ratio ranges from 11.4 to 15.7. The two schools⁵⁶ that most closely match our likely pupil demographic (non-selective; mixed gender; secular) come in at 13.6 and 13.8 respectively.

Assuming full capacity we can afford to offer all teachers a teaching timetable at 90% of the national average to allow for the planning and CPD which, evidence suggests, is critical to high attainment (see Section C for more details). If (unlikely given the shortage of places) we hit only 80% capacity we will reduce overall staff numbers and increase teaching timetables to 100%. We can however still offer benefits in terms of teacher CPD.

We also have staff in place to deliver on our vision for Gladstone School to be a community resource. We can staff opening of the site beyond the traditional school day for the benefit of our community; we have a full time Community & Resources Manager as a link between the school and the community; and a full-time Theatre Technician to support school and community performances.

More detail of the financial implications of our planned staffing structure is in Section G.

Staff roles and responsibilities

Senior leadership team

Principal

In pre-opening and induction phases the Principal will provide strategic leadership of the

⁵⁶ Whitefield School, NW2 and Hampstead School, NW2

school and work with the Governing Body to establish the curriculum, all policies, reporting arrangements, parental engagement, half-termly review of all pupils' individual targets, management (and performance management) of all teaching and support staff until the senior leadership team expands, and some teaching.

Once established, the Principal will continue to provide the strategic leadership of the school, ensuring that the school's targets for pupils are met, the vision and ethos are implemented across the school, the quality of teaching and leadership is rated no less than good, and aspirations to be outstanding are realised or are being appropriately progressed. A 0.1 teaching commitment will continue, so that the Principal maintains on-going experience of the pedagogies that underpin the school. The Vice Principal, all four Assistant Heads and one Personal Assistant will report directly to the Principal.

Vice Principal

This post comes on board towards the end of operational year 5. At full capacity, this role will be responsible for all operational staff, and for all business, finance, technical, HR and marketing functions – all operational aspects of the school, excluding the audit of the end of year accounts which will be outsourced. The 0.1 teaching commitment is likely to be within the life skills sessions, supporting pupils' financial and business knowledge and skills.

Assistant Head: Learner support/SENCO

This role has senior management responsibility for educational and pastoral pupil support, ensuring that any educational or social barrier to learning is identified and addressed swiftly. The post will take on the SEN/Inclusion role and have day to day responsibility for liaising with external agencies and partners who support pupils with differing needs. All teaching assistants, HLTAs and Learning Mentors will report to this role, as will the PSHE co-ordinator. During build phase they will also have responsibility for year 7 and 8 Perfect Transition teachers until the Assistant Head: CPD is in place.

Assistant Head: Curriculum

This role has senior management responsibility for planning, monitoring and evaluating the curriculum, as well as responsibility for learning resources. Subject staff who have additional responsibilities such as literacy or numeracy co-ordinators, and several subject leads will report to this post.

Assistant Head: Partnerships

This role has senior management responsibility for managing the day-to-day partnerships with the organisations and individuals critical to delivering the school's aspirations: universities, industry, cultural organisations and so on, with management responsibility for the co-ordinator of Learning Outside the Box, and the two sixth form co-ordinators responsible for ensuring pupils leave Gladstone school ready for higher education, employment or training.

Assistant head: teacher CPD and action research

CPD becomes an in-house responsibility in operational year 6. This post is responsible for the school's aspiration to deliver outstanding teaching, including teacher induction, training needs analyses, training teachers in the pedagogies that underpin the school, co-ordinating action research and collating and reporting on evidence. Part of our ambition is to become a

Training School, offering courses to external teachers and schools. The post-holder would be responsible for co-ordinating and managing these ambitions. Year 7 and 8 Perfect Transition teachers, whom we expect to become ambassadors of active teaching across the curriculum, will report to this role.

Teaching staff

Year 7 and 8 Perfect Transition classroom teachers

These teachers, modelled on the primary school principle of one core teacher per cohort, will teach all the curriculum bar Spanish, Mandarin and PE, with additional support from the English, Maths and Science subject specialists who focus solely on year 7 and 8 groups.

In order to deliver Perfect Transition we anticipate recruiting ex-primary or middle school teachers or highly talented individuals capable of teaching most curriculum subjects. There will be a team of eight core teachers, each taking a class of 30. One of these teachers will take on the role of Perfect Transition co-ordinator, liaising with local primary schools.

Subject teachers

No Gladstone School teacher is just a teacher. All subject teachers are responsible both for teaching and for co-ordinating a feature of the school in general – literacy, numeracy, PSHE, careers advice and so on. Ours is a more holistic approach than typical teaching strictly to discrete subjects. Instead of subject departments we will have subject Lead Teachers, responsible for the effective planning, monitoring and review of the teaching and attainment within a specific subject. It is anticipated most teaching staff will take on a subject lead or whole school co-ordinating role.

Education support staff

We will employ a school-wide learning support team, made up of teaching assistants, higher learning teaching assistants and learning mentors to support teachers in the delivery of strategies and interventions to help all pupils overcome barriers to learning and achieve the ambitious targets we have set for them.

The **Learning Mentor** will deal with social and emotional barriers to learning. Each **Teaching Assistant** will have responsibility for a particular high priority area of learning need, as defined by each intake but likely to be SEN, EAL, G&T. Teaching assistants will need relevant qualifications (ESOL, CELTA) or be willing to train during the first year. The Higher Level Teaching Assistants (HLTA) will co-ordinate effective use of TAs across the school and provide support for those pupils with particularly challenging learning needs.

Final senior leadership team and reporting arrangements

Senior leadership

Once the school is operational across all seven year groups we will have the following within the senior leadership team:

- Principal; reports to the Governing Body
- Vice Principal)
- Assistant head: Partnerships)

- Assistant head: Curriculum) Report to the Principal
- Assistant head: CPD)
- Assistant head: Learner Support)

Teaching and education support staff

Staff, subject leads and co-ordinators will report to one of the Assistant Heads as follows:

Assistant Head: Curriculum

- English, Science and Maths Lead teachers
- Co-ordinators of literacy and numeracy across the curriculum

Assistant Head: CPD & Action Research

- All year 7 and 8 Perfect Transition and subject specialist teachers
- Co-ordinator of Perfect Transition

Assistant Head: Learner Support

- Heads of Houses
- HLTAs, TAs and Learning mentors

Assistant Head: Partnerships

- Co-ordinator of sixth form – university preparations (working title)
- Co-ordinator of sixth form – industry preparations (working title)
- Co-ordinator of Learning Outside the Box

All other teaching staff will be allocated according to subject or co-ordinating role.

Operational staff

All non-teaching/support staff report to the Vice Principal.

D4: Our strategy for pupils with differing abilities

Introduction

As a school with a strong, stated commitment to inclusion we recognise a significant number of our pupils will face particular barriers to learning or, at the other end of the distribution, need activities that stretch and challenge them to ensure they fulfil their potential. Experience shows that barriers to learning may present for a variety of reasons:

- pupils with different abilities, with the most able being less engaged through lack of challenge, or the less able finding “academic” learning a challenge;
- pupils with limited competencies in literacy or numeracy that prevent them from learning at levels appropriate to their chronological age (and potential ability). This includes pupils with less than satisfactory primary education and those learning English as an additional language;
- pupils presented with teaching that takes no account of preferred learning styles, resulting in slower progress and lower achievement;

- pupils with learning difficulties arising from a particular condition such as dyslexia, visual impairment or physical disability;
- pupils categorised as vulnerable such as Looked After or previously Looked After, or pupils at risk from longer term circumstances outside the school environment; and
- pupils requiring short term support such as those affected by bereavement or experiencing domestic issues such as parent separation.

Gladstone School's approach is to adopt the word "Inclusion" as the umbrella term for its full range of support for pupils with differing needs, including those defined as SEN or SEND. The Inclusion vision and strategy is defined and driven by our vision and ethos to provide all pupils with equal access to the curriculum but with targeted support where needed so that every pupil achieves the ambitious targets set for them.

Under this umbrella term we will have separate strategies for

- targeted support relevant to the vast majority of pupils (those within 2 standard deviations of the mean);
- those whose cognitive profile lies outside the main range of the cohort, typically SEN at one extreme and G&T at the other;
- those experiencing particular barriers to learning which can apply to all pupils regardless of cognitive ability, such as behaviour, EAL, physical disability; and
- pupils that may be considered vulnerable (temporarily or long term).

Our vision and ethos match the Special Educational Needs Code of Practice and we fully endorse the guiding principles:

1. a child with special educational needs should have their needs met
2. the special educational needs of children will normally be met in mainstream schools or settings
3. the views of the child should be sought and taken into account
4. parents have a vital role to play in supporting their child's education
5. children with special educational needs should be offered full access to a broad, balanced and relevant education.

As outlined at the beginning of D1 we anticipate a school demographic similar to the following profile:

1. 35% FSM;
2. 75% EAL;
3. 22.1% SEN with 10% SEN Action/Action plus;
4. a proportion of Gifted and Talented; and
5. a proportion of pupils with temporary or long term social, emotional and pastoral needs.

Across Brent 386 pupils⁵⁷ are Looked After and, while data is limited, we expect Brent has its fair share of traveller and refugee children. We must also anticipate pupils who have a physical disability, either as the only possible barrier to their learning or in conjunction with a wider range of learning or physical needs. We will therefore have strategies in place for

⁵⁷ A Plan for Children and Families in Brent 2012-2015

identifying and supporting pupils who manifest a wide range of differing needs.

One of our core targets is to ensure that pupils with differing needs make above average progress. For this reason, ultimate responsibility for leading and monitoring strategies to support these pupils will always stay at senior leadership level. The Principal will take initial responsibility for this area and will be the designated SEN/Inclusion Lead from day one. In operational year 3 we will appoint an Assistant Head: Learner Support who will take over strategic responsibility and become the designated SEN/Inclusion Lead. This will ensure the needs of the most and least able are focused on and championed at the highest level.

Strategic approach to meeting the differing needs of pupils

Our strategic approach is broken down into the following:

- A) whole school planning
- B) staffing, staff responsibilities and training
- C) working in partnership with parents/carers
- D) inclusion of pupils in decision-making processes
- E) working with partners and other agencies
- F) a graduated response
- G) monitoring and review

Procedures

Our procedures will be as follows:

1. identification
2. setting of targets and IEPs
3. mainstream classroom delivery
4. role of staff
5. environment
6. learning outside the classroom
7. interventions and strategies for particular needs
8. use of ICT

Pupils with differing needs: strategy led by senior leadership team

A. Whole school planning

Teaching pupils with differing needs is a whole-school responsibility, requiring a whole-school response, so catering for pupils with differing needs will inform the whole school planning process, led by the senior leadership team. In this way the school will plan and monitor the needs of all its pupils, the curriculum and its content, delivery and interventions, the environment, the use of ICT for recording and tracking individual pupil progress and achievement and external agencies, and the training needs of staff to ensure that pupils of all needs reach their full potential. The performance management system for Assistant Head (Learner Support), teaching and education support staff will include specific review of learning and achievement of pupils with differing abilities.

B. Staffing, staff responsibilities and training

At Gladstone School we fully endorse the SEN code of practice:

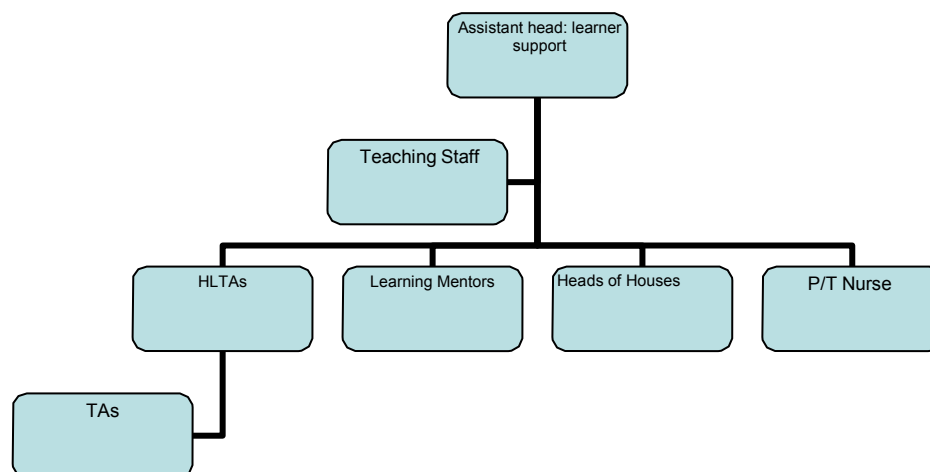
All teachers are teachers of pupils with special educational needs. Teaching such pupils is therefore a whole-school responsibility, requiring a whole-school response.

All staff will be trained in identifying the full spectrum of abilities. All teachers and education support staff will be trained and supported in creating truly differentiated and personalised learning experiences. Professional development will include specific inputs on planning for specific groups and pupils within mixed ability settings, homogeneous groups or 1:1 teaching and support. This includes developing materials for mixed ability delivery that underpins the school's vision and ethos and effective ways of meeting different learning styles. All staff will ensure all pupils and their parents feel welcome in the school and will have the capability and confidence to recognise when to discuss concerns and improved provision for specific issues or individual pupils.

Professional development will include staff meetings, training days, attendance at specific courses, peer observations and peer mentoring. Digital recordings of professional interactions with individual and groups of pupils will be used to encourage debate and self-review of professional practice.

The Assistant Head (Learner Support) will monitor the overall performance of pupils with different abilities and ensuring that staff are meeting their needs appropriately.

The expected profile of pupils justifies additional capability and capacity through highly specialised training and support. At steady state we will have a learning support team working alongside teaching staff as follows (see diagram below):



Staff responsibilities, likely focus and qualifications and training requirements are summarised as follows:

Role	Responsibilities	Likely focus	Qualifications/ training requirements
Assistant Head:	Strategic leadership of	Strategy, review,	Qualified SENCO (in

learner support/SENCO	all inclusion policies	monitoring, planning	accordance with national standards), QTS
Heads of Houses	Overview of educational and pastoral needs of pupils in their houses (including learning and achievement)	Ensuring an integrated approach to pupils' differing education and pastoral needs	QTS
Form tutors	Overview of educational and pastoral needs of pupils in their form	Ensuring integrated approach to pupils' differing needs	QTS
Perfect Transition teachers	Successful education and social progress of a year 7 or 8 class	Planning, delivery and review of mixed-ability teaching across a range of subjects	QTS
Year 7 & 8 subject specialists	Successful education progress within specific subjects	Whole class, small group and one-to-one teaching in specific subjects	QTS
Year 9 and up subject specialists	Successful education progress within specific subjects	Planning, delivery and review of mixed-ability teaching within a specific subject	QTS
3 x Learning Mentors	Social, behavioural and emotional needs	Looked after; behavioural and emotional needs; attendance; socio-economic needs eg FSM	Minimum equivalent to LDSS National Occupational Standards level 3 OR High-level vocational qualifications or degrees
3 x HLTAs	Targeted educational interventions, mostly outside the classroom	EAL; SEND; G&T; Reading Recovery	CELTA, ESOL
8 x teaching assistants	Day to day support within and external to the mainstream classroom	Small group work within & outside the classroom to further support EAL, SEND and G&T	CELTA, ESOL
School Nurse	Administering of medication. Provision of confidential advice to pupils about health related issues	Individual consultations and medical support.	

The Assistant Head: Learner Support/SENCO is central to delivering Gladstone School's inclusion vision and targets. Efficiently and effectively managing the school's inclusive provision is the key responsibility of the post. It is expected that all legal and statutory requirements are met for pupils with differing needs via this post.

The main responsibilities will be:

- strategic direction, development and evaluation of inclusion provision and practice;
- liaising with other schools to ensure continuity of support and learning when pupils with differing needs join or leave Gladstone School;
- monitoring, reviewing and safely maintaining and storing statements, assessments, reviews and records;
- leading and modelling inclusive teaching and learning methods;
- monitoring the impact of teaching and learning activities and interventions on the progress made by pupils with differing needs;
- supporting the development of high achieving classrooms which nurture and foster the achievement of all pupils;
- leading and managing the learning support team;
- liaising with other partners and external agencies;
- efficient and effective deployment of staff and resources; and
- being a primary point of contact for parents/carers of pupils with differing needs, and providing support for parents where needed.

Teachers have day-to-day responsibility for learning and achievement. They will need to plan and deliver mainstream mixed-ability lessons that are fully inclusive and accessible, and that make best use of differentiated learning activities resources. A key responsibility will be to plan appropriate teaching strategies including how and when to use additional staff, balancing the commitment to all pupils learning within mainstream classrooms against the needs of individual pupils or groups to receive support tailored to their needs.

