



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated February 2015)

GIPSY HILL SECONDARY ACADEMY

Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	X	
2. Have you provided information on all of the following areas:		
Section A: Applicant details	X	
Section B: Outline of the school	X	
Section C: Education vision	X	
Section D: Education plan	X	
Section E: Evidence of need	X	
Section F: Capacity and capability	X	
Section G: Budget planning and affordability	X	
Section H: Premises	X	
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	X	
4. Have you fully completed the budget plans?	X	
5. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?		
6. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria		
7. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	X	
8. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk ? (See guidance for dates and deadlines).	X	
9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	X	

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

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

Section I of your application

10. Have you sent:

- a copy of Section A (tab 1 of the Excel template); and
- copies of the Section I Personal Information form for each member, director and Headteacher designate that has not submitted one of these forms within the past 365 days; and
- a list of those members, directors and Headteachers designate who have submitted Section I forms within the past 365 days

by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?

(See guidance for dates and deadlines)

X

Declaration

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

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

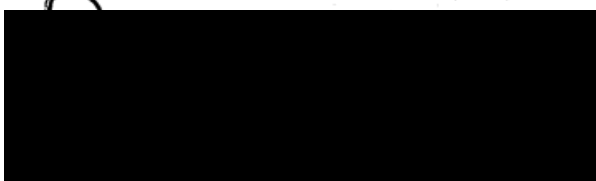
- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation)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

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

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

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

Signed:



Position:



Print name:



Date: 22nd May 2015

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

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

Contents

Section A.....	i
Section B.....	iv
Section C: Education vision	1
Section D: Education plan.....	12
Section D1.....	17
Section D2.....	49
Section D3.....	53
Section E: Evidence of need.....	63
Section E2.....	70
Section F: Capacity and capability	71
Section F1 (a) Pre-opening skills and experience	71
Section F1 (b) Skills gap in pre-opening.....	76
Section F2.....	76
Section F3 (a) Proposed trustees.....	85
Section F3 (b) Skills gap for board of trustees	86
Section F4.....	87
Section F5.....	92
Section F6	94
Section G: Budget planning and affordability	97
Section G3: Strategic planning for a 30% budget reduction	100
Section H.....	
Site plans (107 Knights Hill)	
Site plans (Anerley Town Hall)	
Site plans (Crystal Palace Park)	
Site plans (Barnardo's Heshima Centre)	
Annex: CVs	



Department
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SECTION A: APPLICANT DETAILS

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

[Jump to about the company](#)

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

[Jump to links to other organisations](#)

Basic information

Name of proposed school:	83285
Is this a route one application or a route two application?	Route 2
Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 30 in the How to Apply Guide for details.	
Address of lead applicant:	
Email address of lead applicant:	
Telephone number of lead applicant:	
How you would describe your group?	A cluster of schools
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	Yes
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Wave 8 Oct 2014

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Gipsy Hill Trust
Company address:	
Company registration number:	
Date when company was incorporated:	16th September 2014
Please confirm the total number of company members (must be a minimum of 3):	5

Please give the names of all company members:	██████████
	██████████
	██████████
	██████████
	██████████
	██████████

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

Please provide the name of the proposed chair of the board of trustees, if known:	
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	Yes. ██████████ are married, and ██████████ are married.
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	0
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Gipsy Hill Federation of Schools
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Please select
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
--	--

How many free schools are you seeking to open in this application round?	1
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Links to other organisations

Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	No
--	----

If Yes, please provide the following information about each organisation: • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school.	
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Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).	
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If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:	
---	--

Have you received help and support from the New Schools Network (NSN)?	NSN Development Programme (previous wave)
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In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	No
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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:	
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SECTION B: OUTLINE OF THE SCHOOL

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

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.	
In which local authority is your preferred location?	Lambeth
Proposed opening year:	2016
Age Range:	11-19
If 'other' please specify	
Will the school have a sixth form?	Yes
Will your school be co-educational or single sex?	Co-educational
Is your school a hybrid type?	Not a hybrid
Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
If you answered yes to either of the above questions, please say which faith:	Please select
If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
If other, please specify	
Maximum capacity of proposed free school:	1680
Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	1200 secondary places 480 post-16 places
Please say which year groups the school will have in first year and the PAN for each	Year 7 - 240 places
Date proposed school will reach expected capacity in all year groups:	2022
Will your proposed school include residential provision?	No

If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	
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Please say how many people will sit on your governing body:	6-10
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Use of freedoms

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

Executive Summary

Our community wants and needs an outstanding secondary school, a school which will offer our children opportunity, a better future, continuity of excellence for those children who will move from our five feeder Gipsy Hill Federation (GHF) primary schools to the Gipsy Hill Secondary Academy and a high quality option for other families in Lambeth and the surrounding area. With 2,222 support signatures and Y7 intakes for 2016 and 2017 oversubscribed, it is clear that our community is committed to the Gipsy Hill Secondary Academy.

2016 Y7 – 287 parent signatures (120%)

2017 Y7 – 344 parent signatures (143%)

This 11-19 secondary academy will bring a **classical, aspirational education** based around **logic, grammar and rhetoric** to inner South London. Building from our primary schools through to the new sixth form we will guide our pupils to the most **demanding and competitive qualifications and destinations**. We will use our freedoms to deliver a **traditional curriculum in a highly innovative way**, with strong pastoral support and a relentless focus on performance and success. Our outstanding primary schools have created the foundations. Now we want to transform the life chances of our pupils by making them into **confident, capable, successful adults**.

The new school would open in September 2016 with eight classes in Y7, growing year by year to 1,680 students when at full capacity in 2022. At the moment young people in our area, including those leaving our GHF primary schools, are not able to access the quality of secondary education they deserve. DfE performance data¹ suggests:

- Within a 3-mile radius of Gipsy Hill only 5.9% of students achieve grades AAB or higher in at least 2 facilitating subjects at A-level, compared with a national average of 11.9%; only 2 heavily oversubscribed schools meet national averages of pupils achieving at least 3 A-levels at A*-E;
- Too often the better than expected progress and exceptional outcomes achieved by GHF Y6 leavers (av. KS2 level ranges from 4a – 5c for reading, writing and Maths) are not translated into even expected outcomes at KS4 (See Figure 8, page 67);
- Families tell us that transition to local secondary schools is often poorly managed, that information passed on by KS2 teachers is lost or ignored and that their children's progress seems to stall in Y7, and
- A severe shortage of secondary school places of any quality is forecast in the South London area. 9.2 additional forms of entry will be required in September 2018 and this figure more than doubles to 20.4 additional forms in September 2019 (See Table 1, page 2).
- Our vision is for a community that is served by the outstanding Gipsy Hill Secondary Academy. In attending the school, many more local children will be empowered to recognise and fulfil their potential, make sustained progress, exceed expectations and progress with confidence towards the future, contributing to 21st Century Britain and the wider world.

Aspiration 1: To provide educational opportunities which will enable more local children to achieve their potential and leave school well qualified for a successful adult life.

- a) School Progress 8 measure to be +1
- b) Aim for 100% of students to get Grade 6
- c) School to be outstanding in level 3 CVA indices and above national average in % attaining A*/B.

¹ DfE data 2014

- d) No attainment or progress gap between disadvantaged students and all others
- e) 100% transitioning to university, higher education, training, workplace or establishing own enterprise
- f) Outstanding Ofsted outcome within 2 years of opening: 100% good teaching, 90% outstanding
- g) 90%+ transition rate from Y12 to 13

Taking account of our projected intake and the performance of the outstanding secondary school we are partnered with (Holland Park School) we believe that this is a reasonable aspiration to have. We also intend that the school should be balanced and happy, a community in which everybody is valued, encouraged and enabled to flourish and which nurtures an eagerness, willingness and ability to give back to society, not just take from it.

Specifically, we believe that continuity of approach and forensic, personal knowledge of each child contributes to excellence². Beyond that, high expectations are key to raising standards. This belief is supported by the most recent relevant international research³, by extensive work with Holland Park School (see page 9) and by the experienced experts we have consulted with in shaping this vision⁴. In addition, teaching skills in critical thinking has been proven to make a measurable difference to student outcomes, the biggest difference being made by an explicit programme of instruction⁵. Our curriculum has been carefully designed to support our ambitions and will translate our educational philosophy into a distinctive, coherent and immersive learning experience.

Rationale

The GHF, with the backing of its full parent group, wants to seize the opportunity to open a secondary Free School to meet the existing and growing needs of its community.

For over three years parents have been asking us for a better local option in terms of a secondary school for their children. In 2014 GHF Y6 leavers attended 37 schools spanning 9 boroughs, though most attended secondary schools in Lambeth (71%) and Southwark (17%). A serious shortage of secondary places is forecast in both boroughs (See Table 1, below); local secondary schools will not be able to provide sufficient places to meet demand in the coming years, let alone sustain any meaningful choice. Parents want to be able to choose a school with the ethos, specialisms and performance to suit their child, but often Y6 leavers fail to get a place at their first or second choice of school. It is likely to become more common for Y7 students to be starting at their fourth or even fifth preference school if action is not taken now to provide more places and target these towards what local parents want.

	Sep-16	Sep-17	Sep-18	Sep-19	Sep-20
Lambeth	147	94	-12	-86	-162
Southwark	-23	-64	-264	-527	-404
TOTAL	124	30	-276	-613	-566
Equivalent FE	4.1	1.0	-9.2	-20.4	-18.9

Table 1 Forecast shortage of secondary places

² See for example Sutherland, Yee, with Harris (2010) Supporting Learning in the transition from primary to secondary school, <http://www.bris.ac.uk/cmpo/publications/other/transition.pdf> The Charity Young Minds suggests that one in five year 7 students find difficulties during the transition from primary to secondary school: <http://www.youngminds.org.uk/assets/0000/1303/Transitionfromprimarytosecondary.pdf>

³ "In Finland, Japan, Singapore, Shanghai and Hong Kong, students, parents, teachers and the public at large tend to share the belief that all students are capable of achieving high standards" <http://www.bbc.co.uk/news/business-31087545>

⁴ Cook, C. (2013) London school children perform the best; DfE (2012) Schools, Pupils and their Characteristics, January 2012; Mouched, M., Chijioke, C and Barber (2010) How the world's most improved school systems keep getting better; What makes a successful transition to Secondary School? http://www.ioe.ac.uk/EPPSE/What_makes_a_successful_transition_from_Primary_to_Secondary_School_Research_Bite.pdf also Wyness, G. (2011) London schooling: lessons from the capital, Centre Forum; Wyness (2011)

⁵ LM Marina & DF Halpern "Pedagogy for developing critical thinking in adolescents: Explicit instruction produces greatest gains" Thinking Skills and Creativity Vol 6, Issue 1, April 2011, pp1–13 <http://images.pearsonassessments.com/images/tmrs/CriticalThinkingReviewFINAL.pdf> provides a useful summary of definitions and research findings.

As a result of extensive consultations, we know that parents' priority in our area is a secondary school that will sustain and build on the exceptional KS2 outcomes and learning habits achieved by the Federation's five core primary schools: Kingswood, Elm Wood, Paxton, Crawford and Fenstanton. In 2014 fewer than 3 in 10 of our Y6 leavers started in an outstanding secondary school; 13 started in schools which required improvement. More worryingly, even in outstanding local schools, significant numbers of pupils failed to make even expected progress, with the most vulnerable low-attaining pupils failing to fulfil their potential at the vast majority of schools in Lambeth and Southwark (see Table 2, below).

	% of schools with <85% pupils making expected progress in English			% of schools with <85% pupils making expected progress in Maths		
	Low-attainers	Middle-attainers	High-attainers	Low-attainers	Middle-attainers	High-attainers
Lambeth Schools	92%	62%	42%	85%	54%	25%
Southwark Schools	87%	53%	27%	93%	67%	33%

Table 2 Significant numbers of low-achievers fail to make expected progress in most of Lambeth and Southwark secondary schools (2014 data, DfE Performance Tables)

Although on average Lambeth's secondary schools outperform secondary schools nationally at GCSE - an average of 67.2% achieving 5A*-C including English and Maths compared to a national average of 59.9% - this statistic conceals a wide disparity between schools. In 2014 32 GHF leavers started at a school which achieved only 31% 5A*-C including English and Maths in 2014. Further, even at good or outstanding schools good GCSE results are often not translated into acceptable A-level results, results that might make university or a well-paying job possible. In Lambeth only 71% of students currently achieve 3 A-levels at A*-E, well below the national average of 81% but again there is huge variation between schools. To put the figures in perspective; in 2014 29 GHF Y6 leavers started at a school which achieves only 19% 3 A-levels at A*-E. Parents are not satisfied that such secondary options offer their children the life-opportunities they deserve.

"We were very concerned about where the children could go to secondary school in this area. To know that this continuity of excellence could be available would be a dream come true and continue the high standard which the staff and children have worked so hard to achieve at the Gipsy Hill Federation schools as a whole. Please make this a reality! Thank you."

Parent, Kingswood Primary School

Aspiration 1: To provide educational opportunities which will enable more local children to achieve their potential and leave school well qualified for a successful adult life (A1)

- School Progress 8 measure to be +1
- Aim for 100% of students to get Grade 6
- School to be outstanding in level 3 CVA indices and above national average in % attaining A*/B.
- No attainment or progress gap between disadvantaged students and all others
- 100% transitioning to university, higher education, training, workplace or establishing own enterprise
- Outstanding Ofsted outcome within 2 years of opening: 100% good teaching, 90% outstanding
- 90%+ transition rate from Y12 to 13

Further, parents tell us that their experience of transition to local secondary schools is often poorly managed. The poor performance of destination secondary schools, particularly in relation to low-attaining and EAL pupils (see Figure 9, page 68), combined with research which suggests that a successful transition into Secondary School is key to maintaining progress and levels of achievement⁶, supports this anecdotal evidence. Parents want continuity between primary and secondary school, joined-up thinking which will ensure that the forensic knowledge that KS2 teachers have of Y6 leavers is not wasted but informs their education in KS3 and beyond.

Aspiration 2: To provide opportunities for *all* children, ensuring that no-one is left behind or allowed to opt for failure (A2)

Our area is religiously mixed and, according to census data at least as many people identified as non-religious as Christian in 2011⁷. The three most popular destination schools for GHF Y6 Leavers in 2014 (taking more than half of the children) are non-religious, non-selective and co-educational, yet of the 41 state secondary schools in our extended area which Y6 students might have chosen, 11 are Christian, 7 are single-sex and 3 are selective. None of the three most popular choices are outstanding schools; of the outstanding schools that Y6 leavers could have chosen, only one (Harris Academy, Crystal Palace) is non-religious, co-educational and non-selective and it regularly has over 2,000 applicants for its 180 Y7 places. These figures alone suggest that local parents want to be able to choose an outstanding non-religious, non-selective, co-educational school for their child and that there is insufficient supply of such places to meet demand.