The Learning Support Team will be used to provide targeted support. **TAs** will provide general assistance primarily in the classroom. **HLTAs** will mostly be used to target support for pupils with more challenging or specialist learning needs that need to be met outside the classroom. For example, we anticipate a strong focus for HLTAs will be to support those pupils with EAL, explained in more detail below. **Learning mentors** will focus on social, emotional and behavioural barriers to learning mostly outside the classroom.

It is essential that all staff remain vigilant at all times, constantly questioning whether pupils are learning and achieving appropriately. Observant staff are best placed to identify issues early and take responsibility themselves or by referring concerns to the Assistant Head: Learner Support.

C: Working in partnership with parents/carers

The school is committed to working in partnership and creating positive relationships with parents and carers of *all* pupils. However, we will have a particular focus on the need for positive relationships and the involvement of parents and carers of pupils with differing needs. In particular, our culture of challenging stereotypes will apply to parents of pupils with differing needs, ensuring that we treat all parents appropriately.

The school will have regard to the SEN Code of Practice when carrying out its duties toward pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child. We are particularly mindful that

parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

We are also aware that some parents may need support in identifying or expressing their child's needs or understanding the provision that they are entitled to. A key responsibility of the Assistant Head: Learner Support is to ensure appropriate support and guidance for parents who fall into this category. Help might include the involvement of an interpreter or providing comprehensive information leading up to a statutory assessment.

Where pupils' special educational needs are significant and are identified before they arrive at Gladstone School, parents/carers will be invited in for special meetings before the pupil starts at the school. Parents/carers will meet with members of the learning support team to plan appropriate care and provision from day one. The learning support team will prioritise initial assessments and creation of IEPs of pupils with significant needs so that staff and parents/carers can meet early in the pupil's first term to discuss needs, targets and support.

Progress will be reported to parents/carers of all pupils through parent consultations held in the first, third, and fifth terms. With pupils with significant needs we will invite parents/carers in for progress meetings during the second and fourth terms as well. Engagement with specific parents may be more frequent if required.

D: inclusion of pupils in decision-making processes

Our ethos is underpinned by the UN rights of the child, and we are committed to including all of our pupils in decisions that affect them. We therefore fully endorse the SEN code of practice, recognising that "Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained."

We will balance the desire to include the pupils in decision making processes against an assessment of the pupil's ability to take part. We will be sensitive to the needs of individual pupils, and take into account parent and staff observations of desire and capability to be involved in decisions that affect them.

E: working with partners and other agencies

We plan to build a range of partnerships in order to cater for the needs of pupils of varying abilities. Current options include developing a relationship with another free school group hoping to establish a special school in Brent.

We also anticipate working closely with Brent, using their traded services for schools. In particular, given our likely demographic, we anticipate (and have budgeted for) working with Brent's SEND team and their Ethnic Minority Achievement Team (or equivalent) during the first few years, to ensure that staff new to the school and the catchment develop the necessary knowledge and skills.

In addition to internal strategies and support, the school may need specialist external agencies where appropriate, for example (the following is an indicative, not exhaustive, list):

- Speech and language therapists who will provide expertise in this area for pupils and families and offer staff training;
- Physiotherapists who will support the physical needs of pupils and advise curriculum staff (such as PE) on personalised programmes for pupils;
- School nurse services who will provide a variety of support including health, general well-being and medical advice where needed to complement the provision of our part-time nurse;
- Child and adolescent mental health service (CAMHS) which will be used for those pupils referred by the school nurse services with related needs, after consultation with parents;
- Specialist school counsellors who will provide support for the well-being of pupils and their families;
- Police and community police providing preventative and restorative practices to reduce escalation of violence and other offences;
- Education Social Workers working alongside pupils, families and school to improve the attendance of pupils;
- Social services providing additional support to families and pupils in a variety of areas;
- Child protection officers where there are CP concerns to safeguard the physical and emotional well-being of pupils;
- Bereavement and other such counsellors to offer personalised assistance for pupils requiring specific support and coping strategies;
- Intervention support officers to help pupils with academic needs;
- Universities to work with the school and pupils to raise aspirations academically;
- Careers advisers to provide independent information and guidance on careers, learning pathways and further opportunities.

The above agencies will provide additional support for the education, academic, social and emotional needs of all learners. Gladstone School will ensure that every child has access to high quality provision and support both within the school through the staffing structure and externally as described above where required. The school curriculum, pupil support and fast track mechanisms will be developed fully and in line with the SEN Code of Practice. As a result of high quality support outlined above SEND pupils will access the full curriculum in mainstream classes alongside their peers.

F: a graduated response

Gladstone School will adopt a graduated response (as outlined in the SEN code of practice) to meeting special educational needs. We will initially use classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will intervene as described below at School Action and School Action Plus.

G: monitoring and review

All data about a pupil will be captured on our Gladstone Information Management System.

Each half term pupil progress against targets will be reviewed, complemented by staff observations of pupils and/or parents/carer. This process will trigger a review of planning, delivery or intervention where progress varies from targets or where a trend is emerging. IEPs and targets will be amended – and monitored – accordingly.

At any point within the school year the Gladstone Information Management System (outlined in D5) will trigger an alert if a pupil demonstrates significant variance – positive or negative – from their targets. Procedures for reviewing planning, delivery and amending IEPs will be as described above and set out in the relevant school policies and procedures. The review of IEPs will be formally discussed with parents/carers three times a year during parent consultation meetings in the first, third and fifth terms of the academic year.

Progress of, and strategies for, pupils with differing needs will be monitored regularly. A formal review will be undertaken each year by the senior leadership team in order to inform planning, resources and training needs for the following academic year.

Procedures – monitored by the Assistant Head: Learner Support (SENCO)

1. Identification

In the term preceding a pupil's arrival at Gladstone School we will collect and analyse data which may help identify special needs. The majority of pupils are likely to come from local primaries so we will meet primary school staff (as part of our transition programme outlined in D1) to gain observational and statistical data – end of Key Stage 2 results, attendance reports, incidents of behavioural problems, knowledge of pastoral needs and so on. We will invite parents/carers to pre-entry meetings to discuss their child's disposition, aptitudes, strengths, challenges, and so on. Where possible, members of the learning support team will attend year 6 annual reviews of pupils with statements. In this way, the school can plan appropriately and ensure a smooth transition for pupils with the most complex of needs.

We will complement this quantitative and qualitative data with our own detailed assessment of pupil ability and need on the pupil's entry to the school. We will assess reasoning abilities through the Cognitive Abilities Test (CAT4), and pupils' abilities in reading, maths and science in particular through year 7 baseline tests.

This data will be collated to identify pupils who display some or more of the following: SEN, EAL, G&T, social, emotional and behavioural needs, and so on.

2. Setting of targets and support plans

Relevant teaching staff and the learning support team will have completed a thorough analysis by the end of each pupil's first half term, sufficient to set initial targets and create individual IEPs. These will be shared with parents/carers at consultation sessions within the first six to eight weeks of entry, following which IEPs and support plans will be implemented and monitored through the Gladstone Information Management System.

3. Mainstream classroom delivery

Our inclusion policy is that mainstream classroom participation is the target for all pupils, with specialist support within or outside the classroom where needed. Our commitment to,

and high levels of support for, mixed-ability teaching further underpin our determination for inclusive mainstream classroom delivery.

In practice this puts on individual class teachers high levels of responsibility for planning, delivering and monitoring teaching, with additional support and resources to ensure all pupils' learning needs are met and that work is accessible but suitably challenging to pupils of all abilities.

Gladstone School's commitment to whole school planning gives teachers the time and support to develop a strong and effective knowledge of pupils' differing needs and abilities and plan differentiated lessons accordingly. Furthermore, the teaching strategies we have identified in D1 are particularly suited to supporting pupils with a range of learning, language and behavioural needs. For example, high quality drama-based approaches to teaching and learning encourage differentiation by outcome; and the use of effective open-ended questioning allows pupils to think and respond at levels appropriate to their abilities.

Differentiated lessons might include whole group participation in an activity – say, a drama exercise to bring to life a scientific concept – followed by one or more of the following:

- extension and support materials to support the less able and stretch the more able;
- using more able pupils as 'teachers' to support less able, which both supports less able pupils and reinforces more able pupils' learning by 'teaching' others;
- use of supported self-study which enhances learning through use of library and computer-based learning materials;
- high level teacher questioning, using open questions that prompt and support all pupils to think at levels appropriate to their ability;
- targeted one-to-one or small group support, provided by a teaching assistant or HLTA, within or outside the classroom;
- use of an open-ended approaches which allow pupils to tackle a common task, but show differentiation by the outcome they achieve;

As well as differentiating work to the needs of all learners, form tutors and subject teachers will:

- actively foster a climate of inclusion within the classroom and around the school;
- identify areas which prevent inclusion for individuals or groups of pupils; and
- take part in assessing and supporting pupils to promote inclusion in all lessons.

Social and emotional aspects of learning (SEALS) and Personal Learning and Thinking Skills (PLTS) will be modelled in every lesson by the teacher and underpin the learning objectives. Aspects covered will include:

- 1) Self-awareness, managing feelings, motivation, empathy and social skills
- 2) Team working, self-managers, effective participators, independent enquirers, creative thinkers, reflective learners

A key rationale for our year 7 & 8 Perfect Transition curriculum is its supports for pupils' social and emotional needs as they adjust to challenges and demands of secondary school.

4. Environment

We will make all reasonable adjustments to classrooms and learning environments to ensure all pupils can access the curriculum and learning opportunities fairly. In particular, we will fully comply with the Disability Equality Duty Act.

5. Learning outside the classroom

Opportunities to learn outside the classroom such as the local park or China Town, underpin our vision for Gladstone School. A key responsibility of the learning support team will be to help ensure such activities can include pupils of all needs. Those which cannot are unlikely to be adopted unless alternatives can be sought. The learning support team will then work to prepare for and support such activities.

6. Interventions and strategies

These will be tailored to specific need, but the following offers as an indicative summary:

Inclusion strategy for pupils with SEN

In the following section we use the narrower definition of SEN as pupils with cognitive educational needs. We are fully aware of the Government's Green Paper: Support and Aspiration and endorse its vision for change. We are also committed to all legal and societal requirements to ensure SEN pupils are fully supported, given access to the full curriculum, and have individually set and monitored targets which are appropriately challenging.

Monitoring progress

The school's system for monitoring, observing and assessing the progress of individual pupils will provide information about areas where a pupil is and is not progressing satisfactorily. For example where a pupil

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service; and/or
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Under these circumstances, teachers may need to consult the Assistant Head (Learner Support) to identify what additional support may be needed. This process will support early identification of and the provision of support over and above that normally available within the particular class or subject to promote children's development, learning and welfare.

After the early identification of needs, the school will make modifications to curriculum and teaching and learning styles and provide early intervention from specialist staff.

The school will ensure that on-going observation and assessment provide sufficient

feedback about a pupil's achievements and experiences to inform plans for the next steps of learning. Pupils will be regularly assessed and tracked against NC levels, P Levels and other assessment criteria. The school will involve parents in implementing a joint learning approach at home and at school.

The school will record steps taken to meet the needs of individual pupils and take responsibility for ensuring that records are available and shared as needed. The school recognises the importance of maintaining a provision map to track the support given to individuals over their school career and to support the SENCO and Leadership Team to evaluate the different support interventions used across the school. Effective provision mapping will ensure that interventions are evaluated, so only the most effective are used to support our pupils. This will also ensure accountability and best value in our SEND provision. This will include the ability to track the use of income from additional funding, such as the pupil premium.

Through our system for identifying and assessing individual needs, we will devise and implement personalised plans for teaching and learning which

- involve pupil and parents as well as school staff and other professionals as appropriate,
- are regularly monitored and reviewed
- take account of the SEND Code of Practice, relevant legislation and guidance.

In practice, we will liaise with parents, other professional and previous education settings to ensure we have full information about known SEND. We will scaffold this support where appropriate, through the use of CAF (Common Assessment Framework). Teaching and support staff will monitor progress via APP which will become embedded within this process.

Once a child has been identified as requiring SEND support we will implement school action (SA) support. The appropriate specialists will work with the class teacher, other relevant staff, and parents, to tailor learning appropriately. This might include, for example, adapting resources, arranging additional and/or one-to-one support and considering seating. Any planned provision will be recorded in the whole school and individual provision map.

School Action Plus and Statutory Assessment

Where additional support and/ or adaptation has not enabled the child to make appropriate progress, the school will consider further strategies at the School Action Plus (SA+) level. At SA+ the school will seek external advice from the LA's support services and other multi-agency colleagues, for example

- the local Health Authority
- Social Services
- Speech and Language Therapist (SaLT)
- Occupational Therapist (OT)
- Specialist Advisory Services dealing with Autism
- Behavioural Needs Specialist

Those on SA+ programmes may need one-to-one support and the involvement of an

Educational Psychologist. Effective collaboration with other professionals and parents providing additional focused support and remediation will help a school pupil make positive progress against the appropriate assessment criteria. This will require more detailed planning of interventions. A pupil's progress at SA+ stage will be reviewed regularly (at least once a term) and an Individual Education Plan (IEP) written to assist the pupil.

A clear understanding of the individual pupil's starting point and high, yet realistic expectations of progress is essential to ensure all pupils access the support that will best enable them to fulfil their potential. This is their educational entitlement and Gladstone School will work to provide this for all pupils. With this commitment in mind, the school will apply for statutory assessment for pupils when considered appropriate. We will work with other professional colleagues and parents to ensure that such applications are thorough, accurate and timely. When a pupil is granted a statement we will undertake to work to meet targets included through effective support and differentiation. This will be monitored through the annual review process.

As with all pupils there will be differentiation of activities and resources within the classroom, support in class provided by teaching assistants, and targeted support provided in and outside the classroom and through Enrichment Sessions. In addition, we will provide targeted encouragement for non-academic achievements such as the Gladstone Award.

Inclusion strategy for pupils with additional educational needs

EAL

Our strategy for pupils with EAL sits within an ethos that values all pupils and their prior knowledge and skills and starts from the premise that limited knowledge of English bears no reflection on a pupil's ability. Our strategy is driven by two core assumptions that:

- EAL pupils have a right to the full curriculum alongside their English speaking peers;
- Our purpose is to identify and plan for pupils' cognitive abilities, not their abilities with English.

Again, we will adopt the SEN code of practice, considering

The young person within the context of their home, culture and community. Where there is uncertainty about an individual, schools should make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.

This highlights the need to identify and work in partnership with members of our community best placed to offer advice and guidance on pupils with EAL. We have made a Board level appointment of a local Somali community leader experienced in school-based intervention and will continue to identify and build relationships with other community leaders and centres as a core part of our strategy in best supporting pupils with EAL.

At Gladstone School we will

- appreciate and acknowledge a pupil's ability and literacy levels within their native language, recognising the importance of such acknowledgement to self-esteem;

- make the language development of pupils the responsibility of all teachers as well as the learning support team;
- require appropriate and effective planning between teachers and the learning support team to ensure language development within the structure of any given lesson;
- balance the need to include the pupil in the classroom with the need for targeted support outside; and
- encourage and value the contributions and knowledge that pupils with EAL can make to all pupils' learning.

A core component of our provision for pupils with EAL will be the teachers' knowledge of the pupil's abilities and needs in English and other subjects, and the teacher's skill and expertise in using this knowledge to plan, deliver, monitor and evaluate EAL pupils' learning. Since EAL provision is likely to be significant at Gladstone School it will be a high priority for staff support and professional development. We will provide support for EAL pupils in a variety of ways, for example:

Induction classes for pupils with no prior knowledge of English

For these pupils strategies to develop English will be the highest priority. It is likely that all four Enrichment sessions will be used to provide targeted one-to-one or small group support, probably led by one of the HLTAs. Some core-curriculum time may also be spent outside the classroom developing language skills, again with a HLTA. Use of ICT for the specific purpose of English language acquisition will also be encouraged, within school and at home. The target will be to get pupils to Level 4 English as soon as possible, so pupils can be fully integrated within the mainstream class environment at the earliest opportunity.

Differentiation of curriculum and materials

In line with research and best practice⁵⁸ we will keep expectations high, offer pupils access to the same curriculum as their English speaking peers, and differentiate the curriculum where possible in order to encourage talk, in either English or the home language, about experiences relevant to the pupil. We will provide significantly differentiated learning materials, with frequent use of visuals, culturally-neutral questioning and so on.

In-class support, provided by the classroom teacher or teaching assistants/HLTAs

The need to remove pupils from class will be closely monitored and balanced by the educational and social needs of pupils to take part in mainstream class activities alongside their English speaking peers. Significant in-class support will be provided through classroom teachers who will be trained in adapting and modelling language for EAL pupils, and through one to one support mostly provided by HLTAs and TAs.

Activity-based learning

*Talk and collaboration are essential elements in effective teaching and learning and in developing secure literacy skills.*⁵⁹

Our distinctive approach to teaching and learning, and heavy emphasis on activity-based learning (which demands talk and collaboration), further support pupils with EAL, and

⁵⁸ For example, Teachers' guide to EAL, Ramona Fletcher, Curriculum Adviser, Ethnic Minority Achievement, Rotherham Local Authority, 2010

⁵⁹ Ensuring the attainment of pupils learning English as an additional language, National Strategies, 2007

reinforces the intention to keep pupils in the mainstream classroom as much as possible.

Peer support

EAL pupils will be sat alongside competent English speakers to maximise access to effective role models. Pupils with limited or no English will be assigned a competent English speaking buddy for the first academic year (with training, support and recognition through the Gladstone Award scheme provided for the buddy).

Any pupils not able to access English and/or Maths at Level 4 will be provided with specific targeted provision as outlined below.

Inclusion strategy for pupils not yet at Level 4 in English and/or Maths

As soon as baseline assessments are completed specific provision will be made for those pupils who not yet at Level 4 in English and/or Maths. This will be one of the school's highest priorities, since without this pupils cannot fully access the secondary curriculum.

Pupils will work in small groups with the English and Maths subject teachers focusing on year 7 and 8, alongside HLTAs, focusing on the specific needs of that group. For example, one might focus on Reading Recovery; another on language acquisition for EAL pupils.

Inclusion strategy for pupils who are Gifted and Talented

At present, Gladstone School adopts the definition taken from Optimus Education Gifted and Talented Coordinator's Handbook (2008) of gifted and talented pupils as:

- *Those who show an exceptional ability. This might be in a curriculum area such as mathematics, music, art or sport or be a less easily acknowledged talent such as leadership, creative imagination or social maturity.*
- *Those students who possess a general academic learning ability that is significantly greater than that of most of their peers.*

Our strategy will address core curriculum, non-academic provision (including the Gladstone Award) and Enrichment sessions, ensuring that teaching and learning opportunities are suitably differentiated and challenging (see above for more detail).

Inclusion for pupils with social, emotional, behavioural, pastoral needs

As identified above, we will gather significant quantitative and qualitative data about pupils prior to and on arrival at the school. Our information management system, coupled with staff observations, will help identify new or emerging trends and trigger appropriate interventions. All pupils will have an IEP which will include targeted support for pupils with specific social, emotional, behavioural and pastoral needs.

Targeted support may include an individual Learning Mentor assigned to a Looked After Children, recognising the significant challenges faced by this group. With the Assistant Head: Learner Support, the Learning Mentor will be ensure that achievement of this group is equal to that of the main cohort of learners. There would be similar recognition and support for young carers and care leavers.

Eligibility for Free School Meals does not of itself flag a need for targeted support, but we

will use FSM data to inform strategies as other areas of concerns are evident or emerging.

The strategy for pupils with behavioural problems will be to provide support via the Learning Mentors, following the graduated response outlined earlier.

Where the information system triggers an alert around attendance the Learning Mentor will work with the pupil and the parent to provide support and encouragement, and will initiate escalation procedures if parents are unable or unwilling to comply with attendance targets.

The use of mentoring and peer support through our careful use of the buddy system is particularly important for this group, to encourage pupils to aspire to higher levels both academically and socially. In particular, pupils with challenging behaviour can benefit from these highly inclusive and supportive models where high standards are expected of them and encouragement is provided to help them achieve these standards.

Inclusion strategy for pupils with disabilities

We will conduct full disability access reviews and adjustments to enable wheelchair users and pupils with other disabilities to access the full range of facilities.

7. Use of ICT

We intend to build on the expertise of [REDACTED], to identify and source multimedia learning materials and hardware to support pupils with varying abilities and needs. Most importantly our commitment to an Open Source (OS) ICT strategy permits a much wider range of options. We have already identified a range of OS educational software, much of it specifically relevant to SEND and EAL pupils. The benefits of OS are:

- it is cheaper than proprietary alternatives;
- this permits trying several alternatives to identify the best for an individual pupil/need;
- there are no cost barriers to encouraging parents to install the same support software at home to extend its use beyond the school day.

These same benefits extend to the use of learning support software to extend and stretch pupils with all abilities, especially those at the high end of attainment.

Additional support mechanisms will include:

- Using ICT to address the needs of pupils with SEND, for example large screens or keyboards for visual or motor impairments, or voice (or other input) activated devices;
- Using ICT as an alternative for some pupils, for example those pupils who struggle to hold a pen may have access to computers for their work and in examination conditions should access arrangements permit;
- Accelerated access using e-learning and video conferencing to provide additional learning for G&T pupils, including networking with other G&T pupils (and those meeting their needs) across the local area, nationally and internationally.

Conclusion

To summarise, Gladstone School will deploy a variety of strategies and support to meet

differing needs of pupils including:

- targeted spending of pupil premium funds to enable pupils from disadvantaged backgrounds to achieve in line with their peers;
- dedicated pastoral staff and learning support team to support personal well-being and emotional development for looked after children;
- an enhanced curriculum to stretch and challenge gifted and talented pupils;
- dedicated allocation of funds for physical adaptations and resources as required to meet pupil needs;
- peer support including mentoring and buddying;
- personalised additional support from all staff including the pastoral and learning support team which could include one-to-one or small support group working;
- medical plans in place for pupils who require them;
- nurture groups for vulnerable learners whose social and emotional development will be enhanced through specific resources and materials;
- for statemented pupils, one-to-one support with enough variety to ensure independent skills develop without the pupil becoming over reliant on any one member of staff.

D5: How our definitions and measures of success will deliver our aspirations for pupil achievement

Targets

We are in an area characterised by low aspiration, low attainment, gender disparities, physical inactivity and significantly higher than London and national averages of unemployment for 18 - 25 year olds we will define and measure success in terms of our ability to raise the aspiration and attainment of our pupils whilst extending their opportunities and chances of leading happy, healthy and successful lives. Our approach is to promote ambition, attainment, motivation and employability, delivered through outstanding teaching within supportive and stimulating environments. In order to measure the delivery of this vision we have set ourselves the following targets for the point we reach steady state:

1. 70% of pupils achieve the EBacc at 16;
2. 80% of our sixth form go on to university;
3. boys and girls achieve equally;
4. pupils with differing abilities perform above the national average;
5. 100% of pupils leave with a Gladstone School Award;
6. the quality of teaching and leadership is rated outstanding;
7. 95% of pupils, parents, staff and community rate the school as good or very good.

Suitability of targets to measure the delivery of our vision and our strategies to achieve them

Target 1: 70% of pupils achieving the EBacc/GCSE equivalent at 16

Of the 8 local comparison schools the 2011 data showed one local school with a low of 38% of pupils gaining 5+ A-C grades at GCSE, 4 further schools achieving between 45% and 50% and 3 schools gaining between 61% and 63%.

As outlined in detail in sections D1 and D2 we will focus significant core teaching and support on acquisition of necessary skills within English and Maths in the transition years, ensuring that all pupils can fully access the curriculum. We will then prioritise the subjects that will secure the EBacc subjects for the majority of pupils, provide inspirational teaching and learning opportunities, offer more teaching hours than most comparison schools and use these hours to offer significant support for those pupils who might otherwise fail to achieve the EBacc. We are confident that this strategy will deliver our ambitious target.

Target 2: 80% of our sixth form go on to university

As we outlined in Section C, our three local authorities achieve the following in terms of young people going on to university: Camden 75%; Brent 78% and Barnet 79%. With one exception all our comparison schools fall below their respective borough's performance on this measure, gaining between 64 and 73%. We believe that a target of 80% is possible, given the performance elsewhere in our local boroughs, and given our developing strategic relationships with key universities.

Target 3: boys and girls achieving equally

The performance data of the single sex schools in our catchment suggest that local boys lack aspiration and underachieve by comparison with girls. Our strategy includes active approaches to teaching and learning which, as we described in Sections C and D, have been proven to disproportionately improve boys' achievements.

At the same time Gladstone School's ethos of challenging all preconceptions and prejudices around subjects and abilities means that we can realistically aspire to a target of 30% of girls taking A Level physics and 40% taking maths as against the national average of just under 20% and 33% respectively.

Target 4: pupils with differing abilities perform above the national average

22.1% of Brent's children are identified as having a special educational need; 51.9 % of Brent's pupils speak English as an additional language⁶⁰. The Government has recently stated that: "Currently, life chances for the approximately two million children and young people in England who are identified as having a special educational need (SEN), or who are disabled, are disproportionately poor"⁶¹.

We believe that our ambitious approach, the quality of our teaching, our commitment to mixed-ability teaching, the intervention strategies outlined in D4, the support provided through the Enrichment Sessions, the one-to-one mentoring and the focus on extending skills through the Gladstone School Award will enable pupils categorised as SEN, EAL, Gifted & Talented to perform above the national average.

Target 7: 100% of pupils achieve a Gladstone School Award

The Gladstone School Award celebrates achievement in the skills and aptitudes we believe

⁶⁰ A Plan for Children and Families in Brent, 2012-2015

⁶¹ Support and Aspiration: Government Green Paper, 2011

are vital to a happy, healthy and successful life beyond school. Our strategy is to give pupils significant encouragement and support to secure each of the seven awards. Pupils who have gained 2 of the 7 awards (pupils joining us at sixth form or those for whom learning difficulties make 2 awards more realistic) will be awarded a Gladstone Bronze Certificate; pupils gaining 5 out of the 7 awards (i.e. those who leave at 16) will be able to aspire to the Gladstone Silver Certificate. Those who acquire all 7 awards (i.e. those who stay on at sixth form) will aspire to the Gladstone Gold Certificate. All pupils should therefore gain the minimum of a Gladstone Bronze Certificate, ensuring they acquire a baseline of skills alongside knowledge of other skills valued as contributing towards success beyond school.

Target 6: teaching and leadership rated outstanding

We are confident that our vision and support will attract a passionate and outstanding leader, who will drive forward our ambitions for the school and its pupils. We are also confident that the achievement of pupils identified above, the care for our pupils' behaviour and safety will further reflect the quality of leadership and management in order to be graded outstanding in our first and subsequent Ofsted inspections.

No current comparison schools have been rated outstanding in the quality of their teaching during their latest Ofsted inspection, making our aspirations for outstanding teaching our most ambitious target. However, the approaches we will adopt, the evidence that supports these approaches, and the attention to whole school planning and teacher CPD make us confident that we can we achieve this target.

Target 7: 95% of pupils, parents, staff rate the school as good or very good

In order to realise our vision pupils and staff need to be highly motivated and committed. We believe that an attractive, high quality environment where contribution is valued and celebrated is key both to keeping pupils engaged in their learning, and to retaining the very best staff. Our focus on active, motivational learning opportunities, high quality teaching, professional development for teachers and celebration of achievement through initiatives such as the Gladstone Award will be critical. These approaches will ensure that feedback gained through any means, from the casual to annual satisfaction surveys of pupils, parents and staff, will secure the 95% rating of good or very good that we have set ourselves.

Success measures

Individual pupils

Success for Gladstone pupils means

- understanding how they learn, and their targets, and why these are appropriate and suitably challenging;
- progress above national averages;
- securing the EBacc qualification at 16;
- securing high quality level 3 qualifications at 18;
- going on to the university or workplace of their choice;
- achieving the Gold Gladstone Certificate;
- performing, competing, exhibiting and taking part in a rich variety of school or external activities;
- becoming a proud and inspiring member of the school's alumni; and

- having happy memories and a rich portfolio of educational and cultural experiences that have given colour and depth to their learning.

Whole school

Success for Gladstone School means

- opening on time with a full cohort of pupils;
- securing the staff and partnerships to create a highly successful school from day one;
- being rated as outstanding by Ofsted at first and future inspections;
- progression rates to FE, HE and employment that are significantly higher than comparison schools;
- the number and quality of academic and vocational qualifications secured by pupils are higher than comparison schools;
- the number and quality of national or Gladstone School awards secured by pupils;
- boys and girls achieving equally;
- being popular and oversubscribed;
- absences are below the national average;
- attitude towards the school, as measured by annual attitude surveys, are high amongst pupils, staff and parents;
- the school becomes a Training School;
- the school contributes on a national (and perhaps international level) to research around effective pedagogy;
- the school regularly (minimum twice-termly) welcomes inspirational talkers who influence young people's learning and their future choices; and
- Governors play an active role in pursuing the best for pupils.

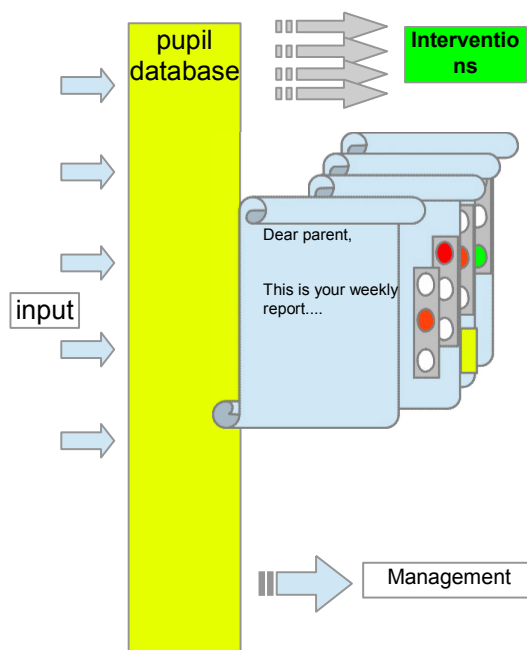
How success measures will be monitored, reviewed and reported, including our plans to develop pupil assessment and tracking systems

Pupil assessment and tracking systems

Gladstone School will establish a clear policy and operate a robust system of self-evaluation to assess starting points, set goals, monitor progress and implement support and intervention strategies where required. All staff will be fully trained in the school's self-evaluation policy and procedures with senior leaders responsible for specific areas of performance e.g. whole school, KS3, vulnerable groups. Pupils and parents will be fully engaged in the process to ensure ownership, understanding and encourage positive actions. Information arising from assessment and monitoring will inform Gladstone School's Performance Management systems for staff including identification of professional development needs (CPD). All staff will be accountable to a line manager and the Principal will be accountable to the Governing Body.

The criteria for successful self-evaluation and improvement are:

- The broad, balanced and rich curriculum, individually personalised, is available for all pupils.



- The culture and ethos of the school supports the development of happy, healthy and successful young people.
- The creation and sustaining of a caring and respectful community where everyone is known, valued and can flourish.
- Staff are confident and adept teachers of active learning within mixed-ability classrooms.
- A strong assessment system (see below) effectively tracks progress and shows the next steps of learning.
- Every pupil enjoys school, making progress towards their own targets. They feel confident, valued and highly motivated to learn. They develop mature attitudes to learning and acquire relevant skills.
- Pupil behaviour is outstanding and attendance rates are high (95% plus).
- Within the school, success is reinforced and celebrated every day. The atmosphere is positive and strongly collaborative; pupils and staff work harmoniously together.
- Parents appreciate their children's progress; they are involved and support the school effectively.
- The governors provide effective support and challenge for the Principal and the school.

In order to effectively monitor, review and report on our success measures we will need to be a data rich school (see diagram above). The challenge is to capture the complex profile of each pupil, set appropriately ambitious targets (academic, non-academic, behavioural and attendance and so on), rigorously track progress and have systems in place to provide a portfolio of support and intervention measures where needed.