Aspiration 3: To provide an outstanding school without particular religious affiliation, which has a strong ethos, values commitment, opportunity, respect and excellence and cares for the whole child (A3)

In addition, several local schools have specialisms, selecting 10% of pupils and skewing their curriculum and enrichment opportunities accordingly. Parents say that many children have no settled idea of their skills and interests at age 10 and that applying to a specialist secondary school seems like closing off other options. They want the option of applying to an outstanding school which offers an excellent all-round education with the emphasis on keeping children's options open for as long as possible, such as by focussing on Maths, English and Science and keeping up the requirement to study a language, which can be very difficult to start again if dropped at 14.

Aspiration 4: To provide an excellent all-round education; a sound foundation of knowledge, skills, experience and memories on which young people can build a successful life in 21st Century Britain (A4)

Parents noted that the attraction of applying to heavily over-subscribed specialist schools e.g. Harris Academy Crystal Palace (Technology) was more to do with the extended school day and results they offer than the specialism, which many saw as adding little and possibly being an off-putting factor. Several parents perceived "specialisms" as a means of selecting by the back door, unfair and likely to advantage middle-class children. Our own research suggests that parents of GHF primary students often work long hours and many struggle to meet the costs of child-care. With

⁶ Cook, C. (2013) London school children perform the best; DfE (2012) Schools, Pupils and their Characteristics, January 2012; Mouched, M., Chijioke, C and Barber (2010) How the world's most improved school systems keep getting better; What makes a successful transition to Secondary School? http://www.ioe.ac.uk/EPPSE_What_makes_a_successful_transition_from_Primary_to_Secondary_School_Research_Bite.pdf also Wyness, G. (2011) London schooling: lessons from the capital, Centre Forum; Wyness (2011)

⁷ http://en.wikipedia.org/wiki/Demographics_of_London

spiralling house-prices and rents in the area and likely cuts to in-work benefits, it seems likely that this situation will grow worse, not better.⁸ Further, for the most disadvantaged students, working in the home environment can be nigh-on impossible. Overcrowding and associated noise, distractions⁹ and lack of proper facilities such as books and computers with internet access¹⁰ can cause students to fall behind, including through not completing homework to the highest standard. Parents wanted a longer school day but felt that longer terms would make it very difficult for families with children of different ages and at different schools.

Aspiration 5: To provide an extended school-day with enrichment opportunities and supervised study with access to ICT built-in for all students.

In order to make our aspirations a reality, the Gipsy Hill Secondary Academy will:

- (i) **Offer the maximum possible number of places**, showing our commitment to addressing the shortage and reducing the likelihood of disappointing families (A1¹¹);
- (ii) **Be non-selective, have the highest expectations of every child** and be committed to providing the best opportunity for all children to fulfil their potential, academic and otherwise, and achieve excellence (A2);
- (iii) **Be non-religious and offer no particular specialism**, while providing high-quality opportunities for students to learn about religion and reflect on the “big questions” having clear values and a commitment to rigour and excellence in every aspect of learning (A1, A2, A3, A4);
- (iv) **Offer a seamless transition into KS3** (and into KS4, KS5 and onwards to Further Education, employment or own enterprise) using the forensic knowledge we have of students and consistency in simple core procedures to sustain progress and make high levels of attainment possible (A1, A2);
- (v) **Put high-quality personal Tutoring and teacher-pupil relationships at the heart of the school experience** (A1, A2, A3, A4);
- (vi) **Provide a broad, balanced, inspiring and academically rigorous curriculum**, fully integrated co-curriculum and multiple enrichment opportunities, all aimed at maximising students’ options going forward into adult life, building a life-long love of learning and communicating the broader relevance of what we do in school (A1, A2, A3, A4);
- (vii) Build skills in **critical reasoning**, so as to support high levels of achievement across the curriculum, student engagement with and understanding of contemporary issues of local and global concern¹² (A1, A3, A4);
- (viii) **Support an extended school-day**, giving us the flexibility to provide more lessons, more opportunities, more supervision and more interaction with teachers for *all* our students, taking account of the fact that most local families have parents or carers in full-time work and the need to offer *all* young people a place of safety and stability and good facilities to support learning (A5 – also A1, A2 and A4 implicitly);
- (ix) **Insist on outstanding teaching, leadership and management**, upholding our vision, ethos and values and ensuring expected or better than expected performance at GCSE and A-

⁸ <http://www.bbc.co.uk/news/education-21668842> The average cost of after-school care for KS3 and KS4 students, too young to go home to an empty home, is ██████████ in London.

⁹ <http://dera.ioe.ac.uk/5073/1/138631.pdf> page 27 summarises the research to support this claim about overcrowding and educational attainment.

¹⁰ <http://www.ox.ac.uk/news/2012-12-22-uk-teenagers-without-internet-are-educationally-disadvantaged> outlines the findings of research conducted by Dr Chris Davies and Dr Rebecca Eynon, published in *Teenagers and Technology*, Routledge, 2013.

¹¹ A1 and henceforth, all A references relate to Aspirations 1 -5 as outlined above.

¹² <http://www.cambridgeassessment.org.uk/Images/109973-critical-thinking-factsheet-3.pdf> provides a brief insight into the benefits of teaching Critical Thinking skills explicitly; see also “Teaching critical thinking for transfer across domains: Disposition, skills, structure training, and metacognitive monitoring” by Halpern, Diane F. *American Psychologist*, Vol 53(4), Apr 1998, 449-455

level. GHF will employ highly qualified teachers¹³ and support staff, experienced and well-trained managers and provide robust, research-led CPD opportunities to all (A1, A2, A3 and A4), and

- (x) **Maintain a comprehensive plan for community engagement**, including public events and activities, facilities hire, trips, visits, speakers and pupil community service. (A3).

By achieving our aspirations in these ways the school will meet the needs of our community and give them the option for secondary education they currently lack.

The **ten founding principles (FP)** above reflect both educational research and our first-hand knowledge and experience of what makes a highly effective school in a challenging urban environment an exceptional place to learn and achieve, where students can exceed national, local and expected rates of improvement.

We will benchmark our school in line with our aspiration to offer the best possible education in either the state or private sector.

We will seek external evaluation from Holland Park School in the first instance, and more widely through national and international evaluation and accreditation.

The profile of the GHF intake, which would approximately equate to the profile of the Gipsy Hill Secondary Academy intake, might suggest that significant numbers of pupils are disadvantaged, less likely to be secondary ready, that their future levels of attainment might be low. Nevertheless, the GHF does not subscribe to the notion that attainment, let alone progress, is necessarily limited by these factors. Our impact data demonstrates that disadvantage does not have to be a barrier to success: whilst the percentages of students attending primary GHF schools from disadvantaged groups are high (compared to national data) their progress and achievement is equal to, or better than all others.¹⁴ Children from every social and ethnic background progress under our care and no child is left behind in our quest for excellence. We are constantly challenged by current research, including the OECD findings, which highlight the importance and impact of outstanding teaching on the progress and achievement of students in disadvantaged groups.¹⁵

“Results from Pisa tests show that the 10% most disadvantaged 15-year-olds in Shanghai have better Maths skills than the 10% most privileged students in the United States.”

The Gipsy Hill Secondary Academy will set high, aspirational targets for secondary pupils, using detailed knowledge, from primary schools, from rigorous baseline testing and from personalised Tutoring, to inform these, guide interventions and ensure that students know their potential and fulfil it, achieving at least expected or better than expected progress, earning the qualifications and building the skills they need to progress to further education, employment or enterprise and a fulfilled adult life (A1, A2).

Pan Federation 2014-15 statistics: Children at Risk of Educational Disadvantage		
Total Pupils	2518	
EAL	N= 1139	Between 36-59%
FSM	N= 830	Between 24-48%
LAC	N= 19	Between 0-1.7%
SEN	N= 683	Between 20-32%

Table 3 Pan Federation statistics in relation to English as an Additional Language (EAL), Free School Meals (FSM), Looked-after Children (LAC) and Special Educational Needs (SEN)

¹³ The OECD and the Sutton Trust agree that excellent teachers makes the most difference to student outcomes, much greater than class-sizes or ability grouping <http://www.suttontrust.com/researcharchive/great-teaching/> <http://www.bbc.co.uk/news/business-31087545>

¹⁴ See CASE STUDY: Crawford Primary School Y6 Leavers 2014 Cohort Analysis

¹⁵ See - Andreas Schleicher, OECD director of education and skills

	Reading L4+	Reading L5+	Writing L4+	Writing L5+	Maths L4+	Maths L5+
Kingswood	100%	44%	96%	45%	100%	46%
Elm Wood	100%	71%	100%	32%	100%	75%
Paxton	100%	96%	96%	58%	100%	77%
Crawford	94%	44%	94%	30%	92%	18%
Fenstanton	81%	22%	91%	14%	90%	22%
Average	95%	55.4%	77.6%	35.8	96.4%	47.6%

Table 4 Gipsy Hill Federation 2014 KS2 Data

We will use the freedoms given to us to provide a truly outstanding education to *all* pupils (A2, A4). Inspired by the work of:

- ✓ Our outstanding partner school and secondary expertise on our Board of Directors who will consistently challenge us, providing us the highest benchmark against which we will judge ourselves;
- ✓ A whole-school focus on literacy, philosophy and the opportunities London affords us;
- ✓ A research informed curriculum which is underpinned by the most effective and efficient systems and leadership to promote outstanding teaching;
- ✓ The International Baccalaureate Organisation in providing a gold-standard in global education, including in some of the most disadvantaged schools in the USA¹⁶, and
- ✓ Cambridge International Examinations¹⁷ and the College Board in the USA¹⁸ in developing courses in Global Perspectives and Research in conjunction with leading universities and employers to complete students' school education and providing them with the skills and understanding they need to succeed at university and in the 21st Century workplace.

We will use our **freedom from having to follow the National Curriculum** to provide a coherent curriculum with a core of critical reasoning, skills for learning and community action throughout KS3, 4 and 5. Subjects will use the English National Curriculum as a starting point in planning their curricula, but will have the freedom to depart from it (with proper justification) where doing so will best serve the students and the vision of Gipsy Hill Secondary Academy. RE will reflect local syllabi.

KS3 is often the poor relation in secondary schools with curricula often too packed, "bitty" and unfocussed to be truly effective, support sustained learning or student engagement. In planning the Gipsy Hill Secondary Academy, in consultation with parents and informed by leading international literature on what makes a successful transition and a successful school, we have worked to make the transition from Primary to Secondary more gradual, providing fewer teachers for longer in Years 7 and 8 and encouraging them to plan creatively and collaboratively, building on the skills in inquiry based learning developed through GHF Primary Curricula to support early secondary pupils in being independent, curious learners with a sense of responsibility for their own development. We have chosen to see KS3 as a rich opportunity to explore the connectedness of things, build key learning skills and competencies in preparation for publically examined courses. Having **the freedom to determine the pay and conditions of our staff** makes it possible to make best use of leaders and managers and keep their focus on improving the quality of teaching and learning.

At KS4 and KS5, we want to resist the tendency for young people to specialise too early and (within the parameters of the GCSE and A-level system, funding and DfE requirements) will do our best to ensure breadth and balance, a joined up coherent educational experience rather than a randomly chosen list of subjects and discrete qualifications. We intend that all students at the Gipsy Hill

¹⁶ <http://blogs.ibo.org/blog/category/programme-related-news-and-topics/e2-excellence-and-equity/>

¹⁷ <http://www.cie.org.uk/programmes-and-qualifications/cambridge-global-perspectives/>

¹⁸ <https://lp.collegeboard.org/ap-capstone>

Secondary Academy will gain at least a 6 in English and Maths, that all should study Science, humanities and a foreign language for five years, that all should find out about issues of global and local concern and develop the skills to critically engage with a range of different perspectives on these, and that all should enjoy a stimulating variety of co-curricular enrichment opportunities, including opportunities for leadership, community action and enterprise education. This high-quality, rounded and immersive educational experience will ensure that our students are best placed to contribute to 21st Century Britain and the world. Our **freedom to set the length of the school day and determine the pay and conditions of our staff** makes this ambition possible.

Tutoring is at the heart of our educational model. It will ensure that each child is known as an individual (despite the size of the school) and feel part of an extended family of peers, it will provide detailed academic oversight, support quick and effective responses to issues as they arise, enable meaningful, regular communication with parents and carers and foster a culture of target-setting and reflection. The **freedom to set the length of the school day and determine the pay and conditions of our staff** will make Tutoring possible and with it the benefits to students' progress and development.

Finally, **freedom from Local Authority control and having control of funding** will enable us to be more efficient and imaginative in our spending, such as by funding HLTAs and Learning Mentors to support private study and provide targeted support for the students who most need it.

Vision

Across the GHF we see philosophy as the love of wisdom, a *practice* which underpins how we manage, how we teach and how we want students to learn, which is directed towards practical knowledge or *wisdom*, not just cleverness or paper success. Our philosophy means that everybody – from the CEO or Headteacher to a Y7 student, from a teacher of Maths to the school Premises Officers – is and will be encouraged and enabled to think about, discuss and contextualise what is done, why it is done, how it is done, if and how it could be improved. Everybody must see theory and practice as connected.

As a result of much thought and discussion, as a federation we see education as the process of bringing out human potential (from the Latin *educare*), a process which has been the subject of much thought across the generations. It is not just about examination results or Ofsted reports – although these are both important – it is about helping young people to become FULLY HUMAN and, to use Thoreau's phrase, to "*live deep*" We aspire to use the wisdom of the greatest thinkers in order to improve our understanding of education and what we do to further it.

In practice, the GHF Philosophy will shape the Gipsy Hill Secondary Academy, making it:

1. Concerned for the whole person; as committed to students' spiritual, moral, social and cultural education and emotional development as to their academic progress;
2. Mindful that learning is not just the retention of facts, not just measured through performance in formal examinations, but is depth of understanding and ability to critically engage with and apply what has been learned, measured through ongoing learning and success in life, and
3. Aware of, critically evaluate and apply the best in international educational research, methodologies and relevant technological tools - as well as the ideas of previous generations and other cultures - to facilitate, accelerate and enrich learning wherever possible.

Our Philosophy translates directly into the Ethos & CORE Values of Gipsy Hill Secondary Academy and underpins the secondary curriculum which we have developed for it.

Gipsy Hill Secondary Academy CORE Values

A value is a central belief clearly understood and shared by every member of the school community. We believe in commitment, oppportunity, respect and excellence.

By **commitment** we mean that everyone

- ✓ tries their best
- ✓ sees failure as a learning opportunity and works at becoming resilient
- ✓ is keen to further the school aims and keep school rules
- ✓ is willing to care for and support others, particularly the vulnerable

- ✓ appreciates that learning must happen outside and after school, as well as in it

By **opportunity** we mean that everyone

- ✓ works to make the school outstanding
- ✓ treats others equally and fairly to ensure that the school is inclusive
- ✓ develops confidence through participation and seizes chances that are offered them
- ✓ reflects honestly, sets & works towards targets for improvement
- ✓ pursues interests in a manner which broadens horizons, volunteers in a variety of situations

By **respect** we mean that everyone

- ✓ aspires to learn and looks up to those with greater knowledge and experience
- ✓ values and cares for all members both of the community as people
- ✓ displays good manners at all times and treats everybody with courtesy
- ✓ tolerates difference while being keen and able to critically engage with difference.
- ✓ shows respect for the school buildings, facilities and resources - and the broader environment

By **excellence** we mean that everyone

- ✓ has high expectations of themselves and of the school
- ✓ is proud of personal achievement
- ✓ sets high standards and personal goals for improvement
- ✓ makes best use of talents, time and resources
- ✓ celebrates and shares in the achievements of others

Ethos

Recognising its place at the heart of its local community and building on the work of parents, carers and primary teachers, Gipsy Hill Secondary Academy aims to provide an outstanding education for all of its students, encouraging and enabling each to be fulfilled and become wise, to be safe and to flourish, to develop into a high-functioning adult and make a real contribution to their world.