Responsibility for pupil progress and well-being

- Form tutors will be responsible for the weekly monitoring of pupils' academic progress and well-being; they report fortnightly to their respective Head of House.
- Heads of houses will be responsible for fortnightly monitoring of the academic progress and well-being of pupils within their House.
- Subject teachers are responsible for half-termly assessments of pupils against NC or P levels.
- Lead teachers for each subject are responsible for half-termly assessments of progress in their specific subject.
- Assistant Heads (Curriculum and Learner Support) are responsible for collating and analysing pupil and subject progress, and meeting half-termly with Heads of Houses to plan appropriate intervention strategies for pupils failing to achieve targets. The Assistant Heads would also meet with relevant Subject Leads where progress in a particular subject was a cause for concern.
- Assistant Heads (Curriculum and Learner Support) are responsible for generating half-termly management reports for the Principal and Governing Body, analysing

progress, trends, areas for concern and planned intervention strategies

Assessment and tracking tools and information management systems

In order to assist the school in its tracking of pupil progress we will use existing tools such as Assessing Pupils' Progress (APP) for half-termly reviews in relevant subjects, and RAISE online for tracking and analysing whole school data. In addition, to further support the school in swift and effective analysis of pupil progress and trends Gladstone School will adopt a Gladstone Information Management System, whose function is summarised in the diagram. All staff will regularly update (at least weekly) the system to ensure that data is always up to date and comprehensive enough to identify actions for additional challenge or intervention. Its functions are as follows:

Initial assessment and target setting

Pupils will undertake NFER base line assessments and reading age tests on entry to the school. This will be integrated with prior attainment data including Key Stage Assessments requested from feeder establishments. Using the Personal Learning and Thinking Skills framework (PLTS) and emotional intelligence profiling a learner aptitude evaluation will be created for each pupil. Using appropriate value added analysis data, such as FFT, in addition to entry assessments relevant IEPs containing stretching objectives will be set for each pupil for each academic year and for the end of each key stage. IEPs and targets will then be discussed and agreed with parents and pupils. All this data will be entered onto the management information system.

On-going regular assessment and monitoring of progress

Regular assessment (both formal and informal) of pupil work and progress will take place at the end of each learning unit. Pupil reading ages and core number skills will be assessed each year at Key Stage 3. Attainment against a variety of other measures (academic progress in relation to NC or P levels; and non-academic) will be manually submitted by the relevant teacher, or member of the learning support team.

All data relating to attendance and punctuality will be captured automatically through a swipe card system that automatically registers arrival at school and at individual lessons.

On-going observational assessment

We will create an environment which permits less formal (but informative) observational "assessments" of pupils, helping the school to recognise and track exceptional performance or worrying behaviours which warrant special attention. This could be: a catering assistant seeing a pupil isolated and in tears or a pupil demonstrating real initiative when dealing with a minor crisis.

Regular outputs

The system will automatically track trends, progress and so on. Every Thursday afternoon the system will produce a traffic-light summary report, one copy of which will be sent to the form tutor and one sent (in most cases via email) to the parents. For most pupils we would expect this to be a brief "green light" report indicating attainment, progress, attendance, punctuality and so on at the expected level. Where this report indicates cause for concern, summarised by an amber light, an additional note will go to the parent giving the background and advising them what action may be appropriate. Where a pupil has scored

significantly above expected progress and so on the “traffic light” colour will be gold.

Red light outputs

If the report generates a red light against any measure the form tutor will make personal contact with the parents to discuss the issue. The regular Friday afternoon parent session provides the opportunity to meet face to face with such parents and discuss and agree rapid interventions to improve the pupil's performance.

The system will also trigger a red light output at any point during the week if a trend is emerging that is a cause for serious concern, for example if attendance at school differs from attendance in class or if a pupil is witnessed in distress more than twice within a short space of time. This will trigger a red light output to the form tutor who can then investigate further.

The system will also trigger a red light output for management reports only if a pupil consistently achieves green or amber but never a gold. This will help us to plan interventions (extra encouragement; motivation; mentoring) to support children who are quiet or coasting, ensuring that no pupil slips below the radar.

Management reports

All Heads of Houses and all members of the SLT will also receive summary management reports every Thursday. The reports will capture individual data: pupils who have done exceptionally well will receive a personal mention during Friday house pastoral time; pupils whose progress is causing concern, and a list of all pupils whose attendance or behaviour has triggered a red light. The system will also identify trends across pupils – for example, family related pupils, individual classes, subject specific trends, etc. In this way, the senior leadership team will have a strong sense week by week of the entire school's performance.

Diagnosis and intervention

Form tutors will meet Heads of Houses fortnightly to discuss pupils' progress both academically and socially. Once every half term subject teachers will assess pupils against their academic targets.

A red light output will be generated if a pupil is not making the expected levels of progress. The Assistant Heads for Curriculum and Learner Support, alongside the Heads of Houses, will conduct half-termly reviews of all pupils' progress and will plan swift intervention strategies (described in detail in D4) for any pupil with a red light output for lack of academic achievement or for behavioural or attendance problems.

System Development

Most of the data capture, processing and reporting functions of the system described above are available to a greater or lesser extent in School Information Systems, such as SIMS. We are currently investigating an alternative called Fedena, an Open Source platform developed for use in 15,000 state schools in Kerala, India, and currently used by over 40,000 institutions worldwide. The system allows for easy adaptation via plugins, the development processes for which are well documented. We have allowed a budget of [REDACTED] which we believe will prove more than enough to cover adaptation of the basic system to the specific requirements of Gladstone School. This small cost means we can more

effectively use our ICT budget to support pupils, perhaps by developing or buying in ICT to support pupils with differing needs.

Assessing progress

Gladstone School will assess the progress of learners through a range of performance measures including retention, progression, achievement and value added measures. Key targets would include:

- All learners to be at appropriate levels in core subjects at the end of Key Stage 3 and showing real progress against value added targets.
- Pupil reading ages and number skills to be raised to appropriate levels enabling every pupil to fully access the curriculum as confident learners.
- At the end of Key Stage 4 all pupils have appropriate nationally recognised qualifications in Maths and English (with the majority securing the Ebacc).
- Successful progression to the school's sixth form (or alternative high quality post 16 learning).
- Successful progression to university or high quality employment or further training at the end of the sixth form.

Accountability for school performance will ultimately lie with the Principal and the Board of Governors and will be monitored through a robust quality framework and reporting structure. Once a year school performance will form the main focus of a Governing Body meeting, with additional objective scrutiny and challenge provided by a consultant (such as an ex School Improvement Partner). The outcome will inform the performance measure targets set for the Principal for the following academic year. This is described in more detail in F.

Reporting of progress

Pupil progress will be reported to parents as follows:

Weekly reports and Friday family time sessions

As mentioned above, the Gladstone Information Management System will trigger brief weekly reports which will be sent to parents every Thursday. The timing of the report is timed so that staff can explain or discuss these weekly reports during family time sessions every Friday.

Parent consultation events

More comprehensive reporting of pupil progress will be made available through parent consultation events which will take place every first, third and fifth term. As explained in D4, for pupils with significant differing needs, or pupils who are working at a level or more below expected progress, parent consultation events will be available across all five terms.

Management of absenteeism or incidents

In line with our strong child protection policies as well as high expectations around attendance Gladstone School will operate a system whereby an unexplained absence at the start of the school day, or at a particular lesson, will trigger a phone call home to parents within ten minutes of the absence being identified.

Any incident where the pupil is seriously injured or likely to cause harm to themselves or others will also trigger an immediate phone call to parents.

Parent feedback and surveys

Parent surveys will play an important part in informing the schools self-evaluation processes and will feed into on-going development towards achieving the school's targets. Parent information will be gathered through

- Annual surveys
- Participation in the parent portal feature of our information management system
- Formal parent meetings
- Additional meetings arranged for specific purposes (e.g. SEN Case Reviews)

D6: Our admissions policy

Gladstone School will have a Published Admission Number of 120, in line with our vision to extend choice for local parents and pupils who want a school somewhat smaller than others available locally. There will be a single admission point in September to Year 7. For admissions in September 2014 the school will align as closely as possible with the admissions timetable published as part of London's co-ordinated admissions arrangements. We will continue our current awareness raising campaign throughout the earlier part of 2013 and offer parents the chance to apply for the school to the same deadline (October 2013) as our local authorities. From September 2015 the school will participate fully in the coordinated admissions arrangements including admissions information for parents, admissions timetable, admissions forum and Hard to Place Protocols.

Our vision and ethos is for a local inclusive school and, if oversubscribed, our criteria will be to look after vulnerable children first, preserve family units and then serve the needs of the local community by offering places to pupils living nearest the school. At sixth form our desire to be inclusive has to be balanced against the need to properly support pupils who will most benefit from our ambitions to secure university places or quality employment opportunities. We will therefore set an entry requirement of a minimum of four EBacc subjects and a demonstrable commitment to study towards the remaining two EBacc subjects alongside post-16 qualifications.

Admissions policy for year 7 pupils

Gladstone School [The School] adopts the following admissions policy, save that the founders of the school will seek an exemption from the Secretary of State for Education to grant places to the children of the School's founders outside of the admissions policy.

Children with a statement of Special Educational Needs will be given a place at the school where Gladstone School is named in that statement.

If applications are received after the closing date, they will be dealt with as late applications, and will not be considered until after those applications which were received on time.

When Gladstone School is oversubscribed priority for allocation of places will be as follows:

- Looked after children.
- Previously looked after children. 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).
- Children who have a sibling who will already be a pupil at Gladstone School during the entry year.
- Pupils whose parents have worked at the school for a minimum of two years (or such time as the school has been open, whichever is the shorter).
- Pupils whose home is the shortest straight line distance from the school measured from the school gate to the front door of the home, upper floors being considered more distant than lower.
- Other children.

If there is a situation where only one place is available and the next children to be offered a place are twins, both twins will be offered places. Where the next children are triplets or more the place will be given to the next available single birth child.

In the event that there is only one place available and more than one child of equal priority the place will be awarded to the oldest child.

Definition of 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 the School, the sibling must have a place to attend the School on the day the applicant child would start attending should they secure a place.

Admissions policy for entry into sixth form

Entry to the sixth form is available to applicants who have passed at least four of the six EBacc subjects and who are able to commit to re-sitting and passing the remaining two subjects in Year 12; and to those who have passed an equivalent examination.

Pupils who are unable to complete the English Baccalaureate in full by the end of year 12 will not be permitted to enrol in Year 13 of the school save in exceptional circumstances and where there is a real prospect of them being able to achieve 3 grades A to C at A-level.

Applications to enrol in Year 13 by pupils who have not passed the EBacc are dealt with on paper by the special applications panel which will be chosen and chaired by the Assistant Head (Partnerships) and will comprise at least one member of the Board of Governors and a member of the teaching staff. If the pupil is refused permission to enrol in Year 13 the pupil may appeal to the appeals panel which will be chaired by the Principal and comprise of at least one Governor and at least one member of teaching staff neither of whom were part of the special applications panel.

Where entry into the sixth form is oversubscribed, pupils will be admitted in order of priority as set out below:

1. Pupils who attended Gladstone School in the previous academic year, who passed the EBacc.
2. Pupils who attended Gladstone School in the previous academic year, who passed all subjects bar one in the EBacc.
3. Pupils who attended Gladstone School in the previous academic year, who passed all subjects bar two in the EBacc.
4. Pupils who attended Gladstone School but were forced to delay their entry into sixth form for reasons of illness or family circumstances.
5. Pupils who did not attend Gladstone School in the previous academic year, but have passed the EBacc.
6. Pupils who did not attend Gladstone School in the previous academic year, who have passed an examination equivalent to the EBacc.
7. Pupils who did not attend Gladstone School in the previous academic year, who passed all subjects bar one in the EBacc.
8. Pupils who did not attend Gladstone School in the previous academic year, who passed all subjects bar two in the EBacc.

Where there is a need to determine priority of applicants within any of the Categories 1 through 8 above the school will allocate places in turn to the pupils who live the shortest walking distance to the school as defined within the schedule to the admissions policies.

Waiting lists and appeals

Unsuccessful applicants can request that their son or daughter is placed on a waiting list which will be maintained until the end of the autumn term. Should any places become available, they will be filled in accordance with the over-subscription criteria and not how the names have been listed.

Gladstone School Trust will ensure that parents and relevant children have the right to an independent appeal if they are dissatisfied with an admission decision made by the school governors. The arrangements for appeals will comply with the School Admissions Appeals Code published by the Department for Education. The appeal panel will be independent of the Academy.

D7: Our approach to behaviour management, pupil well-being and attendance

Introduction

As described in our vision we are committed to excellence, and that applies to behaviour and attendance just as much as it does to the quality of our teaching. If pupils are to reach their targets they need high levels of attendance and behaviour (theirs and others) that supports learning rather than undermines it. A key part of our approach is to ensure that pupils understand why we expect high attendance and behaviour, and to help them recognise the part these play in improving pupil outcomes. At Gladstone we will foster self-discipline in our pupils guided though overt modelling and personal mentoring, within a safe

and caring environment that promotes pupils' physical and mental well-being.

Our target is to develop and nurture happy, healthy and successful learners. In order to ensure success for all, we have in place a range of interventions to support children, develop positive relationships and promote personal discipline. Pupils' positive attitudes to school, to their learning, to each other, and to their conduct in lessons and around the school positively impact on achievement. High expectations of staff and pupils make a positive contribution: regardless of the starting point of individual children high standards of behaviour and attendance will be expected and promoted consistently by all adults and at all times. At Gladstone School we will resist endless conversations about behaviour and instead spend our energy returning pupils to learning. Our outstanding behaviour and high attendance will be reflected in the exceptional attitudes to learning of our pupils, and the low incidences of bullying or other practices harmful to others or to selves.

Pupil well-being is critical to learning. We are firm believers in Maslow's hierarchy of needs, that in order for deep, meaningful learning to take place pupils need to feel comfortable, safe and free from mental or physical distractions. All strategies are therefore underpinned by the caring and supportive ethos of the school and our principles of inclusion. This means including young people in decisions that affect them, and promoting tolerance and respect for others.

The intention of the strategies outlined below is to encourage excellence, and to promote, observe and reward a culture of active and responsible citizenship, excellent behaviour and high attendance. Where pupils fall below expected standards the strategies are there to deal with incidents swiftly and effectively, following procedures that everyone, from pupils to parents to staff and governors, is familiar with beforehand. The desired outcome is always to deal with the pupil (or pupils) fairly, proportionately, without humiliating or degrading the pupil(s) using the system of restorative justice we have observed successfully implemented elsewhere. Taken together the school will support the pupil(s) in modifying their behaviour or attendance so that they achieve the high standards set for everyone, and can quickly return to, and support, the learning environment. In this way we can ensure pupils achieve the ambitious outcomes outlined in our vision and our targets.

Implementation and monitoring of strategies and policies

In line with our approach to learning we will use activity-based techniques to bring to life all relevant policies. For example, we might explore bullying or substance misuse and its consequences through sensitively planned and delivered role play. In this way every pupil will genuinely engage with the content of policies that will ensure the necessary environment in which learning can flourish. Following active approaches policies will be reviewed, ensuring that content stays fresh and relevant.

These policies will continue to be monitored and reviewed at both school leadership level and with young people, both at individual and class level as needed, and through the school's council, which will include staff, pupils and where possible parents and members of the governing body.

Strategies to support learning and well-being

First and foremost, in order for effective learning to take place pupils need to be present: both physically and mentally. Physical presence clearly means attendance and punctuality: Gladstone School will expect high standards for both, setting targets of 95% attendance and 98% punctuality as expected standards. Mental 'presence' means being focused on the learning or school activity taking place, being actively engaged, being free from distractions, and free from concerns about physical or mental safety.

Seven key factors are fundamental to all of our strategies:

- pupil awareness and understanding
- parental involvement
- induction and the home/school agreement
- approaches to teaching and learning
- whole school approach to policies and strategies
- data capture and reporting
- sanctions, rewards and celebration

Pupil awareness and understanding

Our strong school ethos focuses on the principles that guide the way in which policies are created and implemented. For Gladstone School, a focus on inclusion, and our belief in the UN rights of the child, means including young people in all decisions that affect them. Our approach to policies, therefore, relies on involving pupils in the process: raising awareness of *why* these policies are important, *what* the consequences of actions are, and listening to pupils when the school reviews *how* the policies should be implemented. All policies will therefore be reviewed and discussed annually so that every Gladstone pupil both knows and understands the policies, and the consequences of falling beneath accepted levels of behaviour or attendance. Policies will be discussed further, as needed, as part of the school council.

Parental involvement

Working in partnership is another key feature of our ethos; engaging parents and working in partnership with them is particularly crucial with regard to our strategies for learning, behaviour, attendance and well-being. We will therefore use a variety of methods to engage with, and include parents in, these strategies and procedures. The home/school agreement and the induction process will ensure parents are informed about the high standards we expect and why these standards are important both to learning and the whole school environment. The school will implement a *Partnerships with parents and carers policy*, which will also feature heavily during the induction process. This policy will outline informal and formal meeting and communication procedures, setting out how and when the school and parents can communicate under 'normal' circumstances, and procedures for dealing with high level concerns initiated by either the school or parents/carers. Specifically in relation to attendance, punctuality and behaviour, the weekly email report to parents (explained in D5) will celebrate achievements and raise low level concerns about attendance, punctuality and behaviour; whilst Friday afternoon is a fixed point of the school week when parents can attend celebration assemblies and/or meet with teachers to discuss concerns.