The school sees itself as a community of individuals, a community within a community and a community with responsibilities; it supports every member of its community to be reflective, self-aware and self-critical, looking inwards with an eye to improvement, as well as looking outwards to make the most of every opportunity, whether academic, cultural or sporting or an opportunity to serve others, especially the most vulnerable.

As a community the school values commitment, opportunity, respect and excellence; it stands for equality and fairness, engagement, having high expectations, for courtesy and personal responsibility.

Response to the DfE feedback from the application March 2015

The DfE verbal feedback and letter and highlighted 3 areas for improvement in our application:

1. To improve and 'paint a picture' of our proposed curriculum

Steps taken: As part of our application we have undertaken a rigorous programme of visits to secondary schools during autumn '14 to identify high quality partners to work with who share our commitment to excellence and were able to offer a substantial undertaking in terms of support to assist us in securing the vision for The Gipsy Hill Secondary Academy. We have worked intensively since January '15 with the outstanding Holland Park School. A school with which we have an affinity, which mirrored our proposed school size, EAL intake and demonstrated the same attention to detail in core procedures to deliver the highest quality of teaching, marking and recorded learning. Below Holland Park describe the work we have undertaken planned well in advance of feedback received from the Department to further develop our secondary curriculum proposal.

"Holland Park School's Leadership Team has invested substantially and extensively in assisting [REDACTED] and his team to develop their plans for the opening of their Free School. Key personnel from the Gipsy Hill Federation including all of their current Headteachers and deputies have attended training led by Holland Park School's leaders in: strategic and effective leadership; understanding curriculum innovation; assessing the quality of teaching of key stage three, four and

five; developing the quality of teaching; scrutinizing workbooks and strategies for improving the quality of assessment across all subjects. [REDACTED] and his team have shadowed Holland Park School's Leadership Team to deepen their knowledge and understanding of the complexities of secondary school leadership. They have also been provided with direct experience of the learner journey through exploring the specific issues relating to each key stage, including implications of the national curriculum and assessment and how staff development could be structured to support outstanding teaching. A Deputy Head from Holland Park School has been working intensively with the team to develop their curriculum development and delivery further.

In the short term, Holland Park School have committed to assist through school to school support:

- the design of a recruitment, induction and support programme for the newly appointed Headteacher;
- the design of a two day student induction programme;
- the design of staff development programme;
- Headteacher interviews;
- Deputy / Assistant Headteacher interviews;
- Subject specialist recruitment, including hosting interviews;
- support for the newly appointed Headteacher (including supporting her/him to work on detailed planning for provision, as well as structured visits to best practice providers to support the vision and to secure exceptionally high expectations from the outset, and
- the design and commission of an annual external scrutiny (quality of teaching and learning, review of data and tracking etc.).

It is anticipated that the outcome in the short term will be for the submission of the Gipsy Hill Trust's Free School application to be successful. In the longer term, Holland Park School is committed to providing on-going strategic support and guidance to school leaders including an offering of staff development activity, teacher shadowing activities and assistance with leadership development and practical guidance to assist the development of the school."

[REDACTED], **Holland Park School**

In addition we have worked on our improving our proposed curriculum in the following ways:

- our Board and all GHF senior school leaders committed to attend a Saturday where we explored our core procedures in a secondary context and sessions led by [REDACTED] developed Critical Reasoning at KS3, 4 & 5 building seamlessly on our primary approach to Philosophy 4 Children.
- prospective [REDACTED], a Specialist Leader of Education for English from the outstanding [REDACTED] and [REDACTED] joined our team at Holland Park School to give further perspective on our curriculum
- we have developed a network with similar schools' all-through' in nature and growing from Y7 e.g. the outstanding Reach Academy to explore reciprocal collaborations and future support for our Headteacher (see page 87)

Specific curriculum changes from our first submission (see Table 6 Curriculum plan, page 16):

- revised targets to reflect new progress measures
- streamlined Key Stage 3 delivered over three years (not two) that effectively prepares students for the increased demands of the KS4 curriculum, allows for deep learning and innovation by not slavishly following the National Curriculum with a keen eye to A-level requirements and beyond
- previously implied references to health and physical education made more explicit
- greater attention to curriculum pathways for all students and illustration of the school in operation on the ground
- inclusion of vocational subjects at KS5

2. To ensure our model a) provides autonomy for the Headteacher and b) attracts a strong field of applicants for the position of Headteacher

Steps taken: Working with proposed governors we have reviewed and further clarified:

- the governance structure for our proposed school and role of the Executive Headteacher as CEO / Accounting Officer (see **Figure 11**, page 843);
- the relationship between the GHF and the Gipsy Hill Secondary Academy as feeder primary schools and as a procured provider of key functions to support the school in its first four years of opening (see Figure 112, page 834)

In addition we evaluated our Headship post and found there to be a high level of expressions of interest for such a role in our model (see page 87).

3. To secure secondary leadership expertise to offer challenge and support to the Headteacher including time commitments

Steps taken:

- We have developed our own secondary leadership expertise through our activity with Holland Park School with [REDACTED] as [REDACTED].
- We have secured the long term commitment of Holland Park School to support the development of the Academy
- We have recruited and secured the long term commitment of [REDACTED] to our Board of Directors

Section D: Education plan

	Current number of pupils	2016	2017	2018	2019	2020	2021	2022
Year 7		240	240	240	240	240	240	240
Year 8			240	240	240	240	240	240
Year 9				240	240	240	240	240
Year 10					240	240	240	240
Year 11						240	240	240
Year 12							240	240
Year 13								240
Totals		240	480	720	960	1200	1440	1680

Table 3: Gipsy Hill Secondary Academy capacity

We have planned for the school to accommodate 8 forms of entry throughout Years 7-13, making its capacity 1680 pupils (A1 and rationale i) above). On the basis of research and consultation with outstanding secondary schools in London, there is a balance to be struck between sheer size – which delivers choice, economies of scale and thus value for money – and ensuring that students don't feel or get lost in an enormous institution. We believe that 1680 pupils, organised as we suggest below, is the maximum we could accommodate while retaining the sense that students are personally known (A1, A2, A3, A4, A5, FPi)).

Student Grouping

In KS3, KS4 and KS5 students will be arranged into 12 Tutor-groups, each with 20 students. Tutoring is at the heart of our vision for the Gipsy Hill Secondary Academy (GHSA) and it is important to keep the numbers of tutees with each Tutor as low as possible to make it really effective and facilitate relationships between Tutor and tutee and between members of each Tutor group (A2, A3 – also implicitly A1, A4, FPIv) and v)).

At KS3-4 there would be 10 teaching groups in each year-group, accommodating class sizes of between 15 – 30 students and allowing teachers the flexibility to provide smaller groups for students who need additional help (A1, A2, Rationale ii) and ix) Section C). At KS5 teaching groups would average 15 for budgeting purposes. We have deliberately built in flexibility to accommodate options and to respond to future secondary reforms.

We will not have rigid banding or streaming and will aim for as many students and subjects to be taught in mixed ability groups as possible; when the school is fully operational typically each subject or small group of subjects will operate 1/2 accelerated group(s), 1/2 support group(s) providing targeted support for the individuals with specific needs (staffed with a learning mentor and/or teaching assistant(s), and 6-8 parallel mixed-ability groups (A1, A2, FPIi) vi) and ix)).

Teaching groups will be aligned with provision mapping, meeting specific needs and to ensure a continued focus on closing gaps in achievement (A1, A2, A4 FP ii) and ix)). Research to support the efficacy of setting is unclear¹⁹; where traditional approaches to setting students by ability has a measurable effect on student outcomes it seems to benefit the most able, quite possibly to the detriment of middle and low attaining pupils. In line with our philosophy, which demands that we should be *“aware of, critically evaluate and apply the best in international educational research, methodologies and relevant technological tools - as well as the ideas of previous generations and other cultures - to facilitate, accelerate and enrich learning wherever possible”* (see Vision

¹⁹ <https://ioelondonblog.wordpress.com/2014/09/04/setting-by-ability-what-is-the-evidence/> is a useful summary of the evidence.

<http://www.nfer.ac.uk/publications/SSG01/SSG01.pdf> provides a detailed overview of the advantages and disadvantages of streaming, setting and grouping by ability and explains why many schools to adopt ability grouping as a response to market pressures rather than the best interests of students.

8) we will keep abreast of research into student grouping and will review our policy if the evidence supports doing so.

Learning support and EAL support will be provided, where possible, in supervised study support time or by planning students' withdrawal from one element of the curriculum. The planning of any withdrawal will include specific targets and criteria to measure success, review dates and consideration of how the student will be re-integrated with a mainstream teaching-group (A2, A4).

As the school grows, Tutor groups (given the (lead) Tutor's name) will be grouped vertically into houses to build our school family and internal peer to peer pastoral support, to provide additional opportunities for competitive sport, a focus for charity-fund-raising in the lower years and a leadership opportunity for senior students (A3, A4).

Organisation

Our proposed term dates will mirror those of our primary schools, making it easier for families with several children of different ages. Students will arrive before 8.30am (at 8am if they will attend supervised study support before school) and school will finish at 5pm each day, after co-curricular activities, supervised study or assembly (A5). A Saturday Study Support Centre will be available initially for 20 Saturdays per year – targeting 50 students (pupil premium) led by a Study Support Manager with two staff members. As the school grows, Leading Practitioners will contribute to the Saturday programme. Saturday commitments will be reflected in contracts and the schools' standards for leadership and leading practitioners (A2, A5).

Tutor registration will take place in Tutor-groups between 8.30am and 8.50am, providing a good opportunity to collect work, give out notices, check daily targets and have a few minutes of quiet before the business of the day begins (Tutors also have one 55 minute period per week with their tutees, during which they will deliver elements of the PSHCE programme and spend time with students, monitoring their performance and addressing any concerns) (A3, also implicitly A1, A2, A4). There will be one afternoon assembly each week by key-stage, which will deliver other elements of the PSHCE programme; at 65 minutes, there will be time for Tutor-groups to split off and discuss what has been covered (A3).

Each day will consist of 6 periods of 55 minutes split 60 – 40 across the day totalling 30 x 55 minute teaching periods across the week. Short, sharp, break and lunch times of 20 minutes and 45 minutes respectively will ensure learning time is maximised and minimise the sort of behaviour issues which might emerge in extended break-times (A1, A2, A4).

Co-curricular activities will be offered in an additional 65 minute slot (see Table 5 Proposed timetable structure, page 14) at the end of each day. All students will have to take two co-curricular activities each week led by interested staff or contracted experts and two study sessions led by Tutors. These supplementary learning opportunities will be differentiated by Key Stage and will include: compulsory supervised after school study support for KS3; guided after school study support KS4; and a quiet, well resourced, supportive place to study in sixth form. This supervised study support and the option to attend up to five morning sessions will ensure that all students have access to necessary resources, help and an appropriate environment for learning. By the time the school is full, a team of highly trained Higher Level Teaching Assistants (10 FT and 12 PT), Teaching Assistants (13 FT) and Learning Mentors (10 FT) will be able to support and cover for example leading breakfast sessions giving the opportunity to hear reading and personalise support to targeted students as necessary (A5).

A programme of “collapsed curriculum” days will augment the Tutor programme and address key issues related to personal, social, health, citizenship, religious and enterprise education. Activities week in the Summer Term will provide plenty of opportunities for learning to break out of the classrooms (A3, A4, see Table 8, page 25).

A full time teacher without additional responsibilities would expect to teach 23 out of 30 periods, act as a Tutor (registering twice a day, attending assemblies, leading Tutor-period and twice-weekly study support 3:55pm – 5:00pm). Teachers' commitment would be recognised by our competitive package and by our attitude to continuing professional development (A3, A4, A5, FPv and ix)).

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00	Breakfast Study Support				
8.30	Tutor Registration				
8.50	1	7	13	19	25
9.45	2	8	14	20	26
10.40	BREAK				
11.00	3	9	15	21	27
11.55	4	10	16	22	28
12.50	LUNCH				
1.35	5	11	17	23	29
2.30	6	12	18	24	30
3.25	Tutor Registration & BREAK				
3.55	A	B Assembly KS4	C Assembly KS3	D Assembly KS5	E
5.00	School Closes				

Table 5 Proposed timetable structure

Subject / Activity	Periods per week (55 mins)	Mandatory/ Voluntary	Comments
Years 7-9 (KS3)			
Maths	5	Mandatory	
Biology	5	Mandatory	5 periods across Science subjects each week, with subject-specialists introduced in Y9
Chemistry		Mandatory	
Physics		Mandatory	
Design Technology	3	Mandatory	Includes ICT
English	5	Mandatory	
Modern Languages	2	Mandatory	Mandarin or French
Arts	3	Mandatory	
Physical Education	2	Mandatory	
Humanities	2	Mandatory	History, Geography & some RE
Critical Reasoning	2	Mandatory	Includes Critical Thinking, Philosophy, Theory of Knowledge & some RE
Tutor	1	Mandatory	Includes PSHCE
TOTAL	30	Plus two compulsory co-curricular activities from a range of options – including sports teams, Art/Drama/Music/Dt or ICT clubs, French or Mandarin club, charity fundraising or even becoming a Philosophy Facilitator in Primary schools - plus two compulsory co-curricular supervised-study sessions, plus six collapsed curriculum days and an activities week.	
Years 10-11 (KS4)			

GCSE Maths	5	Mandatory	
GCSE Dual Award Science	5	Mandatory	
GCSE English	5	Mandatory	
GCSE Language	2	Mandatory (choice of one)	Mandarin or French
Physical Education (Health and Fitness)	2	Mandatory	Students choosing GCSE PE will be grouped together; others will enjoy a range of options in health and fitness.
GCSE History or Geography	2	Mandatory (choice of one)	
iGCSE Global Perspectives	2	Mandatory	Includes some RE (Students may defer sitting the iGCSE until Y12 or Y13 if they are unlikely to achieve a grade in Y11)
Tutor	1	Mandatory	Includes PSHCE and some RE
GCSE Triple Science, Music, Art, Drama, Design Technology, Computer Science, Physical Education, History, Geography	2 or 4	Voluntary (choice of 1 or 2)	
Supervised Study	2 or 4	Mandatory (choice of 2 or 4)	May be timetabled in computer room, language lab etc.
TOTAL	30	Plus two compulsory co-curricular activities from a range including; sports teams, Duke of Edinburgh's Award and Community Action, Debating, Public Speaking, Model United Nations, Enterprise activities and activities in Art, Music, Drama, DT, ICT, Languages - plus two compulsory co-curricular supervised-study sessions, plus six collapsed curriculum days and an activities week.	
Years 12-13 (KS5)			
A-level English	6	Mandatory (choice of 3)	GCSE compulsory for those not achieving '4' or above
A-level Maths	6	Mandatory (choice of 3)	GCSE compulsory for those not achieving '4' or above
A-level Biology	6	Mandatory (choice of 3)	6 periods of 55 minutes per week provides up to 198 guided learning hours in a full academic
A-level Chemistry	6	Mandatory (choice of 3)	
A-level Physics	6	Mandatory (choice of 3)	
A-level Geography	6	Mandatory (choice of 3)	
A-level History	6	Mandatory (choice of 3)	
A-level Languages*	6	Mandatory (choice of 3)	
A-level Computer Science	6	Mandatory (choice of 3)	
A-level Art	6	Mandatory (choice of 3)	

A-level Music	6	Mandatory (choice of 3)	year, accounting for collapsed curriculum days and activities week but not accounting for internal assessments or revision. 360 are required to complete an A Level course. *A Level Languages would be subject to demand and resources.
A-level Design Technology	6	Mandatory (choice of 3)	
A-level Drama	6	Mandatory (choice of 3)	
A-level Philosophy	6	Mandatory (choice of 3)	
A-level Religious Studies	6	Mandatory (choice of 3)	
A-level Psychology	6	Mandatory (choice of 3)	
Pearson BTEC Level 3 Subsidiary Diploma in Sport and Exercise Sciences	6	Mandatory (choice of 3)	The provision of vocational subjects at 16-19 level is currently under review. These options are indicative, not binding, and have been provided for budgeting purposes and to demonstrate our commitment to provide pathways for continuing education for Y12 and Y13 pupils with non-academic interests and/or abilities.
Pearson BTEC Level 3 Subsidiary Diploma in Business	6	Mandatory (choice of 3)	
Pearson BTEC Level 3 Subsidiary Diploma in Public Services	6	Mandatory (choice of 3)	
Pearson BTEC Level 3 Subsidiary Diploma in Creative Media Production	6	Mandatory (choice of 3)	
Pearson BTEC Level 3 Subsidiary Diploma in Music Technology	6	Mandatory (choice of 3)	
Pearson BTEC Level 3 Diploma in Business	6	Mandatory (choice of 3)	
Pre-U Global Perspectives	3	Mandatory	Grouped according to ability/interests – higher ability do PreU GPR, Middle Ability the PreU short-course GP, Lower ability might complete iGCSE.
PE (Heath and Fitness)	2	Mandatory	
Tutor	1	Mandatory	Includes PSHCE
Supervised Study	6	Mandatory	May be timetabled in in computer room, language lab.
TOTAL	30	Plus two compulsory co-curricular activities from a range including; sports teams (with the option of specialist sports leadership awards) Duke of Edinburgh's Award and Community Action, Arts activities (with the option of entering for Arts Awards) Languages, Budgeting, Young Enterprise etc. and the chance to lead a KS3 activity - plus six collapsed curriculum days and an activities week.	

Table 6 Curriculum plan

Section D1

Curriculum Rationale

In line with the GHF Philosophy (above, section C) the curriculum which we have planned for the Gipsy Hill Secondary Academy draws on the wisdom of leading thinkers, past and present. It shares some features with the classical, liberal education offered by leading Independent Schools, but is informed by the interests, abilities and ambitions of our projected intake²⁰, by the demands of 21st Century Britain and specifically of employers (A1, A4).

Drawing on the traditional, liberal model of education we see the foundations of all learning as Logic (the use and study of valid reasoning), Grammar (rules that govern the behaviour of a group) and Rhetoric (an art that aims to improve the capability of writers or speakers to inform, persuade, or motivate particular audiences in specific situations). This is **the Trivium**, an approach to critical thinking focussed on processing sense-information. The Trivium shaped the curriculum of traditional grammar schools and was the entire basis for traditional University education; while things have moved on in many ways, we believe that it is still wise to consider the ways in which subjects seek knowledge and use this as a basis for grouping them, so as to foster collaboration and new ways of perceiving what they are trying to achieve and how they fit together²¹.

Broad, balanced curriculum, inspired by the Classical Trivium		
Personal Tutors, broader pastoral care & PSHCE focussed on the needs of teenagers and young adults		
Logic	Grammar	Rhetoric
Maths Science Design Technology / ICT & Computer Science	Critical Reasoning / Global Perspectives Humanities Tutor Periods (PSHCE)	English Languages Creative Arts Physical Education
Rich variety of co-curricular enrichment opportunities. We guarantee that every student during his/her time at the Academy will A) engage in some service-related community activity, B) create and run an entrepreneurial project, C) learn a practical skill not part of the mainstream curriculum & that many will have earned Duke of Edinburgh's Awards recognising this.		
Study skills supported through extended day, supervised study support and Saturday Support Centres		

Table 7 Gipsy Hill Secondary Academy Curriculum Model

Recognising the development of education and the needs of 21st Century Britain and seeking to avoid the arbitrary subject divisions, "silo-mentality" and lack of collaboration between teachers that can hamper learning, we have chosen to group individual subjects and co-curricular activities into **three families; Logic, Rhetoric and Grammar**, with each represented throughout the KS3 curriculum and co-curriculum, in the KS4 mandatory GCSE curriculum, core curriculum and co-curriculum and in the KS5 core curriculum and co-curriculum. There is no division between the

²⁰ See above Section C for a summary and page 41 for details of our expected intake.

²¹ The International Baccalaureate Organisation, for just one example, places the theory of knowledge, an opportunity to reflect on the nature of knowledge, ways of knowing in different subject areas at the heart of its programme. The IBO also groups subjects and asks students to choose from these groups as a means of achieving breadth and balance in their curriculum.

“academic” and “creative” subjects in the arrangement of subjects into the Logic, Grammar and Rhetoric families and each family includes practical subjects which demand specialist resources as well as classroom-based subjects, exam-subjects as well as non-examined subjects. “Faculty” groupings can unintentionally reinforce prejudices and fail to break down the “silo” mentality; so we will aim to break down walls between “academic” and “creative” through our curriculum organisation, just as we want our Tutorial system to break down the wall between “academic” and “pastoral”.

It is important to note that the model doesn’t subscribe that the three families are exclusive indeed the school ethos and timetabling will foster high levels of collaboration through planning to exploit interdependencies. The model however provides a means to embed our philosophical vision, examine curriculum depth and align standards to transparent lines of leadership accountability. A more practical application of the model will be organisationally; for example, in the school’s ‘three house’ system with one identified senior leader (an Assistant Headteacher) as head of each house. Much care has been taken to craft the schools’ leadership and staffing structure (see Table 15, page 54) through discussion with Holland Park School which ensures that there is both individual and collective responsibilities held by Deputy Headteachers and Assistant Headteachers to the Headteacher for all matters relating to teaching and learning within and across the families of subjects (A1, A4).

Subject leadership within each of the curriculum families – Grammar, Rhetoric, and Logic - will be led by an **Assistant Headteacher**, rather than delegated to unwieldy middle management positions. They will be tasked to model, coach and encourage collaboration and creativity between subjects. They will also have overall core responsibility for standards in teaching and learning, for planning and mapping schemes of work, training, budgeting, teacher-performance management and resource management and ensuring that a good programme of co-curricular and enrichment activities support the work of teachers in lessons. In a ‘coach’ model they will each have a teaching commitment and be responsible for the development and deployment of Leading Practitioners to ensure the highest quality of teaching in all subjects. The senior management team, consisting of a Headteacher, two Deputy Headteachers (student / operations, staffing / quality of teaching) and nine Assistant Headteachers will ease communication and support effectiveness. A weekly leadership team meeting will triangulate evidence through observation, learning walks, planning and book scrutiny allowing for expedient and responsive support and challenge on the ground with administrative activity ably supported by two leadership team PAs, a Data Manager, Exams Officer and Cover Assistant (FP ix)).

The Gipsy Hill Secondary Academy will operate a Leading Practitioner (Excellent Teacher) programme, which places high value on classroom practice. Leading Practitioners will annually apply for and hold additional responsibilities for generic outstanding teaching including prioritised individual subjects as required. They will be responsible for training and hosting a programme of lesson observations to share good practice including that between teachers of the same subject, so there is no danger of losing subject-specific expertise (FPix)). Additional responsibilities would be recognised via an uplift, funded from our Recruitment and Retention budget (see Table 18 page 98). Throughout, the Gipsy Hill Secondary Academy, like other members of the GHF family, will recruit highly-qualified teachers²² on the basis of their expertise as a teacher of a specific subject and their sympathy for the vision, ethos and values of the school and its federation. Teachers would be expected to offer some flexibility in terms of teaching outside their immediate subject specialism at KS3. Of course this is partly due to practical considerations in the first years of the school, when pupil numbers could not support a specialist teacher for every child in every subject specialism. Partly, it is a research-based pedagogical decision though; we believe that the relationship between the teacher and their pupils is important in shaping the classroom environment, in helping students to understand the context and reason for what they are learning and doing, and in supporting classroom management. Further, the wisdom of great thinkers of the past suggests that the teacher-

²² The OECD and the Sutton Trust agree that having highly knowledgeable, well qualified and experienced teachers has the most impact on student outcomes. <http://www.bbc.co.uk/news/business-31087545> <http://www.suttontrust.com/researcharchive/great-teaching/>

pupil relationship is crucial, with teachers providing a model and an example of positive (learning) behaviours. With younger or more vulnerable students the advantages of some continuity between lessons and having fewer teachers for longer have to be balanced against the advantages of having subject-experts²³ (A1, A2, A3, A4).

At Key Stage 3

Tutors will meet with students and their families and with KS2 teachers via an annual summer term 'Handover Day' to ensure an effective transition into Y7. All students will be assessed on entry to Y7, using CEM MIDYIS tests and reading ages are assessed in English lessons during the Spring Term of Y7, giving us detailed information to add to that provided by primary schools and KS2 tests. Where teachers express concern about a pupil, CAT testing is also available to give another perspective on their learner-profile (A1, A2 FPiv) and v)).

Extensive Tutorial time, co-curricular and enrichment activities and supervised study are built into our extended day, ensuring that all students take advantage of opportunities for reflection, developing study-skills and target-setting, for social and cultural learning, for participating in different sports and giving back to the school and wider community (A1, A2, A3, A4, A5 FPv) and vi)).

Choices about co-curricular activities and GCSE choices in Y9 are guided by Tutors, ensuring that each student is encouraged and enabled to pursue their interests and demonstrate their abilities. A GCSE information evening will be held in the November of Y9, to which Tutors, parents and carers will be invited, and students will apply formally for their GCSE choices by the January of Y9; their application form will detail achievements so far and include a reference from their Tutor. This application will be copied to each GCSE teacher and kept on file for the reference of the KS4 and Sixth Form Tutor in writing their references (A1, A2, FPiv)).

Every student has the opportunity to attend a residential team-building camp with their Tutor during KS3, helping to build trust and understanding. In this way our extended school supports students in becoming reflective, self-aware and self-critical, better communicators and collaborators, fully engaged in school life through KS3 (A3, A4, A5 FPv)).

Transition from primary school and preparation for GCSE courses will be facilitated by an innovative approach to curriculum planning and timetabling, allowing ample time for deeper learning and the development of core skills in literacy, numeracy and critical reasoning while still providing all students with a proper breadth of academic experience, enabling them to make informed choices of subjects and courses for GCSE²⁴. The timetable at KS3 is clear and simple, broad and balanced. We will make the most of our freedoms and being a new school to get teachers planning across and between subject-specialisms to develop innovative, engaging schemes of work with skills fully embedded. Although we will use the National Curriculum as a guide, we will not follow it slavishly nor be constrained by it (A1, A2, A3, A4 FP iv) v) vi) and vii)).

Enquiry based learning and project-work will feature in all subject-areas, building on what many students will have experienced at primary school and encouraging full participation, collaboration, lots of communication and important skills like time-management, planning, self-discipline, empathy and sympathy. (A3 FP vii)) In practice:

- ✓ Students would develop strong relationships with key teachers who have detailed knowledge of their individual capabilities and needs. They would meet with their Tutor before school and at the end of each day, have a weekly year-group assembly and Tutor period and would always be taught by their Tutor, enabling issues to be identified and dealt with quickly, using specialist support where necessary, and important themes - such as bullying, relationships, puberty and online safety - to be addressed imaginatively and coherently (A3, FPv);

²³ <http://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14.pdf> is a useful evaluation of 200 important pieces of related educational research.

²⁴ "More generally, in top performing education systems the curriculum is not mile-wide and inch-deep, but tends to be rigorous, with a few things taught well and in great depth." OECD Director <http://www.bbc.co.uk/news/business-31087545>

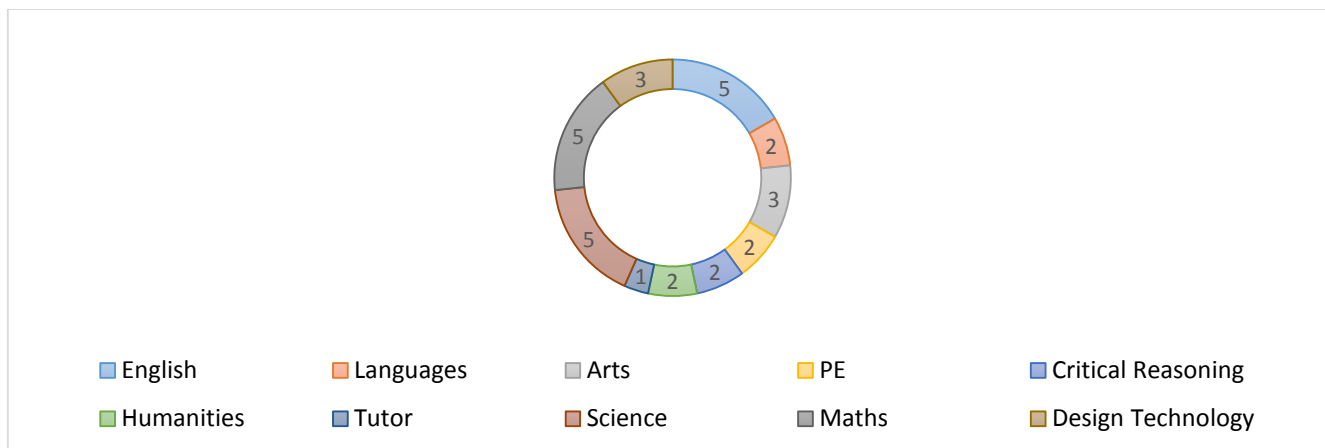


Figure 1 KS3 Curriculum (no. of 55min periods per subject)

- ✓ Maths and English would be taught daily. Humanities / Critical Reasoning, the Sciences and Modern Languages would have one teacher each in Y7, introducing dedicated specialists for each subject through Y8 and Y9, although they would plan as a team to make the most of links between their subjects. A carousel would operate in the Arts and in Design Technology, giving a term of extended time (165 minutes) to each of Art, Music, Drama, ICT, Food and Materials (A1, A2, A4 FP vi), and
- ✓ Co-curricular activities provide additional opportunities in the Arts, Languages and Design Technology; all students choose two activities a week (which may change termly) with the support of their Tutor. PE is taught twice a week, focussing on building an understanding of healthy lifestyle and sportsmanship, and would be augmented by sporting co-curricular activities, including the opportunity to compete within the school and with other schools (A3, A4, FP vi) viii).