Induction and home/school agreement

Understanding of policies will form a key part of the transition and induction process for pupils and parents/carers new to the school, whether pupils arrive as part of a new cohort or individually at other times of the year.

The home/school agreement will be a vital document in engaging parents/carers with the vision, ethos and ambitions of the school, and soliciting their support for the high standards we will expect in areas of the school. We will therefore prioritise the creation and presentation of this document so that it is simple, clear and engaging. We will also set ourselves a 100% target for all parents/carers to sign the agreement. Except in extreme circumstances, we will expect the document to be signed during an induction meeting so that the school has the chance to communicate the reasons behind policies and parents have the chance to clarify any questions. In this way we will work to avoid parents signing the document without engaging with its contents. The school will make a commitment to create opportunities to meet with parents who, for whatever reason, have not attended an induction event. This may mean making time on Friday afternoons during the weekly parent meetings' slot; making opportunities at other times, or in extreme cases, members of the learning support team going to pupil homes.

The school will also work hard to engage with parents/carers who do not speak English. At induction events we will welcome a family member or friend of the parent/carer who can act as interpreter. Alternatively, if the pupil speaks English, we will provide time and support for them to act as an interpreter.

Approaches to teaching and learning

A key target for Gladstone School is to tackle underachievement through teaching strategies and learning opportunities specifically designed to motivate and engage pupils so that pupils want to be in school and want to learn. These approaches will lift attendance levels above that of our comparison schools and will minimise the sorts of behaviours that undermine learning.

Gladstone school's approach to teaching, supported by encouragement for all pupils to work towards Gladstone Awards, and access to new technologies (outlined in D1) encourages pupils to become independent learners. Involvement in the setting and monitoring of their own targets, along with ownership of their own learning will be another key feature in promoting motivation and attendance.

In this way we can ensure pupils' mental and physical presence, and motivation to learn that is so vital to success.

Whole school approach to policies and strategies

Gladstone School adopts a whole school approach to vision, ethos, planning and so on, and approaches to attendance, behaviour and well-being will be no different. All staff and governing body members, from cleaning staff to the Principal will be expected to observe, monitor, sanction or reward pupils in a consistent manner that adheres to school policies and ethos. All staff will be expected to deal appropriately with incidents that fall below expectations, explaining why and how pupils are being sanctioned (where relevant) and recording observations – wherever they take place - on the Gladstone School information

system (see D5); all staff and visitors will know how to deal with serious situations or concerns, and to whom to escalate this observation or situation.

In line with our belief in fairness we will not expect whole class sanctions, except in exceptional circumstances. Every effort will always be made to identify individuals or ringleaders.

This whole school approach will be a vital part of staff and governor induction, and an on-going element of professional development where appropriate.

Data capture and reporting

As outlined in detail in section D5, Gladstone School's information management system will automatically record information about attendance and punctuality through a swipe card system that registers pupils' attendance and arrival time at all lessons. In addition, all staff will record observations about behaviour – good and bad – on the system, enabling us to track pupil behaviour. We will use Pivot tables to visualise the success of individual pupils and highlight those who need intervention quickly. Data collected electronically will be used for meaningful evidence-based conversations with pupils and parents.

The ability of technology to track pupil progress and behaviour electronically must be balanced with a more human approach that supports purposeful relationships and complements our supportive ethos. Gladstone pupils will know that serious concerns will always be raised in a constructive manner, in face-to-face meetings.

Sanctions, rewards and celebrations

We will adopt and adapt a range of strategies which we have seen implemented successfully in other schools. In particular, we will adopt a behaviour ladder to set out explicitly the consequences of types of behaviour, ranging from low to serious, including the sanctions that the school will impose. This is outlined in more detail in the behaviour policy below.

A gold mark on the Gladstone School Information Management System (see D5) automatically triggers inclusion in the Friday afternoon house time/celebration assembly, where the achievement of all the week's gold mark holders will be celebrated. At the end of each term there will be certificates for various areas of achievement as well as an award for the house which has gained the most number of gold marks. Gold marks will also feed into the Gladstone Award scheme (see D1) where appropriate (for example, gold marks for Behaviour for Citizenship (see below) will feed into the Gladstone Citizenship Award.

Where a pupil has achieved a gold mark for the first time in a particular area, or achieved an unusually high number of gold marks, the Principal will actively seek out a time or method to personally congratulate the pupil.

Additional strategies to celebrate achievement include sending postcards home and nominating pupils for a particular role or responsibility: for example, joining the pupil group that works with teachers to plan trips or speakers as part of Learning Outside the Box.

Our behaviour policy

"The best schools have absolute consistency. I don't care whether the system they use is behaviourist or whether the system they use is extremely old-fashioned, the critical difference is that people sign up to it and teachers act with one voice and one message: "This is how we do it here"

Paul Dix⁶² giving evidence to the Education Select Committee Inquiry into Behaviour and Discipline in Schools 2011

Our approach is grounded in six key practical steps for outstanding behaviour:

1. Establishing an 'irresistible consistency'
2. Developing emotional resilience in adults and pupils
3. Making our pupils feel valued and important
4. Teaching the behaviours that we want to see
5. Dealing with challenging behaviour with calm, stepped consequences
6. Restorative approaches that allow pupils and adults to repair trust and agree the next steps

At Gladstone School we believe all adults are teachers of behaviour. We will create a relentless consistency of approach that ripples through every interaction. Behaviour will not be left to chance. We will teach the behaviours and attitudes that pupils need to be successful. Adults will understand how *their* behaviour lies at the heart of pupil behaviour. We will focus on tackling the attitude gap as well as the aptitude gap through a consistency that you can feel as soon as you walk through the door. Our daily behaviour practice will be outlined on a single sheet of A4 paper and given to every parent, pupil, teacher, visitor and support professional. It will describe the practical approaches to managing and modifying behaviour as 'The Gladstone Way'.

Our behaviour policy is divided into two:

- Behaviour for learning
- Behaviour for citizenship

Both are underpinned by the Gladstone School behaviour and consequences ladder outlined below. Both play a significant part in our policy to promote and protect mental and physical well-being, which is dealt with in more detail below.

Behaviour for learning

Our behaviour for learning policy will set out explicitly why and how behaviour – good and bad – impacts on learning. It will outline the school's high standards for expected levels of behaviour in any environment where learning might take place: be it the classroom, the sports' area or a museum or the local park.

⁶²

██████████; please see section F for more details

Behaviour for citizenship

The behaviour for citizenship policy ensures that we set, implement and monitor high standards of behaviour outside the specific learning environments, be it the corridor, the playground, outside the school gates, on public transport or in a theatre.

Promoting and rewarding behaviour for learning

The behaviour for learning policy will outline the behaviour characteristics that underpin effective learning, in particular how each individual can contribute to an environment where they and others can learn, be curious, try things out, take risks, be honest, demonstrate differences of opinion, without fear of repercussions. Characteristics such as trust, respect, care and consideration for others – and oneself – will be highly valued. At the beginning of each year, within house groups, pupils will be asked to consider “what do I need to be an effective learner?” and “what do others need to be effective learners?”. These considerations will feed into an annual review of the behaviour policy and ensuing agreements about factors such as noise, when and how to speak and ask questions in class, behaviour around visitors to the school and so on.

Behaviour ladder, consequences and reporting arrangements

In every classroom and throughout the school there will be a copy of the behaviour ladder so that all pupils are aware of the school's expectations of behaviour for learning, and consequences and sanctions when a pupil or pupils fall below these high standards.

Behaviour characteristics will be identified according to the seriousness of the action, and ranked according to four levels: low, medium, serious and extremely serious.

Reporting arrangements are as follows:

Level 1 incidents will be dealt with by the member of staff who observed the behaviour (or, if a visitor, by the nearest member of staff).

Level 2 incidents will be dealt with by the member of staff who observed the behaviour but reported to the Head of House.

Level 3 incidents will go straight to the Head of House or, in their absence, the Assistant Head, Learner Support and, in their absence, the Principal.

Level 4 incidents will go straight to the Principal or, in their absence, the Assistant Head, Learner Support.

At Gladstone School we do not delegate responsibility for behaviour. Our middle and senior leaders stand alongside to support rather than sweeping ‘problems’ away.

Below we have provided an indicative behaviour ladder, giving examples of all four levels of behaviour, consequence and reporting arrangements.

Behaviour and consequence ladder

Level	Behaviour	Consequence and sanction	Recorded/reported
1	Low level disruption or poor behaviour	Verbal reminder of the standards expected to support behaviour for learning; confiscation of items if relevant; praise given if pupil	incident recorded on information system

		contracts to amend behaviour	
2	Repeated low level disruption or poor behaviour or medium level offence (e.g. no homework; bad language;)	Pupil sent outside classroom to reflect for 2-3 minutes; confiscation if relevant; detention if it persists	Incident recorded on information system; Head of House informed; parents contacted by phone
3	Theft, aggression, bullying,	Pupil sent to a reflection area; immediate meeting arranged with Head of House; detention	Incident recorded; Principal informed; parents invited to meet Head of House
4	Severe violence; possession of weapon or drugs; behaviour dangerous to self or others	Pupil immediately sent to Principal; Principal detention; temporary exclusion; permanent exclusion in only the most severe of cases (see below)	Incident recorded; parents contacted by Principal; Chair of Governing Body informed; police informed

Exclusions policy (DRAFT)

For Gladstone School, exclusion is to be avoided unless absolutely necessary, likely to be because the pupil's behaviour is dangerous to themselves or others. Our exclusion and appeals policy will be based on DfE guidelines and utilises the four guidance flow charts.

- Good practice to avoid exclusion
- Decisions for fixed term exclusion and reintegration
- Permanent exclusion
- Appeals process

Good practice to avoid exclusion

Gladstone School's strategies for behaviour and well-being promote positive behaviour and seek to use exclusion as a last resort by identifying at risk pupils (see below) through our information management system, and through providing early intervention utilising a range of measures. All staff will be appropriately well trained and staff and governing body members will have full understanding of the behaviour and exclusion and appeals policies and procedures. All policies will be applied rigorously and consistently in line with best practice.

As mentioned previously, the induction process for all pupils, parents/carers, staff and governing body members will include full explanation and introduction to all policies. Many will be included, or be referenced within, the home/school agreement. All policies will be published on the school's website and available in printed form from the school office.

We will involve parents and carers at the earliest possible point and at all stages parents will be consulted and kept informed whilst the best solutions for the individual are sought. Translations of documentation and availability of a translator at meetings will support parents and pupils where their understanding of English is not strong.

Rigorous recording of all events: witness statements and all relevant documentation and correspondence will be stored securely and monitored to ensure guidelines and procedures have been followed in accordance with school policies on behaviour, equal opportunities, SEND, non-discriminatory practices, and to ensure compliance within the law, alongside fairness and proportionality to the initial offence.

Identification of 'at risk'⁶³ pupils: through pre-existing knowledge of pupils given during transition into the school, through reports generated via our information management system, through form tutor, head of house and mentor observations pupils will be identified as 'at risk' at the earliest possible opportunity. The Head of House keeps records and is the single point of contact for the pupil, parents and staff. The Head of House reports directly to Assistant Head: Learner Support and (where appropriate) the Principal. All appropriate staff are made aware that the pupil has been identified as 'at risk'.

Early intervention strategies put into place: these strategies include: inform parents and discuss support/actions; relevant teachers and members of the learning support team meet to agree possible measures to support the pupil; allocation of a specific member of the learning support team; consider change of teaching group/tutor group; devise a pastoral support programme PSP; contact/referral to appropriate supporting agencies such as: Children's Services, Adolescent mental health professionals, CAF, Behaviour and Education support team, Children's Trusts.

Use alternatives to exclusion. These strategies include:

- using restorative justice to enable the offender to redress harm done;
- using mediation – a neutral person supports the resolution of conflict between individuals – pupil/pupil, staff/pupil.
- internal exclusion, a short and temporary measure where pupils are moved to work in another class or designated area.

Decision to remove a pupil from the site which is not exclusion

An occasion may arise when a pupil needs to be removed from the site due to a medical reason where the presence of the pupil represents a serious risk to the health and safety of the pupil/ other pupils or staff. A pupil may be given permission to leave/go home to rectify a breach of school rules such as uniform or appearance. This will be for only as long as necessary to rectify the breach and all safeguarding and child protection regulations will be followed to ensure the safety of the pupil. For example, parents will be informed to collect the pupil who would not be allowed to be alone on the way home or at home.

If a pupil has been accused of a serious criminal offence and it is in the best interests of the individual and/or community then the authorities will be informed.

Decision to exclude for a fixed term is made by the Principal (or in extreme circumstances an Assistant Head) only when a thorough investigation has been carried out to establish the facts and evidence and in taking account all school policies and where applicable the discrimination act.

⁶³ At risk of behaviour which is seriously detrimental to them or others

A written record of all actions, statements and interviews will be taken and kept secure; these will all be signed and dated by the person writing them and countersigned by the witnessing member(s) of staff.

This would occur when there has been a serious breach of the school behaviour policy or allowing the pupil to remain on site would constitute serious harm to the education or welfare of the pupils/others in the school, or where disruptive behaviour is persistent. Fixed periods of exclusion should be no longer than 1-3 days and the policy will ensure that:

- Parents are contacted immediately, preferably by phone, to arrange collection and supervision. The pupil's welfare will be the prime consideration.
- Written notice is given to the parents/carers giving the precise period of exclusion, parents' rights and duties, the school's duties and the details of the reintegration interview.
- Educational provision during exclusion is arranged from and including the sixth consecutive day of the exclusion and from the first day for a looked after child.
- A reintegration is arranged with the parents and pupil on school premises at a convenient date and time to the parent – where possible the first day back after exclusion. Agreement on how to best support the pupil is made and a new home/school agreement drawn up and signed by all parties. This is a joint responsibility between the school and parents. Lack of cooperation may lead to seeking further advice and issue of a parenting order.

Decision to permanently exclude is made by the Principal in consultation with the Chair of the Governing Body. The policy will ensure that:

- Parents/carers are immediately informed as above and given written notice after the Principal is satisfied that a thorough investigation has been conducted; they have consulted all relevant policies and legislation and the judgement made is based on available evidence and the 'balance of probabilities'.
- The parents are informed of the right to appeal and the appeals process.
- The Governing body is informed of the exclusion within one day.
- The Governing body convenes to consider the exclusion inviting the parent and Principal in accordance to the procedures outlined in DfE guidance.
- The Governing Body informs the parents and Principal of the decision within one day of the hearing and gives reasons. A last day for lodging an appeal and grounds for the appeal must be stated in writing. All copies of letters and documentation placed on pupil file.

If parents lodge an appeal:

- An appeal panel of trained personnel will be set up in with an appointed clerk and a date fixed within 15 school days after the appeal was lodged and away from school premises.

Throughout strict adherence to recommended DfE guidelines will be followed.

Attendance strategy

As outlined in our introduction, the vision, ethos, teaching approaches and learning opportunities are all designed to motivate pupils, ensuring that pupils want to come to

school. Through induction and home/school agreements we will stress to pupils and parents/carers the importance of attendance in order for pupils to achieve their ambitious targets. We will expect 100% attendance; term time holidays in particular will be actively discouraged. However, we recognise that some absence is unavoidable due to illness, and that some of our pupils may struggle to achieve 100% attendance; so our actual target is 95%.

We will use the following strategies to promote high attendance. Our focus is always to motivate and reward the highest possible attendance with intervention strategies employed only when pupils fall below 95% attendance.