At Key Stage 4

All students will follow courses in English Baccalaureate (EBacc) subjects – English Language and Literature, Maths, Double Science, MFL, Humanities alongside iGCSE Global Perspectives taught through our Critical Reasoning course. This ensures that balance is retained alongside academic rigour and that skills are honed and developed. Our aspiration is that 100% of students will gain 8 GCSEs or equivalent (including a 6 in English and Maths) plus an iGCSE in Global Perspectives.

All students are assessed on entry to Y10, using CEM YELLIS tests and reading ages are assessed in English lessons during the Summer Term of Y9, giving us detailed information to add to that provided by KS3 Tutors, Primary schools and KS2 tests and supporting our targeting of GCSE grades. Where teachers express concern about a pupil for the first time in KS4, CAT testing is available to give another perspective on their learner-profile (A1, A2 and FPIv).

Teaching groups will be organised by the Deputy Headteacher for students / operational management (as soon as capacity permits) to provide 1 or 2 accelerated groups for high achievers and a support group for those requiring extra help and a slower pace, but with the majority of students in genuinely mixed ability parallel groups. We aim to provide a high but achievable level of challenge to every student in every individual subject area and cater to students whose levels of ability vary between Maths and the Sciences, between English and MFL (A2, FPIi) also Philosophy 3).

Within compulsory subjects different pathways will be available to provide for different interests and abilities.

- ✓ Nitin, a highly academic Y11 student with his eyes on a place at Imperial College, has the opportunity to study three separate Sciences and Computer Science, taking a full complement of 9 GCSEs plus iGCSE Global Perspectives... while also running the Debating Society and representing the school in a model United Nations.

Attainment 8 score formed from: English, English Language, Maths, Triple Science, Music, History, Computer Science & Mandarin (10 GCSEs)

- ✓ Tallulah, a talented Y10 musician, has the opportunity to immerse herself in GCSE Music and GCSE Drama, learn two instruments, take Grade 5 Theory, take a leading part in concerts and plays and help to teach music in a primary school while still working towards EBacc and the grades in English and Maths which she would need to train as a teacher if that was her choice later on.

Attainment 8 score formed from: English, English Language, Maths, Double Science, French, Geography, Music & Drama (9 GCSEs)

- ✓ Sam, who struggles with English, receives specialist targeted ESL and dyslexia support from the Inclusion Team to make better than expected progress and to exceed forecast GCSE grades. Working towards the Silver DofE Award has given him an opportunity to shine, showing himself to be an able footballer, imaginative (working out that coaching U8 football would count as service), willing to try something new (street dance) and a resourceful leader... when his group got lost on Dartmoor.

Attainment 8 score formed from: English, English Language, Maths, Double Science, French, Geography & PE (8 GCSEs)

A wide range of GCSE option subjects will be available, chosen in 2018 on the basis of student interests and available resources, but would always include a third Science, a second Humanities subject and a second Language, Music, Art, Drama, Design Technology and PE. If the profile of our intake changed and we had a significant number of lower-ability students, we would consider offering entry-level courses (or equivalents) while prioritising English and Maths, providing a pathway appropriate to enable success (A1, A2, A4 FPvi)).

Students will normally be able to choose one or two GCSE options, leaving the (second and) third option slot open for their Tutor lesson and sessions of supervised study, which may be timetabled in a language-lab, computer-room, Music/Drama Studio or Art Room. We do not see the benefit in students sitting 10-12 GCSEs and put quality of learning ahead of quantity of grades, the skills, perspective and opportunity provided by our iGCSE and the rich co-curriculum ahead of reams of certificates²⁵. We recognise the time that excellence takes and want to support students in pursuing excellence, deep understanding not rote learning. Typically a middle achieving student will sit 8 GCSEs plus iGCSE Global Perspectives (which has a large element of coursework) aiming for the highest possible grades in these (A1, A3, A4 FPv) vi) vii) ix) Philosophy 1 & 2).

Extensive Tutorial time, co-curricular activities and supervised study are built into our extended day, ensuring that all students take advantage of opportunities for reflection, developing study-skills and target-setting, for social and cultural learning, for participating in different sports and giving back to the school and wider community. At KS4 a greater element of student choice, some opportunities to lead activities and work with younger students are introduced (A3, A4 FPiv) vi) viii) and x)).

Every student has an annual retreat-day with their Tutor during KS4, helping to build trust and understanding. The Silver Duke of Edinburgh's Award is open to Y10 and Y11 pupils, giving them a means of having their commitment recognised. In this way our extended school supports students in retaining breadth in their education, balancing their commitment to academic work with commitment to other learning opportunities and developing skills in personal planning, self-discipline and leadership through KS4 (A1, A2, A3, A4, A5 FPv) vi) viii) and x)).

PE is compulsory twice a week and will focus on wellbeing, providing elements of character education as well as a broad variety of physical pursuits such as Yoga, Pilates, Orienteering, Karate

²⁵ The OECD has found that "More generally, in top performing education systems the curriculum is not mile-wide and inch-deep, but tends to be rigorous, with a few things taught well and in great depth." Further, the OECD claims that "some of those education systems where students performed best in the Pisa assessment of financial literacy teach no financial literacy but invest their efforts squarely on developing deep Maths skills." This, along with the fact that the greatest actors might not have taken GCSE Drama – but rather excelled at English Literature – that the greatest engineers might not have taken GCSE DT but rather excelled at Maths and Physics, suggests that a focus on core skills such as Maths and English is more worthwhile than offering a proliferation of different educational experiences – providing, of course, that students remain engaged. <http://www.bbc.co.uk/news/business-31087545>

and Street Dance. Competitive sport will be available in the co-curricular slot and on some Saturdays (A4).

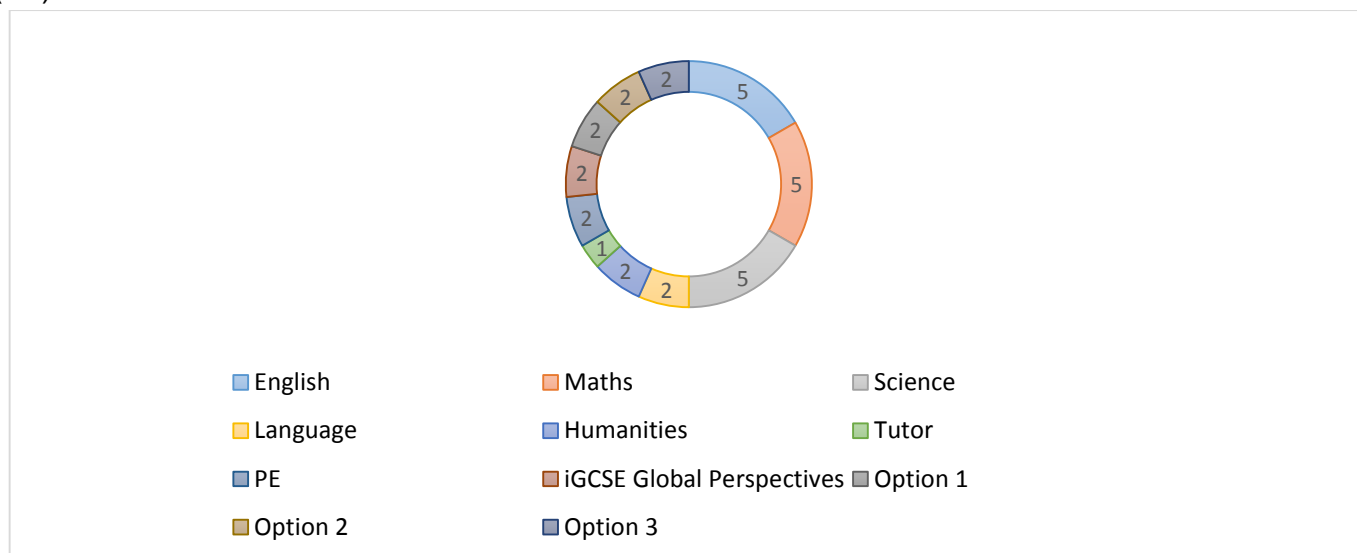


Figure 2 KS4 Curriculum (no. of 55min periods per subject)

Transition to Sixth Form

Of course towards the end of KS4 significant choices have to be made about Post 16 education and training. All Y10 students are provided with information about their options through the PSHCE programme; visiting speakers address KS4 assemblies about apprenticeships, traineeships, studying at university and the benefits of staying in full-time education or training. A Careers Adviser will speak to each student individually during Y10 or the beginning of Y11 (using Tutor periods or co-curricular time) to discuss their future. Y10 receive a taster of the world of work through the Collapsed Curriculum in the Spring Term and work towards university visits, apprenticeship or traineeship tasters or volunteering placements at the end of Y10. Parents and Carers are invited to a Sixth Form information evening in September of Y11 to provide families with detailed information about KS5 courses on offer at Gipsy Hill Secondary Academy and to explain the advantages of staying for the Sixth Form (A1, A2, A4 FP x)).

Choices of destination and choices of A-level or BTEC National courses for those intending to stay at Gipsy Hill Secondary Academy are guided by KS4 Tutors with the support and oversight of the Senior Leadership Team. Each student will be encouraged and enabled to pursue their interests and demonstrate their abilities (A1, A2, A3 FP iv and v)).

Internal students will be asked to apply for their Sixth Form place at the Gipsy Hill Secondary Academy formally in December of Y11, filling in a form which details achievements in KS3 and KS4 and includes a personal reference from their KS4 Tutor, who will be guided by the reference and records of their KS3 Tutor. Places will be allocated in January of Y11 in accordance with the Sixth Form admissions policy. External applicants will apply by mid-February and will receive offers before Easter, for acceptance before the beginning of the Summer Term, giving us the ability to adjust staffing as appropriate. Work experience placements will be arranged by students and their families, with the help and support of the Careers Advisers and Study Support Manager, at the end of Y11. KS4 Tutors will visit their tutees at their placement and will speak with their work-experience supervisor; this will enable Tutors to write any employment references that might be required for part-time jobs, apprenticeships, traineeships etc., and will add another level of detail to the file that will be handed up to the Sixth Form Tutor (A3, A4, FP iv), v)).

From summer 2014 all young people have had to remain in education or training until their 18th birthday. We expect that this will have an effect on the culture in schools before 2021 when our first Y11 cohort will have to make choices about 16-18 education or training, making these choices less of a focus than they have been in the recent past. Some students will, of course, choose to take up Apprenticeships or Traineeships at the end of Y11 and some may choose to attend an FE college

because of the broader range of vocational qualifications that they may offer. Nevertheless, the precise numbers involved are difficult to predict because:

- ✓ *The number of apprenticeships and traineeships available in 2021 will depend on the state of the economy and government investment;*
- ✓ *Further, students' ability and willingness to stay in full-time education will depend on their financial situation, the jobs market and measures that might be taken to facilitate and encourage them staying in full-time education, which are unclear at the moment, and*
- ✓ *Likely funding cuts in the next parliament will reduce many FE providers' ability to offer the same level of variety that they do at the moment, particularly in expensive-to-deliver subjects like Art, Drama and Performing Arts, Music.*

We intend to encourage all families and all students to see their time at Gipsy Hill Secondary Academy in terms of seven years, not five years. We will not set a strict GCSE entry requirement for internal students entering our Sixth Form, although a minimum requirement will be made for each course, and students must be able to specify which courses they will take and that their GCSE target grades meet the requirements (A1, A2, A4 and FP ii)).

At Key Stage 5

We will provide 16-19 courses to match the interests and abilities of *all* our students, bearing in mind the ambitious targets we have set for students making at least expected progress, gaining at least a 6 in English and Maths (A1, A2 FPvi) ix)).

We expect that, given demographics and the existence of 11-16 schools in the area, demand for KS5 places will be strong in 2021 and that we will be able to replace leavers with those joining from other schools (baselined with ALIS tests), maintaining our numbers at 240 per year group, a number which will allow us to sustain a sound range of subjects and courses, as well as our commitment to Tutoring, co-curricular activities and Critical Reasoning (Global Perspectives), without losing the sense that this will be a friendly, effective school Sixth Form (FP i) and v) vi) and vii)).

All students will choose two or three main courses, with the support of their KS4 Tutor (guided by the Careers Advisers) or (in the case of external applicants) the Assistant Head for Transition to KS5. These are usually academic A-levels in Facilitating Subjects, although BTEC National Subsidiary Diplomas are also available, to support those with ambitions to take practical courses, enter employment or prepare to start their own business at 18 (A1, A2, A4 FP vi)).

Alongside their two or three main courses, all students will take a compulsory course in Global Perspectives suited to their abilities and interests (which incorporates critical reasoning, RE and aspects of PSHCE, focussing on developing skills in communication, presentation, collaboration, academic research and extended writing); in most cases this will lead towards a CIE PreU certificate (short course or full course) and, in around 50% of cases, an extended research project which could be used to support university applications (A3, A4, FP vi) and vii) Philosophy 1,2,3).

All students will also take a compulsory course in PE (Health and Fitness) comprising a carousel of different options, including community action options such as helping with dance in a Primary School or umpiring KS3 football. This ensures that students remain physically fit and understand how to enjoy a healthy lifestyle. A wide range of opportunities for social and cultural learning, for participating in different sports and giving back to the school and wider community are open to all Sixth Formers; they are all encouraged to lead activities, work with younger students and take responsibility for the success of the co-curriculum, recognising that their broader experiences and achievements play an important part in university admissions and job applications (A3, A4, A5 FP vi) viii) Philosophy 1 & 2). Extensive Tutorial time is built into the school day, ensuring that all Sixth Formers take advantage of opportunities for reflection, developing study-skills and target-setting. Every student has formal meal with their Tutor each term during KS5, helping to build trust and understanding and to develop social skills which will be important at university and/or in adult life. Academic choices, choices about co-curricular activities and choices about universities or careers are guided by Tutors (in conjunction with the Careers Advisers) ensuring that each student is encouraged and enabled to pursue their interests and demonstrate their abilities sensibly. There are opportunities to attend residential

teambuilding or leadership camps or to go on residential school trips, visits or exchanges (A2, A3, FP v) Philosophy 1&2).

The Silver or Gold Duke of Edinburgh’s Award is open to Y12 and Y13 pupils, giving them a means of having their commitment recognised. In these ways our extended school supports students in retaining breadth in their education, balancing their commitment to academic work with commitment to other learning opportunities and developing skills in personal planning, self-discipline and leadership through KS5 (A4, A5, FPvi) and viii).