- Pupils who achieve 100% attendance in a week are automatically awarded a gold mark.
- Pupils who achieve 100% attendance throughout a term are awarded a certificate.
- Parents will be expected to contact the school on the first day of an absence, explaining the reason(s) and the expected length of absence.
- In line with our safeguarding policies (see below) members of the learning support team will contact parents/carers within 10 minutes of the start of the school day if pupils fail to attend and parents/carers have not informed school of the reason for absence.
- If the learning support team cannot make contact with a parent or carer to establish the reasons for a pupil's absence they will immediately inform the Head of House and Assistant Head: Learner Support. If the pupil is on the 'at risk' register the Assistant Head: Learner Support will immediately contact the relevant authorities. With other pupils the learning support team will continue to try to make contact with parents/carers; if they've been unable to do so within 2 hours the Assistant Head: Learner Support will contact the relevant authorities.
- Heads of House will monitor attendance through weekly reports from the information management system. Attendance that falls below 95% will immediately trigger contact with parents to discuss absences, agree a strategy to improve attendance, and offer support if relevant.
- Attendance that falls below 90% will trigger a report to the Principal, the Assistant Head: Learner Support and the involvement of a Learning Mentor. The Learning Mentor will make contact with the parents/carers and offer sustained support which may, in extreme cases, include the Learning Mentor helping the pupil to get to school.
- For persistent absence, the relevant outside agencies will be contacted.
- Pupils who make significant progress (5% or more) in terms of attendance will be awarded a gold mark for improvement.

The Assistant Head: learner support is ultimately responsible for monitoring attendance, overseeing and assessing intervention strategies, and preparing statistics to report to the Principal and governing body. In the first two years of operation these responsibilities will reside with the Principal.

All staff will be fully aware of the legal requirement and importance of maintaining accurate and up to date daily records of pupil attendance. All attendance data will be recorded and tracked using the school's information and management system.

Safety and safeguarding

As highlighted earlier, we firmly believe that pupils need to feel safe in order to learn effectively. Furthermore, our vision of transforming young people's lives so that they can be happy, healthy and successful places a heavy duty of care on the school as a whole, and everyone as individuals, to have the highest regard for pupils' safety, to comply with relevant safeguarding requirements, and to have procedures in place to ensure our safeguarding strategies and policies are robust and effective.

Whilst responsibility for safeguarding and child protection will ultimately reside with the Principal and the governing body, the Assistant Head: Learner Support and Assistant Head: Professional Development will play key roles in ensuring all staff and visitors are familiar with safeguarding policies, and all staff and visitors are trained and supported in a way appropriate to their role within the school. Gladstone School's approach is that safeguarding children is every adult's responsibility.

Gladstone School adopts the definition used in the Children Act 2004 and the Department for Education guidance document *Working together to safeguard children* (2010, paragraph 1.20), which focuses on safeguarding and promoting children and young people's welfare and can be summarised as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Keeping pupils safe, appropriate safeguarding practices, and promoting mental and physical well-being will therefore inform a wide range of school policies and practices.

Safeguarding and child protection

Safe recruitment and training policies will be vital in ensuring that all staff are recruited appropriately and are fully conversant with appropriate policies and practices.

Any adult coming regularly into the school will be required to have a CRB check and appropriate training. This includes staff, volunteers, governing body members, and artists in residence. Staff training will involve how to identify, deal with and report safeguarding concerns. Training will also deal with best practice and guidance around restraint. Training for all other adults coming into school will focus more on witnessing and reporting safeguarding concerns, including disclosure (see below).

All guidance and policies will be covered during induction and supported with handbooks relevant to the person's position (staff; volunteer; governing body; and so on).

Disclosure

The school will have specific guidance for pupils and staff on how to deal with disclosure.

Pupil wellbeing

Many young people in any part of the country face bullying. Our young people also face significant problems which are particular to life in a city the size of London – gang culture, drugs, etc. For some, their learning is further impacted by home backgrounds that are troubled, traumatic and sometimes dangerous.

We are committed to young people leading happy and healthy lives, at school and in the future. Gladstone School will therefore have a range of complementary strategies in order to promote pupils' physical and mental well-being.

To ensure that policies remain up-to-date, we will have an annual review of all policies in consultation with young people and their families.

Physical well-being

We will approach physical well-being under three core headings:

1. physical health
2. nutrition
3. personal safety

Physical health

A commitment to the benefits of exercise underpins our extensive PE provision, through the core-curriculum, Enrichment sessions, Lunch clubs and extra-curricular activities. A core aspect of physical health is knowledge; Life Skills' sessions, therefore, will cover understanding of the importance of fitness.

Nutrition

We are very keen to promote a strong culture of healthy eating, whilst prioritising whole school knowledge and understanding of the importance of nutrition to physical health as well as mental well-being and concentration. Gladstone School will therefore offer fresh home-cooked food for its school meals and will not countenance vending machines selling unhealthy snacks. Water will be freely available around the school. Nutrition and food technology will be a core component of our Life Skills' sessions.

We are also particularly concerned about the growing trend of young people for whom school lunch is their only meal, and the evidence of how hunger impacts on concentration. We will therefore offer a breakfast club which will be free for pupils eligible for free school meals.

Personal safety

Personal safety needs to be addressed in terms of both physical and mental well-being. At school level we will create rigorous Risk Assessments to cover all teaching and learning activities, including those occurring outside the school as part of our Learning Outside the Box provision. On an individual level we will promote physical personal safety through our PSHE programme, using this programme to raise awareness of gang culture, risks associated with sexual activities, substance misuse, and so on.

Mental well-being

We have made a stated commitment to developing the confidence and mindset in young people that will ensure they succeed, at school and in their future lives. Caring for their mental well-being is crucial to our success. We will approach mental well-being under the following headings:

1. Regular pastoral care
2. Care for those new to the school or with specific needs
3. Anti-bullying policies
4. Internet safety
5. Provision for pupils and their families with mental health issues

Regular pastoral care

As outlined in detail in section D we take pastoral care very seriously. All pupils will have a pastoral tutor as well as an individual mentor to provide one to one pastoral care. In addition, the way we organise pupils with our House System is designed to create a cross-school culture of knowledge and support which underpins our approach to pastoral care.

Care for those new to the school or with specific needs

In section D1 we outlined our approaches to minimise any stress pupils might feel on joining the school, either in Year 7 or at other times within the school. For example, all pupils new to the school outside of Year 7 will be assigned a pupil buddy for the first two to three terms. We also explained our policies for transition out of the school, to ensure pupils are cared for appropriately and continue to progress effectively beyond the school.

The Learning Mentors will take particular responsibility for any Looked After Children, ensuring that their mental well-being is focused on, particularly at sensitive times of the year such as leading up to holidays or Christmas.

Gladstone School's information management system will trigger alerts if any pupil is witnessed in distress more than twice within a short space of time. Learning Mentors will oversee any support necessary to address underlying social or emotional problems. The Learning Mentor will also oversee support for any pupil whose personal circumstances change significantly (pupils suffering from bereavement; any pupil who becomes pregnant; and so on).

Anti-bullying policies

*Young people need to be prepared for life in a diverse society. Education plays an important part in dispelling stereotypes, myths and prejudices - many of which are perpetuated by the media young people watch.*⁶⁴

Aside from the social concerns, which we take very seriously, bullying damages pupils' personal and/or academic confidence and therefore has a significant impact on achievements. Furthermore, as highlighted above, a school that fails to discuss openly issues that are part of our society is failing to prepare pupils adequately for life beyond school.

⁶⁴

<http://www.stonewall.org.uk>

We are therefore acutely aware of the importance of strong and effective policies that deal with different types of bullying. We have already highlighted our commitment to challenging stereotypes in C and D; our ethos and inclusive approach will further promote a culture of tolerance of all backgrounds, abilities, appearance and sexual preferences.

Our strategy for promoting tolerance and anti-bullying is divided into four:

1. promoting high expectations of behaviour and tolerance through our behaviour for citizenship policy (mentioned above);
2. adopting Stonewall's recommendations of including subject matter within our curriculum that "reflects reality and students' experiences";
3. promoting anti-bullying within our PSHE programme;
4. training and supporting staff and other adults within the school to recognise and effectively deal with bullying.

In particular, we will work to raise awareness, amongst pupils and adults, of types of bullying with which people might be unfamiliar, particularly homophobic and cyber-bullying.

Internet safety

Our strategy for promoting internet safety is to

- incorporate the UK Council for Child Internet Safety policy - 'Click Clever Click Safe';
- raise awareness with parents and carers through our home/school agreement;
- teach internet safety through our Life Skills provision; and
- create a specific policy around the use of social media sites.

Provision for pupils and their families with mental health issues

In order to cater for pupils who might suffer from temporary or long term mental health problems we will, as with our SEN provision, adopt a graduated approach. Where a mental health problem is known about the school will create and deliver a programme of support as agreed with the pupil, their family, the Learning Support Team and the Assistant Head: Learning Support. This might include one to one support outside of the classroom; specific support for tasks or activities likely to increase mental distress (homework; particular subject areas) and so on. If it becomes clear that the pupil's needs exceed those that the school can offer, the Assistant Head: Learning Support and Learning Mentor will work to access additional support for the pupil.

Section E: Evidence of demand – part 1

	2014				2015			
	A	B	C	D	A	B	C	D
Year 7	120	62		52%	120	61		51%
Year 8					120			
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

(These figures are well below our target of 100% of capacity, largely as a direct result of peculiar circumstances – loss of our parent co-ordinator; family bereavement of our marketing lead – at a critical time very close to the Christmas holiday. The marketing effort will pick up quickly in the new year and we expect to be back on target within six weeks.)

Section E: Evidence of demand – part 2



The map shows distribution of home postcodes of parents expressing an intention to select Gladstone School as their first choice for “in-scope” children. The great majority lie within

2km of our target location explained in more detail in Sections C and D.

The invitation

We invited parents to endorse an appeal to the Secretary of State for Education, on paper or online (with one as near as possible replicating the other), in the following terms:

“”

Alongside this appeal we summarised key data about the school, including location, age range, size, vision and ethos, directing parents to pages of the website for details. A valid submission required Name, Postcode, Child's date of birth. We also invited parents to provide contact information (address, email, phone), and to “*Help shape the school by telling us your preferences*” on key elements of the proposed teaching delivery. Responses (to tick boxes headed “*What I really want*”) appear below. The percentage reflects only those who expressed *any* preference (to eliminate those who opted out of this feedback).

Preference	ticks	%
open-space learning	60	81%
visits to museums, sports, galleries	73	99%
academic discipline	74	100%
activity-based learning	61	82%
ambitious targets for exams	71	96%
parental involvement	68	92%
links with local businesses	47	64%
links with universities	63	85%
a focus on working after school	44	59%
a focus on life skills (money; cooking etc)	58	78%

A screenshot of the online form parents used to submit support pledges appears below (much more information was available elsewhere on the site). The print version was very similar, but on two A4 pages. This interactive page screenshot lacks the curriculum summary (which appears in place of the “ethos” lift out box), as follows:

“*Gladstone's curriculum will develop confidence, inspiration and success in:*

- *the subjects of the new English Baccalaureate qualification: English, Maths and Sciences;*
- *global languages – Mandarin and Spanish;*
- *a wide range of A Level subjects;*

- artistic, cultural, scientific and physical activities; and
- practical, social and life skills that lead to success beyond school.

Support us now, and help make it happen

Gladstone School will offer a new education experience that isn't available anywhere else, but we need your help. Please complete this form to show your support. Every pledge submitted is one more step to making it happen.

To the Secretary of State for Education:

I am excited by Gladstone School's vision for a community focused secondary school for 11-19 year olds and its proposed curriculum and ethos the best traditional academic education, delivered in exciting new ways that will enable my child to achieve the best that life offers. Gladstone would be my first choice of secondary school for my child(ren) – please make it happen for my family and my community.

Your pledge must give your name, postcode and child's date of birth

Name *

Postcode *

Child's month of birth *

...and year of birth* 2002 | 2003 | 2004 | 2005 | 2006 or later |

Complete this part if you want updates on progress.

- Involve me keep me informed on Gladstone's progress
 I'd like to help – please tell me how

If you ticked one of the above, please also say

Address

Email

Phone

Help shape the school by telling us your preferences

- What I really want open-space learning
 visits to museums, sports, galleries
 academic discipline
 activity-based learning
 ambitious targets for exams
 parental involvement
 links with local businesses
 links with universities
 a focus on working after school
 a focus on life skills (money; cooking etc)

Other comments?

To summarise...

Gladstone is an exciting new school offering 120 places each year to 11-19 year olds in north west London. Designed by education professionals and parents, the school will create strong links with universities, the local community and London's creative, scientific and cultural organisations.

Gladstone School: key features & ethos

- encouraging ambition;
- a strong academic curriculum;
- non-selective and community-focused;
- exciting, innovative teaching methods;
- motivating, challenging and enjoyable;
- stimulating & supportive environments;
- rigorous support strategies and policies;
- an extended day offering enrichment and encouragement;
- sharing its facilities with the local community;
- strong links with parents, businesses and universities.

Our vision is for an ambitious, popular, community-focused school. The knowledge, skills and confidence it provides will transform the aspirations and achievements of all it touches. We'll set high standards, because young people learn best when we expect the best of them. Children starting with us will receive academic rigour, inspirational teaching and rich cultural and physical activities. But we'll also focus on enjoyment since the most ambitious targets are met when learners are active, happy and motivated. Those children will leave us as successful young adults, with qualifications to secure the best that life offers. And they will know the pride of being part of a community, but the confidence to go it alone.

Remember, submitting this form **does not commit you** to sending your child to Gladstone school – but it does make it more likely you'll have the choice when the time comes.

How we engaged with the community

Phase 1: Preparation and proof-of-concept

We started the process of engagement before the end of Summer term 2012 when we: created a 5-page website outlining the proposals for the school; printed 2500 business cards summarising the proposal; and requested fifteen of the nearest feeder primary schools to help us distribute them. Several agreed.

At the very beginning of the Autumn term 2012 we ran a stand at the Summer Festival held at Gladstone Park, a large community event for families, where a team of four of us were kept busy all day describing the school's vision and ethos to a consistently large group of interested families, forty-two of whom signed the initial pledge support form. At about this time we also contacted the Directors of Education in Brent and Barnet council, as well as two local Members of Parliament, to make them aware of our plans.

Phase 2: Targeted promotion

During Autumn 2012 we wrote to 40 local primary school heads, inviting them to a meeting to discuss the proposals and invite their feedback. At the same time we developed a more substantial website offering greater insight into the proposals, the parent group behind it, and the vision we were developing for the school. We invested in an image makeover for the school, which we transferred to the website, and to a quantity of printed leaflets.

During the Autumn we also held meetings with councillors and senior management teams of the local authorities, and continued our efforts to engage with feeder primary schools. Eventually, 15 of them agreed to distribute our leaflets directly into the homework bags of year 4 and 5 children. These leaflets, and others we distributed (primarily at the gates of a further five primary schools, but also at four local supermarkets), invited parents to the open meeting we held on 22nd November 2012 at The Crown, our well-known, iconic local hotel (who had kindly offered us a conference room for the purpose). We have also made ourselves regularly available through a weekly, open drop-in slot at the same hotel.

Phase 3: Review

To date we have secured parental commitment to fill 51% of expected intake in the first two years of opening, and expect that to rise to 100% soon after the new term starts.

During our regular reviews of our strategy it became evident that, although we had deliberately chosen communication channels we knew would reach all in-scope parents directly (through their child's homework bag), we faced two key barriers. The first – local parents' enthusiasm for our plans, vision and ethos but failure to organise the submitting of their pledge is proving easy to rectify: a sustained presence at school gates, stopped only by the Christmas holidays, resulted in several parents signing forms on the spot, with regular comments such as "I'm so pleased you've come to the school gates;" or, "I've had your leaflet and I've been meaning to sign up – I just haven't found the time". We have a plan to continue this presence at the school gates once the Spring Term commences and are confident that we will get many more parents grateful that we're following up on the promotion campaign, excited by our plans, and wanting to pledge their support.

The second barrier – relatively low response from minority ethnic groups – we anticipated

from the start. Our vision is for an inclusive school that represents the diversity of our local community but reaching out to all sections of that community is challenging. Hearsay evidence at school gates and at supermarket stakeouts confirmed feedback we've had from a local community adviser (described below) and suggests that many of our target parents have failed to engage for one or more of the following reasons:

- they are simply unfamiliar with the process of applying to secondary school;
- they do not feel comfortable engaging in the English language;
- there are cultural reasons that make it difficult for women to engage with those outside their family or cultural group; and
- they are not ready to consider a transition to secondary school two years away.

E2: A school attractive to pupils of all backgrounds and abilities

The next phase of our marketing campaign – which has been forcibly postponed by the season, so will not get up to full speed until after submission of our bid – will continue to consolidate the awareness raising that has been carried out so far and convert it into further pledges of support. It will particularly focus on the need, particularly in minority ethnic communities, to have the message about Gladstone School mediated and to a certain extent interpreted by trusted individuals competent to understand and communicate, ideally in the familiarity of a native language. For this reason we are deepening our engagement with community groups, a number of whom have taken great interest in the project and have agreed to spread the message on our behalf.

The population of Somali pupils in Brent represents the single largest minority ethnic group, at around 11% of all pupils, so we are pleased to have recruited to our governing body [REDACTED], [REDACTED], a charity set up in 1996 to provide support for Somali refugees struggling to settle in the UK. [REDACTED]

We intend that [REDACTED] will liaise with our teachers across the curriculum to widen their understanding of such issues, both informally and as part of formal CPD. We also plan to identify leaders in other communities who will be able to replicate this pattern of cultural support and engagement for the wider community of pupils and their families.

“Help shape the school by telling us your preferences” on key elements of the proposed teaching delivery. Responses (to tick boxes headed *“What I really want”*) appear below.

We have taken on board the preferences expressed by parents on our leaflets and website and prioritised those areas of high interest (academic discipline; trips to museums; ambitious targets e.g. for exams) within the vision, ethos and curriculum so that the school will be attractive to our local community. We committed ourselves in print to the terms

“Open-space learning” and “active learning” but later changed this simply to active learning. The concept remains difficult to explain in print, which explains the slightly lower level (though still above 80%) of interest in the pedagogies that underpin the school. However, when explaining this approach during face-to-face meetings we have been met with overwhelming support, particularly from parents of boys who immediately recognise its appeal.

Other schools and educational establishments

We have built good relationships with potential feeder primaries. We have written to and made telephone contact with headteachers of in excess of forty, and secured the active support of the headteachers of fifteen. We are determined to continue this process of consultation and make it as effective as possible, ideally to the point of holding open meetings for parents on the school premises.

We have established a constructive dialogue with Brent council; have met [REDACTED] ([REDACTED]); have spoken to and are arranging a meeting with [REDACTED] ([REDACTED]) to secure his active support in ensuring the inclusion of the whole community in the plans for and implications of Gladstone School.

We have met the Education Lead Councillor, and the Deputy Education Director of neighbouring Barnet council, who has agreed to perform an introduction to the headteacher of a neighbouring secondary school in that borough. We plan to have similar meetings with all neighbouring secondary heads during January/February 2013 both to establish good relations and to explore how we might jointly ensure our entry into the local secondary education landscape remains coherent, constructive and supportive to their plans.

As well as our established relationship with the University of Warwick we are actively developing a partnership with Heythrop College, part of the University of London, with a view to securing a formal, mutually beneficial strategic relationship with one of our nearest HE institutions, further increasing our attractiveness to our local community.

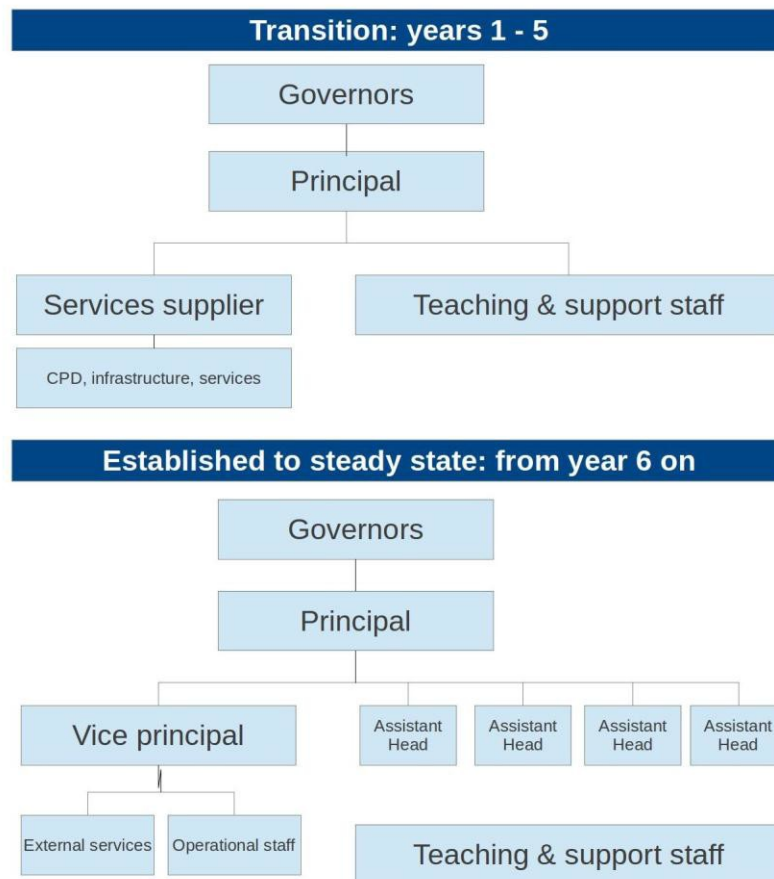
Reaching the wider community

If it is to achieve its aspirations to be a genuine community school we believe Gladstone School should become a resource of value to the whole community, not just its pupils and their parents. Depending on the site and facilities we are able to secure we aspire to opening the School's doors (especially outside of school hours) to the sort of facilities and services which have the potential to bind communities, but become more prized as they become rarer in communities – performance space; libraries; meeting spaces; etc.

In support of this we are developing a dialogue with the Cricklewood Improvement Programme, a local initiative that has secured [REDACTED] funding to raise the profile and attractiveness of the locality in which we hope Gladstone School will be set. We have already established that the two ventures have considerable common purpose, and have in-principle agreement of the Chair of CIP to support the development and deployment of the Gladstone Award Scheme outlined in sections C and D1 and 2.

We have started a relationship with Creative Cricklewood: local artists who will help us promote the arts within the core curriculum and Enrichment sessions outlined in D1 and 2.

F1: The roles of our company members, governing body and Principal in running our school



The structure of Gladstone Free School is:

- **Members:** the legal owners of the company
- **Board of Directors (Governors):** accountable to the Members;
- **The Principal:** accountable to the Board.

Gladstone School is run by a company of charitable purpose limited by guarantee. **Members** of the company have rights and powers under company law to change its constitution, remove directors, receive the annual accounts of the company and attend and vote at company meetings, and have adopted the DfE's Single Academy Model Articles of Association (with trivial changes).

The **Board** is responsible for:

- Strategic and policy development
- Compliance with legal requirements
- Ensuring proper administration and management of Gladstone school

- Capital expenditure decisions
- Senior staff appointment decisions and performance management of the Principal
- Financial and Health and Safety risk analysis and management
- Establishing and maintaining internal procedures to ensure the above

The **Principal** is responsible for the day to day running of the school and will always be a member of the Board. We also have an ad hoc **Advisory Group** of “Advisors” who have expressed a commitment to the vision, and who between them offer a diverse range of skills appropriate to setting up and running Gladstone School, but whose input will be less formal than Governors or Members; and a series of **Strategic Partners** able to offer specialist advice and other benefits. An example is Warwick Business School, who will supply appropriate expertise from their current set of students who are qualified and experienced professionals, and will undertake tasks and assignments to support the school as part of their postgraduate MBA course. We will also continue to have access to **paid advisors** and **consultants**, including our current Education Advisor from Cocentra.

Structure, methods of escalation and lines of accountability

The initial years of Gladstone School are characterised by growth and development, and our proposed governance structures are designed to reflect that. From the sixth year of operation onward, when the operational infrastructures, curriculum and policies are all but fully developed across all year groups, the Principal will have full authority for operational decisions necessary for the proper running of the school, save that the Principal must comply with any relevant procedures for the hiring of staff, may not appoint senior staff without the approval of the Board, may not dismiss any staff member without the approval of the Board, and may not permanently exclude a pupil without consultation with the Chair.

A majority of **Governors** (members of the Board) is appointed by the Members. The Board has authority to appoint additional Governors (up to a limit set by the Members, initially 16). The lines of accountability and escalation will therefore be from the teaching and non-teaching staff to the Principal, the Principal to the Board and, in the limited cases where a matter relates to a member of the Board or the Board itself, from the Board to the Members.

The Board will establish **committees** for the management of certain functions. In all cases a simple majority of the Board is required to establish a committee, always to be chaired by a Governor, who will be entitled to appoint others to the committee, whether Gladstone School Advisors, the staff or other suitably skilled individuals. Committees are expected to make recommendations to the Board but no committee decision shall bind Gladstone School, or any person unless approved at a full meeting of the Board by simple majority.

Build phase overview

Governors are chosen to ensure a proper mix of the skills and experience needed to enable the Board to provide effective oversight of the development and operation of the school. The Members will retain the right and responsibility to appoint up to 60% of the Governors, and will delegate to the Board the right and responsibility of appointing the remainder.

The build phase of the school will be characterised by several duties and responsibilities which will never recur, and we propose to address development of the first five years through a transitional operational and reporting structure. In this phase the Board will create

a Services committee to draft and let a contract with one or more services suppliers whose specific task will be to develop the infrastructure required for a new school. The Chair of the Services Committee – possibly the Principal – will answer to the Board for value for money and monitoring fulfilment of contract to time and budget.

During build phase the Board will meet monthly. The frequency of meeting of Committees will be at the discretion of the Chair, but is expected to be monthly two weeks prior to the Board meeting. As described in D5 Governors may receive objective scrutiny and challenge from an **independent consultant**, competent to offer impartial professional judgements, to mediate on the data and strategic thinking proposed by the Principal, and to coach the Board in performance management of the Principal. An annual meeting of the Board will specifically report on school performance and charge the Principal with improving performance shortfalls identified during the following academic year.

Education consultants Cocentra, part of the Gleeds Group, have provided some additional capacity in preparing our application and may, subject to tender and contract, provide additional capacity and expertise during the build phase.

Development of roles and responsibilities

The following sets out the developing roles and responsibilities of the Governors (via committees) and the Principal.

Phases / years	Build			1-5			6-7		
	Principal	Contracted out	Governing Body	Principal	Contracted out	Governing Body	Principal	Vice Principal	Governing Body
High level function									
Strategic leadership	x	x	x	x	x	x	x	x	x
Public consultation		x							
Marketing and advertising	x	x							
Parent engagement	x	x	x	x	x	x	x	x	x
Recruit/induction of teaching and learning support staff	x	x	x	x	x	x	x	x	x
Recruit/induction of non-teaching and learning staff; contractual arrangements for all staff	x							x	
Establish/maintain relationships with local agencies, schools, Local Authority	x			x					
Acquire initial learning resources	x								
Set and monitor all pupil and whole school targets				x	x	x	x	x	x
Teaching responsibilities				x					
Contractual arrangements		x							
Create subject specific schemes of work		x							
Establish partnerships with high level cultural organisations and universities		x							
Install hardware, information management systems etc		x							
Train staff in core teaching and learning approaches					x				
Lead on Learning outside the Box and Do It>>Write					x				
Procure and/or manage site		x			x			x	

Build and recruitment (pre-opening)

Pre-opening we anticipate a strong input on the vision and strategic leadership of the school coming from the Board, which will recruit the Principal and secure the right organisation(s) to deliver contracted out services. The appointed Principal will focus on the high level tasks associated with preparing a high quality education institution. The functions of marketing, procurement and management of the new school site will be contracted out. In order to ensure year 7 teachers (who will be teaching most of the curriculum – see Section D for detail) can hit the ground running with the highest quality schemes of work tailored to the local area and underpinned by the distinctive pedagogies that underpin Gladstone School's approach, initial schemes of work will be established by a pool of subject specialists.

Induction (operational years 1 to 5)

The Board will continue to play a strong leadership role and monitor targets. Management of the school site and back office functions is contracted out. Staff training in specialist pedagogies will be contracted out to appropriate individuals or organisations.

Established to steady state (operational year 6 and 7)

By year 6 the vision, ethos and distinctive pedagogies of the school will be fully embedded and the Principal will take full control of the strategic direction of the school. The school income will be such that the school can appoint a full-time Vice Principal to manage all operational staff and processes.

Conflicts of Interest

Gladstone School has already identified a potential conflict of interest between the roles of [REDACTED] and [REDACTED] which if, as is envisaged, Gladstone School actively implements, will require teaching staff to be trained in the method.

Gladstone School proposes to address this potential conflict of interest through the application of the 6 Hallmarks of Good Governance set out by the Charity Commission and detailed in the company's Articles of Association. Governors will recuse themselves from any decision involving a real or perceived conflict of interest, and Members will ensure the Board is big enough to ensure such decisions are quorate. To assist with its consideration and determination in the absence of key governors the Board may seek the support and impartial advice of its independent consultant.

Thus, whilst Head-Line Communication would be a potential supplier of the training, provision of training will go out to tender in accordance with the standard requirements for public procurement contracts. We also anticipate continuing to employ paid consultancy. Cocentra, a DfE Framework for Academies and Free Schools company, have provided advice and some additional capacity for the preparation of this application, but we have made no commitments to any paid advisors. It is fully understood that any further such work post approval would be subject to public procurement requirements.

Accessing appropriate and sufficient expertise to deliver the vision

To avoid repetition this section is a common preamble to subsections F2, F3 and F4.

We are confident that we will have a strong Board and school leadership team with the capacity and capability to deliver our education vision, based on a rigorous, structured approach to identifying need and sourcing skills.

A particular challenge for a new school is to ensure procedures are in place to: identify and appoint the right Governors; define and create the right committees; draft, let and manage the right contract(s) with external providers of professional services; and to advertise for, recruit and provide appropriate support and challenge for the Principal and SLT.

The table below shows Members, Governors (including both those formally entered on the Register as Directors at Companies House, and those who have agreed to serve as Governors but not yet been formally admitted to post) and Advisors who have already made a commitment to support Gladstone School at one or other level. For each it qualifies their potential contribution as “understanding” (can contribute knowledgeably to the topic), “experience” (can undertake certain tasks or identify experts) or “expert” (able to fulfil all requirements of the task, subject to availability of time).

Whilst incomplete the analysis of need and the process of appointment of individuals and committees is well under way; completion is an early priority for two Members:

██████████, will (in consultation with others) complete an authoritative and detailed needs analysis identifying the skills required for a successful Board, as well as a skills audit to establish the gaps.

██████████, will identify key tasks, and detail a build programme to ensure committees are formed with the right mix of skills according to a schedule which ensures each element of the project plan will complete on time and on budget. Committees will initially meet monthly and include: Education; Health and Safety; Business and Finance; Services.

In parallel with the analysis and project plan development the Members and Governors will continue to seek out potential Advisors, and appoint appropriately qualified Governors up to the agreed limit to ensure a proper spread of skills.

The individuals and groups who agree to contribute to the enterprise have made an informed commitment to their share of the planning and management of Gladstone School, thus providing the capacity and capability to ensure the school is established and operated successfully in a context of continuous improvement.

F2: Appropriate and sufficient educational expertise

Introduction

Gladstone School's vision is to transform young people's lives through excellent leadership and outstanding teaching in a safe and nurturing environment. Our ambition is for all our pupils to succeed, academically, vocationally and socially, with university the target for the majority. Our target is to create happy, healthy and highly successful young adults.

To deliver our distinctive vision, ethos and ambitions will require knowledge and educational expertise identified in the Skills Audit table. The Members (M) and Governors (G) currently contributing to this project are:

	<i>Education: Contribution and time commitment</i>		
	Application	Pre-opening	Open
██████████ (G)	██████████	1-2 days/week	1 day/week
██████████ (M/G)	██████████	1 day/week	4 hrs/month
██████████ (G)	██████████	4 hrs/month	4 hrs/month
██████████ (G)	██████████	4 hrs/month	4 hrs/month

██████████ (M/G)	██████████	4 hrs/month	4 hrs/month
██████████ (M)	██████████	Ongoing support	
██████████ (M/G)	██████████	4 hrs/month	4 hrs/month
██████████ (G)	██████████	4 hrs/month	4 hrs/month

Relevant experience of Members and Directors

██████████
 ██████████
 ██████████
 ██████████
 ██████████
 ██████████

Advisors with educational expertise include:

7. [REDACTED]
8. [REDACTED]
9. [REDACTED]
10. [REDACTED]
11. [REDACTED]

The Skills Audit table in F1 shows we can fulfil many of the necessary roles:

- **School leadership:** an area of weakness but supported through the advisory role played by Cocentra.
- **Curriculum development and delivery:** [REDACTED]
- **Pedagogy:** [REDACTED]
- **Policies:** all those who have been ex-teachers are familiar with school policies. [REDACTED]
- **SEN:** [REDACTED]
- **Safeguarding:** [REDACTED]
- **16-19:** [REDACTED]
- **Teacher CPD:** [REDACTED]
- **Higher Education:** [REDACTED]
- **School governance:** [REDACTED]
- **Healthy initiatives within schools:** [REDACTED]
- **London-wide learning opportunities:** [REDACTED].
- **Action research:** [REDACTED]
- **School evaluation processes, monitoring and data analysis:** [REDACTED]

Concluding analysis

The Board is confident it has a good quality input in the field of innovative teaching and will be able to drive the vision and methodology that underpin Gladstone School. There are gaps in expertise, and our general approach to identifying and filling them is set out in F1 above. The priorities for the planning team in this area are as follows:

The current Board is under-represented in **school leadership**, and whilst Governors have some understanding of **safeguarding, school policies, school governance** and **school evaluation and monitoring** it is not at a sufficiently experienced level. We also lack anyone who has recent experience of teaching within secondary schools.