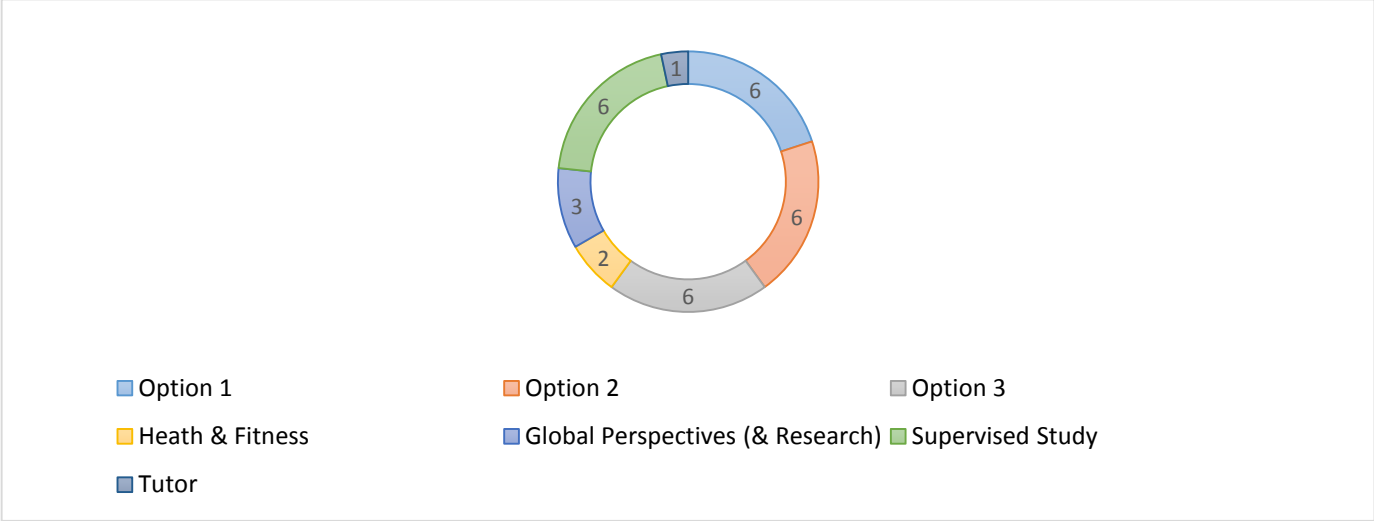


Figure 3 KS5 Curriculum (no. of 55min periods per subject)

Any students who failed to achieve GCSE English and/or Maths with at least a Grade 6 will be required to attend catch-up classes and resit the exams in Y12 and/or Y13. All students will have the option of developing their language skills, even if they do not choose to take an MFL A-level, by using the dedicated language lab and taking part in French / Mandarin conversation groups. Our extended day means that the school facilities are open and Sixth Formers are expected to take advantage of this, by being and working in school as often and for as long as possible. Teachers make themselves available to senior students outside lesson time to provide extra support as necessary (A1, A2, A4, A5).

Collapsed Curriculum & Activities Week

An important part of our educational model is the programme of “collapsed curriculum” days and activities weeks that run through KS3, KS4 and KS5, providing additional breadth and challenge and supporting aspiration. (A2, A3, A4) Our projected intake includes a high proportion of students with some level of putative disadvantage (See Rationale, page 2) and many more whose families work long hours and struggle to make ends meet; it is important that these students have the benefit of as much educational enrichment at school as possible, as we cannot rely on them having the chance to visit cultural sites, travel, stay away from home or get work experience with their families (A2, A4, FP v) vi) viii).

Typically, we offer one “collapsed curriculum” day in the Autumn, two in the Spring and three in the Summer Terms, using them to develop Student Voice through our empowerment model and Student Parliament (see page 38) and address themes in personal, social and health education, religious education, citizenship and enterprise education, to build specific skills, provide immersive cultural education or support students in making important decisions about their education and future for example:

	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2	Summer 3
Year 7	Bullying Workshop / Restorative	Team building trip to New Forest		RE Workshop	Trip to places of worship	Project & Presentations

	Justice training					
Year 8	Sex Education Workshop	Online Safety workshop	Mindfulness Workshop	Gallery trips	Teambuilding retreat day	Music Workshops
Year 9	Girls and Boys workshop	Philosophy Workshop	Citizenship Day	Language Exchange Trip		
Year 10	Drugs Education Day	Enterprise!		Sexual exploitation workshop	Brilliant Club, university trips, apprenticeship or volunteering placements	
Year 11	Sixth Form choices day	RE Workshop	Revision Skills	Citizenship Day	Work Experience Planning	Mindfulness Workshop
Year 12	Sex Education Workshop	Leadership Course		Sixth Form Arts Festival		
Year 13	UCAS workshop	Revision Skills	Mindfulness Workshop	The places you'll go... (yearbook, awards ceremony, prom, final meetings with Tutors & teachers)		

Table 8 Collapsed Curriculum Days, indicative plan

An “activities week” at the end of the Summer Term offers Years 7-10 the opportunity to explore a question such as “how should we respond to climate change?” in real depth, including a range of special classes and workshops, visiting speakers, trips and visits. Y10 students take a lead in planning and delivering this week as part of their work for the Global Perspectives iGCSE and present the students’ answer to the question at a public event on the Friday evening. For Y11 students, activities week provides their actual work-experience time and for Y12 a foundation for UCAS and job applications (giving them a chance to attend open-days without missing lessons). Activities week will help us to fulfil A2, A3 and A4 in particular and demonstrates our Philosophy points 1 and 2.

To give some idea of what our curriculum would feel like for students in practice, consider:

Michael is in Y7 in 2016, the first year of the Gipsy Hill Secondary Academy’s existence. He has difficulties with Maths, identified by his teachers at Fenstanton, but is of average ability in other subject-areas. He is keen on sport and started to play the piano last year.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00		Maths Club	Supervised Study	Meeting with Learning Mentor	
8.30	Tutor Registration				
8.50	English	Maths	English	Maths	English
9.45	Maths	English	Maths	English	Maths
10.40	BREAK				
11.00	Science	PE	Science	Critical Reasoning	Tutor
11.55	Science	Arts	Science	Languages	Critical Reasoning
12.50	LUNCH				
1.35	Humanities	Arts	DT	PE	Science

2.30	Languages	Arts	DT	DT (ICT)	Humanities
3.25	Tutor Registration & BREAK				
3.55	Supervised Study	Assembly	Football Team	Choir	Supervised Study
5.00	School Closes				

Table 9 Indicative Timetable for Year 7 2016 (Michael)

Ayesha is in Y10 in September 2020, having been a member of the second cohort to join the Secondary Academy in 2017, from a Primary School outside the GHF. She is an academic high-flyer, despite having English as an additional language. Her potential was not identified before she joined us; she underperformed in KS2 tests and this was not flagged because her Primary School's baseline assessment was coloured by her poor language skills in Y3. MIDYS and YELLIS testing has highlighted Ayesha's potential and we have worked with her to set higher targets, which she has shown herself capable of achieving. She is working towards 9 GCSEs and her iGCSE Global Perspectives.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00	Supervised Study		Supervised Study		G&T group meeting
8.30	Tutor Registration				
8.50	GCSE Maths (Accelerated)	GCSE Computer Science	GCSE Geography	GCSE Maths (Accelerated)	GCSE Physics
9.45	GCSE Geography	PE	Supervised Study	GCSE French	GCSE Physics
10.40	BREAK				
11.00	GCSE Biology	GCSE Maths (Accelerated)	GCSE Science (ICT)	GCSE English	GCSE English
11.55	GCSE Biology	Global Perspectives	GCSE French	Global Perspectives	GCSE Maths (Accelerated)
12.50	LUNCH				
1.35	GCSE Computer Science	Tutor	GCSE English	GCSE Chemistry	PE
2.30	GCSE English	GCSE English	GCSE Maths (Accelerated)	GCSE Chemistry	Supervised Study (IT Lab)
3.25	Tutor Registration & BREAK				
3.55	Supervised Study	Debating	Assembly	Brilliant Club	Supervised Study
5.00	School Closes				

Table 10 Indicative Timetable for Y10, 2020 (Ayesha)

Duane is in Y11 in 2020, having joined the Gipsy Hill Secondary Academy in Y9 when he was adopted by a local family. Previously he attended a school that was in special measures and this, combined with serious family problems and being looked after by the local authority, led him to become disaffected and to underperform academically, particularly in Maths and Science. He had not studied any second language when he arrived at the Gipsy Hill Secondary Academy and had limited IT skills, having no access to computers, tablets or smartphones out of school. GHSA has high expectations of all students and delivers support at the point of need.

In 2018 the SENCO and Learning Mentors worked closely with Duane and his family to induct him into the new school, using CAT and MIDYS tests to get an idea of his strengths and weaknesses, so as to design the best programme of intervention for him. He was put in the Y9 Tutor group of an Assistant Head and formed a good relationship with the Learning Mentor for his house, Rhetoric, who identified him to the Study Support Manager for Breakfast Study Support and Saturday School, focussed on extra support in Maths and Science. She also encouraged him to undertake the Duke of Edinburgh's award. The Designated Safeguarding Team identified support for his new family. At GCSE Duane is working towards eight exams – Maths, English Language and Literature, Double Science, French, PE and Geography. His supervised study is deliberately coordinated in the IT Lab. He is doing well in his iGCSE Global Perspectives lessons and his progress is closely monitored by his Form Tutor.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00	Supervised Study		Supervised Study	Learning Mentor meeting	
8.30	Tutor Registration				
8.50	GCSE Maths	GCSE English	GCSE Maths	GCSE English	Supervised Study (SENCO Maths)
9.45	GCSE Geography	Global Perspectives	Supervised Study	Global Perspectives	Supervised Study
10.40	BREAK				
11.00	GCSE Science	GCSE Maths	GCSE English	GCSE Science	Supervised Study (IT Lab)
11.55	GCSE Science	GCSE Geography	GCSE Science	GCSE Science	Supervised Study (IT Lab)
12.50	LUNCH				
1.35	GCSE English	Tutor	GCSE French	GCSE PE	GCSE Maths
2.30	Supervised Study (SENCO Maths)	GCSE Maths	GCSE French	GCSE PE	GCSE English
3.25	Tutor Registration & BREAK				
3.55	Supervised Study	Duke of Edinburgh	Assembly	Basketball Team	Supervised Study
5.00	School Closes				

Table 11 Indicative Timetable for Y11, 2020 (Duane)

Mei Wa is in Y12 in September 2021, the first year of our Sixth Form. She is of average academic ability, with a particular love of Drama. She toyed with the idea of leaving GHSA at the end of Y11, because of the wider range of Performing Arts courses on offer at the local HE College (which was also a known quantity because her brother went there) but was persuaded to stay by her mother who felt that she was more likely to achieve in a school where the teachers knew her. Mei Wa is a student leader in Logic house and is in Mr Pandarus' Sixth Form Tutor Group – Mr Pandarus also teaches her English. She has big plans to organise a Valentine's Day Cabaret to raise money for the house charity. Mei Wa earned eight GCSEs and her iGCSE in Global Perspectives in Y11 – English Language and Literature (6,7), Maths (6), Double Science (6,6), French (5), History (5) and Drama (9). She has been a stalwart of school Drama since Y7 and plays netball for the school team. She plans to apply for Drama School and needs three A Levels to get in, including Drama at Grade 9. She has chosen to take English Literature and Psychology, which she qualified for having at least a 6 in both English GCSEs and in Science GCSEs.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00				Supervised Study	Supervised Study
8.30	Tutor Registration Y 12 Logic House				
8.50	A Level English	A Level Psychology	A Level Drama	A Level Drama	Supervised Study
9.45	Supervised Study	A Level Psychology	A level English	Supervised Study	A Level English
10.40	BREAK				
11.00	A Level Drama	Supervised Study	A Level Psychology	A Level Psychology	A Level Drama
11.55	Supervised Study	A Level English	Tutor – Y12 Logic House	A Level Psychology	A Level Drama
12.50	LUNCH				
1.35	Supervised Study	Supervised Study	PE	A Level English	Supervised Study
2.30	A Level Psychology	Supervised Study	PE	A Level English	Piano Lesson
3.25	Tutor Registration Y 12 Logic House & BREAK				
3.55	Assembly	Lead Y8 Drama Club	Netball Team	Supervised Study	School Play
5.00	School Closes				

Table 12 Indicative Timetable for Y12, 2021 (Mei)

To give some idea of what teaching at the Gipsy Hill Secondary Academy would be like, consider

Karen Lewis

Karen is an NQT who teaches PE and some KS3 Biology. She joins GHSA in 2022, the first year in which the school has students across Y7-13. She is an outstanding netball player and coach and immediately shows that she has a rapport with pupils and colleagues. As an NQT Karen teaches 20 out of 30 periods, shadows a Tutor group (Y9 with Assistant Headteacher, Mr Ng) and helps with a co-curricular activity each week. Mr Ng would like Karen to take on her own Y7 Tutor Group in September 2023 – she would keep them to the end of Y9 in July 2026. To this end, he has asked Karen if she would like to have some external CPD in Pastoral Care and attend meetings with, pupils, parents and KS2 teachers in the Summer Term, when her teaching and netball commitments are lighter.

David Adjaye is an experienced Psychology Teacher, joining GHSA in September 2021. For this first year of the GHSA Sixth Form he will only teach Y12 for 20 out of 30 periods – taking on two groups of iGCSE Global Perspectives to make up his standard 24 lessons. He will be the effective subject-coordinator for Psychology this year, being line-managed directly by an Assistant Head within the Logic Faculty of subjects and taking part in lesson observation and a rolling programme of teaching and learning INSET with Science, Maths and IT teachers. He will have a Y12 Tutor Group in Logic House – keeping them until they finish Sixth Form in July 2023 – and will run the 2nd XI Football Team on a Wednesday afternoon, including driving the minibus to fixtures. As a new member of staff, he will be assigned a mentor – in this case the Assistant Head Sixth Form Dr Henes. Because of his extended sporting commitment in the Autumn and Spring Terms, Mr Adjaye will not do any co-curricular activity in the Summer Term. On Wednesdays Mr Adjaye's tutees will register with him at lunchtime, before Sixth Form games.

Our Learning Mentors would typically start work at 8am each morning, four days a week plus 20 Saturdays per year. They would work with groups of students as part of a supervised study programme between 8am and 8.30am, before shadowing a Tutor-group between 8 and 8.50am. During lessons their work would be timetabled with individuals and small groups in KS4 and KS5 – KS3 individual and group sessions would often be timetabled in the 8-8.30am slot, in the 3.30-5pm slot, although some group sessions might take place during Language, Maths & English lessons.

Core Curriculum strands explored

Logic *n. the use and study of valid reasoning*

Numeracy

Numeracy will be the bedrock of our students' learning across all subjects (A1, A2, A4).