The Board intends to address this shortfall as a matter of urgency. A number of Advisors, Governors and Members are actively exploring their network of contacts and we expect to appoint a Board level Education Committee, led by a Chair with recent experience at deputy or head level in a medium to large secondary school, within four months.

We will use the pre-opening phase to consolidate school leadership capacity and capability, an essential pre-requisite to the critical process of appointing a Principal Designate both to drive the pre-opening phase and to ensure that we have the capability to hold the Principal to account for school performance.

F3: Appropriate and sufficient financial expertise to manage our school budget

To date several Members and Governors with business and banking experience have shared responsibility for financial aspects of the project including [REDACTED]

It is clear that in order to set up the school and run it effectively the Board will require the services of an accountant with auditing experience (which could be bought in) and a Finance Director able to ensure appropriate financial systems and controls are in place before the school opens in September 2014. Our current Educational Advisor [REDACTED]

We will secure similar expertise during the pre-opening phase to establish appropriate systems and build capacity within the Board for strategic financial management and oversight of school finances. Suitably qualified Members and Governors can assist with the process of oversight but the Board intends to appoint a Governor with recent director level experience at a medium sized company (or preferably charity) to the Finance Director role

during the pre-opening stage. It is possible that our strategic partnership with Warwick Business School will help us secure a suitably qualified MBA student who can provide the necessary expertise. Additional arrangements such as independent audit services will be agreed as part of the next stage of corporate governance and these additional costs have been included in Financial Plans.

F4: Other relevant expertise to manage the opening and operation of our school

The process of school opening will involve consultation expertise; public tendering for contracts; securing a site together with design supervision and construction/conversion of the school building; the recruitment, training and induction of staff; the selection and installation of ICT systems; and marketing input. We will require specific areas of additional support and capacity during the pre-opening stage including project management; recruiting a Principal Designate and a Finance Manager; technical advice on property and facilities management.

The Board has expertise in some areas but will need access to additional expertise from a range of carefully selected advisors for the pre-opening phase and for the provision of on-going services post opening. Rigid procurement criteria will be developed for each area of service. Governors and Advisors with relevant experience and skills include:

██████████

██████████

██████████

██████████

Warwick Business School: It is a strong aspiration that Gladstone School could provide internships for business professionals needing to further develop their skills as part of their MBA course.

All service procurements, including on-going support for a fixed period, will follow DfE requirements.

F5: Our plans for recruiting a high quality principal, other staff and governors

Recruiting a high quality Principal

This would be one of our highest priorities following acceptance of our bid, to permit a Principal in post one, ideally two, terms before the school opens and so play the fullest part possible in influencing and/or contributing to its development, including facilities, buildings, curriculum, policies and recruitment of staff. If possible, the job description and person specification would be completed by early summer 2013, advertised soon after with interviews taking place soon after the summer half term. This would permit an appointee in post by January and Easter 2014 at the latest. The tight timescales may require an interim appointment for the pre-opening phase; this is being built into our plans.

Experience and qualifications

Given our targets, ambitions and teaching approaches it will be vital to appoint a Principal who shares our vision and commitment to excellence. Direct knowledge of active teaching approaches would be desirable rather than essential, though the Principal must be highly supportive of our ethos and teaching methods. The Principal also needs a commitment to, and ideally experience of, the highest aspirations for pupils regardless of background. Experience of working in a challenging urban area would also be an advantage.

Our leadership aspirations are ambitious, but we are confident they are realistic. Our recruitment drive will be led by [REDACTED] and [REDACTED], high profile proponents of the Gladstone School methods, able to both raise the profile of the job, and to attract potential candidates – particularly those with a highly relevant background in English or Drama, the curriculum areas for which they are best known.

We aim to recruit an existing Principal of a good or outstanding secondary school, a deputy from a good or outstanding secondary who has completed the NPQH qualification, a head or deputy working successfully to turn around a failing school, or a Future Leaders candidate. We will use the National Standards as a basis for drawing up the job description

and analysing prospective candidates.

SEN experience would be a significant advantage, as the Principal will be required to lead on learner support until operational year 3. Experience of teaching will be essential; recent experience desirable. Financial acumen will be highly desirable, though we intend to contract out the financial operation of the school for the first five years and then appoint a Vice Principal with management responsibility for the school's business operations.

Personal characteristics

In realising our vision we will need a Principal who fully supports, and indeed models, the guiding principles that inform the ethos of the school. We will therefore require the Principal to demonstrate personal qualities such as a commitment to collaboration and the ability to innovate. We will also require someone with the highest standards in all aspects of their professional work, a belief in the transformative power of education; a high regard for the physical, mental and emotional well-being of pupils and staff alike and a nurturing and supportive manner. Finally, given the particular demands and challenges of establishing a school from scratch, we will require someone with high levels of resilience and an ability to think and work flexibly.

Plans for recruitment of the Principal

We anticipate several stages in the recruitment, selection and induction process:

- **Preparation** (Clarification of education vision and brief; short listing criteria; approach to recruitment and selection required; interview planning; panel membership and training if necessary including Safer Recruitment)
- **Definition** (Background information; job and person specifications; producing leadership competencies; creating application pack; administration including how to apply and document management)
- **Attraction** (Finalising advert and pack; contracting `relevant' media with details including key process dates)
- **Selection** (Guidance for short listing panel; short listing sift; final arrangements for interview day(s) including notifying successful and unsuccessful applicants; panel decisions/feedback; reference review)
- **Appointment** (Choosing successful candidate and confirming decision, including likely involvement of DfE as representative of Secretary of State; verbal offer; pre-employment checks; feedback)
- **Induction** (Collating useful data; planning induction activities and programme; on-going support and challenge functions)
- **Evaluation** (What worked well; what could be improved upon)

Application Pack

This document, essential to ensure full promotion of the school's unique selling points, will be a key priority immediately after DfE approval to enter pre-opening. We will use Governors' expertise to draw up the document, and test it to ensure all key messages inspire and are well-articulated. We will also offer applicants opportunity for informal dialogue about the school, to ensure all are briefed about the nature of the school, our vision, and our distinctive approach.

Selection and interview

The selection process and interview will be highly important in securing the right Principal to deliver our vision. We will design and score application forms and interview questions to select the candidate most capable of supporting our vision and approaches to pedagogy, policies and environment. Where possible, we would also meet the candidate in their current work environment, to see how they interact with staff and pupils.

Proposed Timeline following DfE approval

May 2013	Appointment panel selected. Soft market testing of interest
Beginning June 2013	TES advertisement
Mid June 2013	Closing deadline for applications
End June	Short listing. Short listed candidates invited by telephone to interview with details confirmed by email
Early July	Interview process and decision; sign off by Board
Mid July	Pre-employment checks. Contract and terms and condition prepared within agreed policy framework
November/December	Induction planning
1 January 2014	Principal takes up post

We will ensure that the requirements for confidential handling of information required by the Information Commissioner (ICO) and individuals enquiring or applying will be fully met.

Induction

The induction process will start as soon after the appointment as possible, and continue through the first nine to twelve months following appointment. To ensure the Principal fully understands the pupil demographic it will include meetings with officers from Brent, neighbouring local authorities, all local primary heads and include time with those supplying contracted out services, particularly the organisation responsible for delivering training in the school's distinctive training methods.

Role of the Principal prior to opening

We will expect the Principal to support the governors by providing leadership and the capacity to plan and manage the many tasks required to open the school by September 2014. This includes working with the DfE and other external advisers appointed to support the pre-opening stage and to agree every aspect of the project plan to opening. The range of tasks the Principal will be directly involved in will include:

- Clarification of education vision and brief to direct the work of others e.g. technical advisers for the accommodation;
- Overseeing the contracted out development of schemes of work and staff induction and training plans ready for staff to deliver teaching methods outlined in our vision
- Preparation of key policies and guidance for staff, pupils and others, including job descriptions, terms and conditions and performance management arrangements
- Finalisation of admissions process, admissions and appeals
- Preparation of staffing structure, recruitment and selection, induction and key policies
- Communications and marketing particularly to ensure enrolment targets are met

- Setting standards and expectations for all staff and many others.

Recruiting and developing high quality members of staff

Staff recruitment

The Principal will have primary responsibility for recruiting staff, though the Governing Body will play an active role in recruiting initial staff and all members of the leadership team.

Qualifications

All core teaching staff will be expected to have QTS status. Experience and qualifications relating to our pupil demographic will be highly desirable and, in some instances, essential. For example, we will need some, if not all, of the learning support team, to be ESOL or CELTA trained. Unless the Principal is SEN trained the school will need to recruit a SEN trained member of teaching staff in its first year of operation.

Professional development

Support and professional development in pre-opening and build phase

As outlined in sections D1 and 2 aspects of the curriculum and delivery are highly distinctive to Gladstone School. Induction and CPD are key to realising our aspiration of being rated outstanding for the quality of our teaching. During pre-opening we will contract appropriately qualified organisations or individuals to conduct training needs analyses for all teaching and learning support staff, and prepare a programme of INSET and CPD to ensure all staff are trained and supported appropriately in the school's distinctive pedagogies. We will also sub-contract a team of subject specialists to work with the CPD provider to create schemes of work, underpinned by the teaching methodologies, so that appropriate initial lesson plans are in place for the first cohort of teachers.

The CPD provider will deliver a programme of in-house training and support, including help devising or delivering schemes of work using active approaches to the curriculum, lesson observations and team teaching. This will ensure all teachers new to the school and/or new to Gladstone's distinctive pedagogical approaches receive appropriate support and training.

On-going, sustained commitment to professional development

Delivering our vision to raise aspiration and attainment will require on-going and sustained commitment to professional development. In operational year 6 we will bring all CPD functions in-house through the recruitment of an Assistant Head: Professional Development.

One of our aspirations is to be rated outstanding for the quality of our teaching; to achieve this we will encourage all teachers to be researchers, owning and analysing evidence around best practice. We will therefore expect all teachers to undertake action research projects; some will be encouraged to build on these to Masters' qualifications through our relationship with the University of Warwick. To support this commitment to action research all teaching staff will enjoy a dedicated allowance of two hours CPD per teaching week. This will strengthen the evidence base on what works to raise attainment and engagement, with a particular emphasis on active approaches to the curriculum. This CPD allowance will also be used for the development of skills and knowledge needed to support the needs of pupils

within our catchment, for example EAL. Further to this commitment, and to facilitate whole school planning, all teachers will undertake 7 days of INSET a year.

We also have a strong commitment to the professional development of non-teaching staff, who need to develop best practice and evidence to support all other aspects of the school, from financial management to health and safety. All non-teaching staff will have an allocation of between one and two hours CPD a week.

In this way, we will build towards our aspiration of being rated outstanding by Ofsted for the quality of our teaching and our ambitions to become a Training School.

Timeline

Job descriptions and person specifications for the first cohort of staff will be drafted and ready for approval as soon as the Principal designate (or interim Principal) is appointed in January 2014, with jobs advertised during the spring term and interviews either at the end of the spring term or early in the summer term 2014. Teaching staff will be recruited first, to allow for resignations from current schools by May half-term.

The first two INSET days take place at the very beginning of the first term and will ensure an effective induction for all staff before pupils arrive.

Recruiting governors

Number and composition of the Board (Governing Body)

The initial Board needs a breadth of experience and expertise to realise our aspirations and establish an entirely new school. To spread the implicit burdens of role and responsibility the Board will start with 16 governors. Once the school is open the required skills set and experience will change, with need for higher representation from the local community and from parents of pupils at the school. We therefore anticipate that some governors – whose skills are best suited to the pre-opening phase – will stand down once the school opens, creating three places for parents and one or two places for members of the community.

Pre-opening phase

Where gaps are defined we will continue to look first to our Advisory Group for governors with the skills, knowledge and passion to realise the school's vision. Induction will be as important to governor appointment as to staff. Governors will follow a thorough induction process based on familiarity with the pupil demographic, school targets, and the school's teaching methods and practices (such as the behaviour policies outlined in D7).

In order to promote a strong collaborative approach to governance all governors will take on a specific role which they will oversee and support, for example SEN and inclusion; curriculum; professional development; health & safety; etc.

Post-opening and long term arrangements

In our second term after opening we will recruit our first set of parent governors. Parents will be invited to stand for office and voting will be undertaken through a ballot.

Section G: Initial costs and financial viability

Section H: Premises

Our selection criteria for premises is:

- A site area with space for Gross Building Area of around 6500 m2 to cater for 800 pupils, aged 11 – 19, when at full capacity;
- Public transport links for connecting bus routes and if possible rail and underground;
- Best possible site access suitable for school buses and cars
- Availability of external space for play and social areas, learning areas, pedestrian and vehicular access
- Car parking.

The calculations for Gladstone School are based on the DfE Interactive Calculator and take into account the gross building area and total site area required for a school of 800 pupils aged 11 - 19. The intake for Gladstone School will be predominantly from the local area although being on the boundary of three Local Authorities some pupils may opt to travel further distances. Hearsay evidence collected at the “school gates” of feeder primaries suggest parents may consider travelling up to one hour to find the right school.

We have had some very informal conversations with planning officers at Brent, which suggested that there may be potential sites for a new school within the borough. We have also had preliminary discussions with the [REDACTED] who made it clear that, whilst we were of course welcome to browse the publicly available list of property assets for sale or lease, our change of status to “Approved Free School” would almost certainly open doors to more possibilities. A separate conversation with the Education Department confirmed that Brent's stated policy of engaging positively with Free School providers would only come into effect once DfE approval to proceed had been granted. The upshot of all this is that we anticipate that Brent Local Authority will be helpful and supportive in assisting us to find appropriate premises, but no conversation can even begin until our status as “Approved” is confirmed.

We have identified three potential sites.

Candidate one

Address & post code	[REDACTED]
Current use of the site	Community centre and gymnasium
Current freeholder	[REDACTED]
Description of the site	The building is considerably dilapidated, and we have reason to believe the council may look very favourably on proposals to redevelop it. The site area is approximately 2000m2, but may be capable of expansion. This site would have several advantages: it is almost exactly where the original William Gladstone secondary school was located; it is on the edge of a large open space, an essential pre-requisite for the successful delivery of the school's commitment to active learning and sports' activities; and it is on

	existing bus routes with easy and relatively safe routes by car, bicycle and foot.
Availability and tenure	
Capital Investment	
Disadvantages	

Candidate two

Address & post code	██████████
Current use of the site	Brown field
Current freeholder	██████████
Description of the site	In 2010 the site was granted planning consent for a £4.5bn 54 hectare redevelopment programme – including the development of a school. The programme is widely regarded as having stalled in the face of today's economic uncertainties, but the fact remains that the land is available and earmarked for development. It could be the developers would regard the development of a Free School as a potential catalyst to the bigger development, and we feel it would be appropriate to make such an approach.
Availability and tenure	
Capital Investment	
Disadvantages	

Candidate three

Address & post code	██████████
Current use of the site	B2/B8 General Industry, Storage and Distribution use.
Current freeholder	Private, n/a
Description of the site	██████████
Availability and tenure	The freehold is for sale;
Capital Investment	asking price £██████████; some requirement for major refurbishment and repair, especially to basement.
Disadvantages	very limited outside space for recreation or open space learning, or car parking for staff.

Section I: Due diligence and other checks

We ask that you note the following, which was discussed and agreed in a telephone conversation on this matter to [REDACTED] in early December 2012.

A number of individuals, Members as well as Governors, expressed concern at what they regarded as an unwarranted intrusion into their privacy on being required to submit comprehensive personal data about themselves so far in advance of approval by the DfE.

Whilst they accept the necessity for personal credit and other checks should the school be eventually approved they ask that you take their integrity as read for the time being, and request them to submit to such checks only when and if the DfE chooses to accept the Gladstone School proposal – provisionally, subject to all key officers passing your credit reference agency checks of course.

As a demonstration of good faith we have submitted the required information for three key directors (two of whom are members of the company) in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street