- Showing our Commitment to Numeracy, we will train all staff to be fully skilled in terms of both theory and pedagogy to support numeracy across the curriculum;
- We will provide personalised support to ensure all students below expected levels at entry are at or above age expected levels by the end of Y7; this will be provided by means of Tutorial Maths groups and individual/small group interventions arranged by the SENCO;
- GHSA has a comprehensive induction programme to ensure that students with low levels of numeracy receive appropriate support to integrate and succeed in school and beyond (FPiv ix) A1, A2, A4), and
- In line with national policy, Sixth Formers who fail to earn a GCSE Grade 4 or above will re-sit GCSE Maths in Y12 (and Y13). GHSA provides specialist teaching to support these students.

Maths

Maths is the key to really understanding our world and a passport to success in so many different careers. With our core values of Opportunity and Excellence it is clear that the GHSA must prioritise Maths in our curriculum, showing its Commitment by providing 5x 55 minute lessons for Maths in KS3 and KS4 and generously resourcing the requirement for Y12 and Y13 to take catch up Maths classes if they fail to earn a Grade 6 at GCSE Maths.

In line with our educational philosophy, Maths lessons in Years 7 and 8 will include an element of philosophical inquiry (e.g. activities from *The Numberverse*) and some cross-curricular project work, encouraging students to engage with the “big questions” which underpin Maths.

At KS4 the accelerated Maths groups might take Additional Maths as well as the standard GCSE in Y11; Computer Science will be recommended as a GCSE option for serious Mathematicians.

At KS5 we demonstrate our commitment to Maths by offering A-level options in Maths and Computer Science.

Science

Properly understood, all Sciences are branches of Natural Philosophy, the manifestations of the search for wisdom in terms of understanding the physical world. Science is central, therefore, to the GHSA educational philosophy, in line with our core values of Opportunity and Excellence.

Demonstrating our Commitment, in KS3 students will have 5 lessons a week of general Science, covering Physics, Chemistry and Biology. In Y7 and Y8 all the general Science lessons will be taught by the same teacher, with the largest degree of subject-specialism possible introduced in Y10, as students start the GCSE Double Science course. We hope that continuity in Science teaching will foster positive relationships between Y7 and Y8 pupils and Science teachers, who otherwise would see students only once each week, encourage and enable the use of philosophical enquiry, imaginative cross-curricular work and project work, building on learning skills acquired in GHF primary schools.

In KS4, at GCSE all students will follow the Double Science curriculum, with three separate Sciences as a GCSE option; those who choose it will be taught together for their five compulsory Science

lessons, meaning that they would have 2x 55 minutes of Biology, Chemistry and Physics and an extra session of 55 minutes, taught by one of their Science teachers.

At KS5 A-level options in Maths, Further Maths, Biology, Chemistry, Physics, Computer Science and Psychology provide plenty of options for those considering STEM careers.

Design Technology

Design Technology is part of the Logic family of subjects to recognise the importance of engineering principles, calculation, geometry, materials Science, and computer aided design for success in these subjects. Even Food Preparation and Nutrition is increasingly scientific, requiring a good grasp of Biology and Chemistry.

We see Design Technology as an important strand of our curriculum because it encourages and enables students to apply mathematical, scientific and computational principles to solve real-world problems and shows the importance of creativity for the study of Maths, Science subjects and computation as well. GHSA recognises the importance of Design, Technology and Engineering to Britain's economy and hopes to support students in contributing to the future success of these vital industries.

In line with our core values of Opportunity and Excellence, GHSA shows its Commitment to Design Technology by providing 3x 55 minutes a week at KS3 and related GCSE and A-level options. Workshops are available as a co-curricular option for students in KS3 and KS4, making the full suite of facilities available to more students for more time. A-level DT students will be encouraged to become workshop leaders, supporting younger students in their projects and helping staff members to keep them safe at all times.

ICT

In KS3 all students will receive a grounding in ICT through their Design Technology lessons. Lessons are delivered as part of a carousel, giving a term (or two half-terms) of 3x 55 minutes per week, rather than 1x 55 minutes per week across the year. At KS3 ICT skills will be taught in relation to a project arising from the Design Technology curriculum, ensuring that they are contextualised and applied. The aim will be to give students the skills to use applications such as Word, PowerPoint, Excel, Gmail and WordPress and to introduce coding (using resources from *CodeAcademy* or similar). Additional opportunities to develop ICT skills are available to KS3 pupils in the co-curricular slot and supervised study, which all pupils have twice a week from 3:55 - 5:00pm and in some 8:00 – 8:30am slots, maybe timetabled in an IT lab.

At KS4 Computer Science is a GCSE option.

At KS5 Computer Science is an A-level option. BTEC Business also incorporates ICT to a high level. Additional ICT skills are available to Sixth Formers through co-curricular courses.

From 2021, at KS5, Psychology and BTEC Sports and Exercise Sciences will also be part of the Logic family of subjects.

Rhetoric *n.* (pronounced /'rɛtərɪk/) the art of discourse, an art that aims to improve the capability of writers or speakers to inform, persuade, or motivate particular audiences in specific situations.

Literacy

Employers, universities and colleges are often dissatisfied with school leavers' literacy despite the proportion of young people achieving good grades in recent years. Approximately 42% of employers need to organise additional training for young people joining them from school or college. Because of this and building on our CORE values of Opportunity and Excellence, Literacy will be the bedrock of our students' learning across all subjects.

- Showing our Commitment to Literacy, we will train all staff to be fully skilled in terms of both theory and pedagogy to support literacy across the curriculum.
- We will provide personalised support to ensure all students below expected levels at entry are at or above age expected levels by the end of Y7; this will be provided by means of Tutorial English groups and individual/small group interventions arranged by the SENCO.

- GHSA has a comprehensive induction programme to ensure that students with low levels of literacy or English as an Additional Language (EAL) receive appropriate support to integrate and succeed in school and beyond. Any students who join GHSA in Y10 or above will be prepared to sit appropriate EFL examinations e.g. IELTS to support university applications by our EAL team.
- In line with national policy, Sixth Formers who fail to earn a GCSE Grade 4 in English Language or English Literature or above will re-sit in Y12 and Y13. GHSA provides specialist teaching to support any student who does not attain a 6 or above in English Language to re-take the GCSE.
- English teachers also provide a co-curricular option for Sixth Formers in Academic Writing and Research, which supports the specific literacy skills needed for success in A-levels and at university.

(A1, A2, A4 FP ii) iv) vi) and ix))

English Language and Literature

All students need an excellent grasp of the English Language in order to be able to succeed in education, careers and life. Part of their appreciation of the language comes from reading and analysing many and varied works of English Literature. This supports respect for the language, culture and British values and excellence in educational achievement, which in turn supports Opportunity by opening doors to Higher Education and careers.

At KS3 we provide 5x 55minutes per week of English. Students are taught in three types of group – accelerated English provides stretch and challenge for students who are typically a secure Level 6 in reading and a Level 5 in writing on entry to Y7; this enables them to study a greater range of literary texts in preparation for GCSE English Language and GCSE English Literature. Most students are taught in mixed-ability groups for English, mostly consisting of students with secure Level 4 or Level 5 in reading and at least a Level 4 in writing on entry to Y7.

Students with lower KS2 scores in Reading and/or Writing or who have specific literacy challenges identified by MIDYS and/or CAT tests may be taught in an English support group, although the aim will always be for them to re-join the mixed-ability classes during KS3 where possible. For students who need individualised support for specific learning difficulties or who have English as an Additional Language and need intensive help to develop their English skills, this will be organised by the SENCO. GCSE English entries for these students will be decided on a case-by-case basis, prioritising English Language GCSE and providing IELTS tuition and exams as appropriate.

At KS5 the A-level option in English Literature is very popular and taught in two bands, enabling students to receive an appropriate level of stretch and challenge and the best chance of obtaining the maximum A-level grade.

Modern Languages

To support our commitment to Literacy and mindful of Britain's place as a Global Economy which must support young people to succeed in tomorrow's world, we will offer two modern foreign languages, Mandarin and French, in 2016, applying to become a Confucius Classroom. Commitment to Modern Foreign Languages builds on all the GHSA's CORE Values of Commitment, Opportunity, Respect and Excellence.

Recognising the variations in students' experiences of MFL at Primary School, at KS3, Languages are allocated 2x 55minutes per week. Students will be invited to choose their Modern Language on entry to Y7 and will receive intensive tuition in this language through Y7, 8 and 9, culminating in a residential language (exchange) trip in Y9, designed to immerse students in language and culture for a significant period of time.

Throughout KS3, co-curricular opportunities to develop language skills will be available, where possible drawing on the expertise of pupils, parents and members of the wider school community whose first language might be French to provide additional conversational opportunities for the students. As the school expands, GCSE and A-level Language students would be encouraged to

lead a KS3 co-curricular activity such as watching and discussing cartoons or a sit-com in Mandarin or French.

At KS4 students would continue with their studies in Mandarin and French and would be taught in accelerated, mixed-ability and support groups as they worked towards GCSE. At KS5, A-level options in Mandarin and French would be promoted and the importance of language to succeed in Higher Education and business considered through KS4 assemblies and Tutor periods.

In order to achieve outstanding teachers for Mandarin, we will a) work with the Institute of Education and The School of Oriental and African Studies (SOAS) to recruit the best teachers; b) offer graduates the opportunity to join the school as HLTAs and take them through a School Direct training pathway, c) use our existing relationship with [REDACTED]

[REDACTED]. We would develop a package of incentives to retain Mandarin teachers, such as School Direct salaried routes and mentoring and coaching to leadership, and utilise our recruitment and retention budget line.

The Arts

We see Music, the Dramatic and Visual Arts as languages, means of communicating about our world; philosophers have long seen the potential to discover and communicate Truth through the Arts where a more direct approach breaks down. It also recognises the importance of visual communication in the modern world. Importantly, this arrangement encourages the exchange of ideas between teachers of English and Drama, teachers of Music and MFL. The recognition that the Arts are means of exploring and expressing ideas much more than they are crafts in the 21st century world, much more cultural commentary than straightforward decoration or entertainment.

At KS3 all students have 3x 55minutes per week of Arts, delivered as a carousel such as 3x 55 minutes of Visual Art for 10 weeks, followed by 3x 55 minutes of Drama etc. This enables students to be totally immersed in their work and to become far more proficient than would be possible in 1x 55 minutes per week across the year. Co-curricular options are available to support students who wish to carry on beyond and between their units in particular Arts. Instrumental Music lessons are available at the school, usually at an additional cost. The school will raise money for musical instruments via its PTA, ensuring that students should not be barred from trying an instrument because of its upfront cost.

At KS4 GCSE options in Art, Music and Drama are available; at KS5 A-level options in Art, Music and Drama are augmented with BTEC options in Music Technology and Creative Arts Production. Arts teachers work with PE teachers to offer dance options in PE lessons at KS4 and KS5.

Physical Education

We see Physical Education as the means of students becoming physically aware and able to express themselves using their bodies, whether in terms of their creativity through dance or playing a team-sport, in terms of their discipline though practicing a skill like gymnastics, running or swimming or simply in terms of their health, care and respect for themselves through keeping fit and enjoying regular physical activity.

We have timetabled PE for 2x 55 minutes per week through KS3, KS4 and KS5. These lessons begin by teaching about the importance of health and fitness, including reference to diet, hygiene and regular sensible exercise. Team sports are introduced with reference to the importance of sportsmanship, and individual sports with reference to discipline and commitment, highlighting the positive character traits that different sports can nurture and how they are valued because of this by universities and employers. At KS3 competitive sport is largely arranged between houses in the co-curricular slot, although some matches and competitions on Saturdays feature.

At KS4 matches are organised in a weekly afternoon co-curricular slot and some Saturdays – in Y11 the PE lessons are arranged as a double period at the end of an afternoon, supporting competitive sport and allowing a wider range of PE options to be introduced at this stage.

At KS5 PE is organised on a Wednesday afternoon, facilitating competitive sport locally and the introduction of an even wider range of physical activities during the extended 1:35 – 5:00pm slot. At KS5 students may opt for Gold Duke of Edinburgh's Award and/or Community Action (which could

include working with PE teachers at a Primary School or helping with Aqua Aerobics at a Leisure Centre) as (part of) their PE option.

From 2021 at KS5 Music Technology and Creative Media Production will be part of the Rhetoric family of subjects.

Grammar *n. “a set of rules that govern the behaviour of a group”*

Humanities

At KS3 History, Geography and some RE is delivered by a single teacher of Humanities in 2x 55minutes per week. The aim is to introduce core knowledge and skills in each discipline and make the most of cross-curricular learning opportunities, such as:

- ✓ by exploring the birth of modernity in Britain and the Tudor Crisis in relation to deforestation, famine, industrialisation and land-enclosures as well as the Protestant Reformation;
- ✓ by exploring the British colonialism in India, the development of Sikhism in relation to conflict between Islam and Hinduism, the physical resources, economy and global potential of India as a single unit;
- ✓ by exploring the causes of WWI in relation to resources, trade routes and colonialism – and the effects of conflict on patterns of belief in Christianity, and
- ✓ by exploring the Holocaust, its causes and effects, in relation to the struggle for resources in central Europe and the Middle East, religious conflict between Jews, Christians and Muslims, the ongoing Arab-Israeli crisis and its effects on world politics and trade.

There will be a close relationship between the Humanities teacher and the Critical Reasoning teacher at KS3 and collaborative planning within the Grammar family will support the extension of these cross-curricular topics into the Critical Reasoning curriculum on some occasions.

At KS4 separate GCSE options in Geography and History are provided, of which all students must choose one and can possibly take both (this would count as one of their options). The lessons are delivered in bands, with an accelerated group taking students with high levels of literacy towards top grades and preparation for A-level, in some cases working with a Brilliant Club Tutor to provide additional stretch and challenge, and a support group allowing targeted intervention for students with relatively low levels of literacy. The majority of students would be taught in mixed ability groups and work towards a GCSE grade at the end of Y11.

Critical Reasoning

Critical Reasoning is at the heart of the curriculum for all students at the Gipsy Hill Secondary Academy. We provide 2x 55minute lessons in KS3 and KS4 and 3x 55minute lessons in KS5. The aim of the whole strand of the curriculum, including Humanities, is to provide a broad context for learning, encouraging all students to look inwards and reflect on the nature of truth and knowledge as well as looking outwards to consider issues of global significance, the existence and reasons for different perspectives on them. The strand fosters deeper, integrated learning and supports the development of higher-level skills essential to academic and life success.

Critical Reasoning involves building skills in:

- critical thinking (analysing, deconstructing, evaluating, synthesising, arguing);
- lateral and creative thinking;
- outward and inward thinking – the existence and reasons for multiple perspectives on issues of global, local and personal concern;
- active listening, discussion and presentation skills;
- independent learning, collaboration and leadership skills, and
- time-management and planning, prioritisation and effective research skills.

At the heart of this curriculum, Critical Reasoning has a mandate to work with all other departments, activity coordinators and Tutors to embed the asking of meta-questions, the practice of critical thinking skills and the enquiry-based approach to learning wherever and whenever it is possible to do so.

A brief outline of our Critical Reasoning programme could look like this...

KS3

Year 7: Finding out what we think and why...

Term 1: Introduction to Philosophical Enquiry, using the PhiE method developed by The Philosophy Foundation. Lessons could be structured around "The If Odyssey"

Term 2: Philosophical enquiries into questions in ethics, personal identity, language etc. based on activities in The If Machine. [the Maths department would pick up on the skills developed here in using The Numberverse in teaching certain topics – Drama lessons would explore storytelling & Greek Theatre and English lessons on grammar & rhetoric would develop the theme, using activities from Thoughtings]

Term 3: Some students would train as facilitators and would visit a Primary School to facilitate a Philosophical Enquiry, others would work in groups of 3-5 to research and produce a short film on a philosophical question of their choice.

Year 8: Where did the universe come from?

Term 1: Exploration of scientific method, different scientific accounts of origins and how scientific paradigms change over time.

Term 2: Exploration of religious accounts of origins, how these relate to scientific accounts and the extent to which both could have value.

Term 3: An evaluation of Philosophical accounts of origins, leading to a project on one philosophic argument for or against the existence of God and a 1 hour written exam.

Year 9: (How) do we know what we know?

Term 1: Course in the Theory of Knowledge, starting with an investigation of the purpose of education, this course explores the nature of knowledge in different subject-areas, including Maths, Science, English, History, Arts, Sport, and Religion. Leads towards an extended piece of writing. [Maths, History and Arts would pick up on the knowledge question, tying in work with it]

Term 2: History of Ideas. Course exploring the ideas of major philosophers and schools of philosophical thought, in each case encouraging discussion of key questions as well as providing information to inform them.

Term 3: iGCSE Global Perspectives begins with an introduction to the Critical Path and some practice investigations.

KS4

Year 10 Term 1-3: iGCSE Global Perspectives – exploration of three topics (Belief Systems or Tradition, Culture and Identity, Climate Change or Biodiversity and Ecosystem Loss, Poverty and Inequality or Conflict and Peace), leading towards production of two individual reports, counting for 40% of the overall iGCSE grade. A "mock" written exam will be sat in June.

<http://www.cie.org.uk/images/203750-2017-syllabus.pdf>

Year 11 Term 1-3: iGCSE Global Perspectives – exploration of another topic chosen by groups leading towards group project, counting for 30% of the iGCSE grade, submitted in January. Preparation for written paper, counting for further 30% of iGCSE grade, sat in June.

<http://www.cie.org.uk/images/203750-2017-syllabus.pdf>

KS5

Year 12 PreU Global Perspectives – introduction to the critical path also exploring types of argument, fallacies and evaluating evidence, followed by an exploration of three or four topics (e.g. Medical Ethics, Artificial Intelligence, Economic Role of Women, Globalisation) leading towards preparation of 15 minute externally assessed presentation, extended essay and sitting 1hr30 exam in May. Different groups could study different topics, some possibly related to their A Level choices.

<http://www.cie.org.uk/images/164600-2016-2018-syllabus.pdf> and weaker students could work towards completing their iGCSE.

Year 13: PreU Global Perspectives and Research – Independent Research Report of up to 5000 words on topic of global significance. Planning and research guided by Tutor. <http://www.cie.org.uk/images/164600-2016-2018-syllabus.pdf>. Weaker students might sit the short-course Global Perspectives course over two years.

Religious Education

In keeping with our Philosophy (1, 2 and 3), we see Religious Education as an important part of all students' experience at the Gipsy Hill Secondary Academy. Although we are not religiously affiliated, we want all students to know about and understand religions as responses to the human experience, containing wisdom and possible answers to life's big questions. We believe young people need factual knowledge about the world's great faiths and the skills in active but respectful listening and discussion, analysis, evaluation and reflection. We have chosen to integrate it into our Humanities and Critical Reasoning lessons, the Tutor/Assemblies/PSHCE Programme and the Collapsed Curriculum at KS3. An Assistant Head will have responsibility for ensuring that RE provision is planned and that teachers are trained to deliver it well, including in terms of subject knowledge.

The Tutor Programme

The Tutor Programme (i.e. lessons delivered by Tutors in Tutor period, some assemblies, collapsed curriculum days and parts of activities weeks) is part of the Grammar family of subjects and overseen by an Assistant Head in conjunction with the Careers Advisers. The Tutor Programme delivers **PSHCE, Enterprise / Financial Education, aspects of RE, Academic and Careers Advice**.

Tutors are given a pack relating to the relevant year group each term, containing lesson objectives and suggested activities for each of their weekly Tutor periods as well as a plan showing what will be covered in which assembly, collapsed curriculum day and in activities week. Important themes that could be addressed in general conversation and/or through Tutor notice boards each half-term will also be flagged. These could be character traits such as courage or resilience or specific issues such as relationships with parents. Tutors will be provided with an INSET session each half-term, which may relate specifically to the Tutorial Programme for the year group in which they Tutor, such as delivering Sex and Relationships Education for Y8 Tutors or Online Safety for Y7 Tutors. Tutoring will be a focus for a whole staff INSET day once each year and this will be arranged by the responsible Assistant Head.

From 2021, at KS5, **Philosophy, Religious Studies and Business Subjects** will also be part of the Grammar family of subjects.

Our Approach

As we have explained above, our vision is for a community that is served by outstanding primary and secondary schools, where children are safe, empowered, supported to recognise and fulfil their potential, exceed expectations and progress with confidence towards the future.

Outcomes

The Gipsy Hill Secondary Academy (GHSA) will be a balanced, happy community in which every person is known and valued as an individual, encouraged and enabled to flourish, physically and mentally. Each pupil should have positive memories of school and remember it as a place in which they were able to achieve and contribute, to which they owe a debt of gratitude and respect.

The school will look both inwards and outwards, being - and supporting students to be - reflective, keen to learn and improve, curious, self-directed learners, critical and creative thinkers who make the most of opportunities in the area and wider world and giving back to society generously. The GHSA will be recognised for its outstanding teaching, management and examination results, by Ofsted and more widely.

Our students will develop a lasting love of learning and of life and be advocates for peace and social progress within their homes, communities and the wider world. They will leave us confident and

having the qualifications, skills and attitude necessary to carve out a successful career along with the personal qualities necessary to love, be loved and really contribute something to our world.

Teachers and other employees will be fulfilled in their work, be known and valued for their unique abilities. Respected as professionals, they will feel supported in giving their full commitment to students, in collaborating with colleagues, in expecting the highest quality of respect, attention and effort, in reflecting on practice and seeking professional development.

GHSA takes care that parents and carers are and feel supported and involved in their children's education. It works closely with primary schools, colleges and universities, local employers; people will respect GHSA and find its students and teachers courteous, caring and helpful.

Other Features of the Curriculum at Gipsy Hill Secondary Academy

The following pages exemplify key considerations that embody our curriculum design and principles, and have been arrived at through our sound working knowledge of our anticipated cohort from our five feeder primary schools (see **Expected Student Intake**, page 39) and our proven track record in terms of 'what works well' in achieving excellence within our community (see **Evidencing the Impact of Our Approach**, page 41).

Leadership. Two terms in advance of opening, the Trust will robustly recruit an Academy Headteacher who is ambitious for our children and has a passionate commitment to working as part of a team to create an exceptional secondary school. In addition, the Trust and Headteacher will begin the process of building a highly professional dedicated leadership team, starting with two Deputy Headteachers. Each will be outstanding practitioners in their own subject areas, with the necessary skills to be able to lead and manage strategically and laterally consistent with an organisation of this size. This will enable us to realise our vision to work in partnership with other schools from our Federation to promote a consistent, seamless education for students and their parents / carers.

The Leadership Team will be supported by centralised core services as part of a formalised contractual agreement and which includes expertise from the Gipsy Hill Federation (GHF) CEO. This will allow the Headteacher and Leadership Team to focus on establishing core procedures which impact directly on teaching and learning in the new school, recognised as critical in the early opening phase. Each will have a teaching commitment targeted at those with most in need to complement other high calibre staff to deliver our curriculum on the ground. We believe strongly in the power of teams and deliberately build and engineer teams to develop and evaluate structural solutions which correlate with student outcomes (see Table 15 Gipsy Hill Secondary Academy staffing growth plans, page 54). The GHF Headteachers and Head of Inclusion will offer support to the Academy Leadership Team with particular expertise in the fields of curriculum continuity, assessment and tracking, inclusion, and recruitment and induction and periodically join scrutiny exercises to advise on the progress of known students.

Home-school partnership working and shared expectations will be established through CEO and Headteacher individual meetings with families outlined in a jointly signed agreement. Families of those students not known will be given the earliest appointments to give most time to follow up needs and concerns of parents with the feeder primary school. Students will be offered an induction through school taster days prior to their September start to ensure expectations of exemplary punctuality, attendance and behaviour are the norm. A summer school induction programme will familiarise students with their new environment and a summer assignment will focus on student voice and be entrepreneurial in nature. Students will have access to our flexible working spaces and library for project design.

Our curriculum focuses for the autumn term 2016 will be to establish routines, provide information advice on being healthy, stress, school-home life balance, provide support for managing workload, workload and study skills.

Rights and responsibilities of each individual student will be reflected in our wider curriculum activity; for example, assemblies, co-curricular activities, PHSCE and through the Humanities and Critical Reasoning curriculum.

Equity of provision is reflected in our approach to provide an extended day and Saturday Support Centre which includes supervised home learning ensuring all students have access to appropriate, necessary equipment, and expertise and an opportunity to access staff and resources on rotation so that students have more time to complete tasks to a high standard – promoting personal satisfaction.

Quality First Teaching (QFT): All students will be provided with a curriculum of the highest rigour, supported with exceptional QFT, informed by Student Voice (see page 38). We define this as giving all students of all abilities the opportunity to develop. Teaching will be challenging for all, promote imaginative, independent learning and at the same time address basic skills which will be transferable and applicable across the curriculum. This teaching will have a culture of questioning, critical thinking, extending vocabulary, thinking 'out of the box', will be fun, imaginatively resourced, targeted and enhanced by IT. We would seek to include 'Teaching Observatories' as part of building infrastructure to support QFT development and future Initial Teacher Training.

Provide a high quality learning environment conducive to achieving optimum impact and open to students on 20 Saturdays per year. A particular feature of our school will be its flexible learning spaces, library (Saturday Support Centre) and music facilities, which will be IT rich to enable students to carry out independent research. Well-staffed and fully utilised as a resource outside usual school hours particularly to support those students in receipt of pupil premium or for whom home circumstances would be considered barriers to learning and independent study. These supplementary learning opportunities will be differentiated by Key Stage and will include: compulsory supervised after school study support for KS3; guided after school study support KS4; and a quiet, well resourced, supportive place to study in sixth form.

Provide effective communication and use of technology. The school will implement a communication system across the school which will maximise the most effective solutions for staff, students and parents. We will commission professional IT expertise to lead support with the research, design and implementation in the sixth-month period prior to opening the school. This links with excellence and a high quality education. The system will connect students and their parents to the school during and after school hours (access to course outlines, curriculum content, communication with teachers, subject portals, homework, IT solutions for extension and remediation (e.g. language lab in Mandarin) and electronic portfolios which parents and students can use to track and monitor progress and set their personal goals. We envisage all families being supported to connect to the web to enable access to a 21st Century system.

Provide a significant adult for every student. Our Tutorial Programme will provide a significant adult for each student directly accountable to their well-being and achievement, overseen by the Deputy Headteacher for Students / operations and Assistant Headteachers. Student-to-student mentoring will be developed over time through the house system, with the interim measure of providing our students with 'older' student role models from local secondary schools including the outstanding James Allen Girls' School (JAGS). Every student will have a Tutor to oversee and support their learning; Learning Mentors and High Level Teaching Assistants will be available to provide an additional level of support for those who need it. Longer term we envisage developing a community mentoring programme which will be developed by the Careers Advisers. Students at risk or in vulnerable categories will have additional support provided by the SENCO and Study Support Manager and staff.

Philosophical, enquiry based, critical thinking curriculum. Our anticipated cohort will be familiar with a philosophical, enquiry-based, critical thinking approach which opens up their learning by the exploration of ideas through our embedded 'Philosophy 4 Children' primary work. The inclusive approach has clear benefits and demonstrable outcomes for our students developing confidence and skills related to genuine enquiry; listening, reasoning, respect, negotiation and independence. We value this approach as an enabling strategy, a prerequisite to taking on responsibilities. This approach underpins our secondary curriculum across all subjects and through the Critical Reasoning curriculum.

Prioritising basic skills. The Academy curriculum will have excellent English and Maths teaching at its core, to provide the strongest possible educational platform for all subjects. We will set very high achievement targets for all students and organise the curriculum and teaching to make it possible for all students to reach their targets. Students entering the school with attainment below the level expected for their age will follow a curriculum designed to accelerate their progress so that they can participate fully. Induction for all staff will include significant literacy and Maths focussed development.

The needs of all students. Our Y7 curriculum will emphasise core literacy and numeracy skill development in the areas of reading, communication and calculation. Appointed Deputy Headteachers will work with our GHF Y6 Team Leader and teachers ensuring consistency of highest expectations, detailed knowledge of core procedures allowing for seamless transition to KS3. English and Maths will each be allocated 5 x 55-minute teaching periods per week, an additional hour per week, per subject compared to the national average. One hour of English per week will be dedicated to reading and critical literacy. This is to ensure students are best placed to access the secondary curriculum. All students transferring to Y7 below L5 will be included in provision mapping and additional learning and pastoral support interventions. We know that students transitioning, for example, at L4c are particularly vulnerable. Our range of interventions will be based on our successful Federation Reading Recovery and Numbers Count models drawing on GHF English, Maths and Inclusion Faculties. This focus on basic skills builds on known Federation strategies which make a significant difference to student progress and closing gaps in overall attainment. Additionally some students may require heightened levels of Speech and Language Therapy, targeted reading, equine therapy, music therapy and committed wrap-around holistic support. The success of these GHF interventions has been evidenced through successive Ofsted inspections and quantifiable results and have been documented in Outstanding Primary Schools: A study of Successful Practice in Lambeth²⁶. Support staff, including Learning Mentors, HLTAs and Teaching Assistants, will be highly trained to significantly impact on student outcomes.

Deep, sustained learning. Deep learning will be achieved by providing an innovative curriculum in KS3 with a keen eye to the subject demands at A-level and beyond. English Baccalaureate subjects are mandatory at KS4 to guarantee a core academic base for all students. This will afford our students a depth of experience and enhanced learning in core subjects, which will include wider reading, debate, opportunities for excursions and project work, providing maximum choice and flexibility for KS5 pathways.

Preparation for University. We expect all students to continue to study at least one humanities subject and a language up to the age of 16. Courses such as the International Baccalaureate and Pre-U will be considered once the likely demand for such programmes is known.

Student leadership and enterprise initiatives. A new school provides a unique opportunity to work and develop a range of activities which not only represent a broad and balanced entitlement, but can stem from students' own interests. Our Student Leadership Team (voted for) within each house via our Student Parliament (page 38) will be given opportunities to influence school decisions directly, including to shadow the school's Senior Leadership Team, undertake school related project management activities and create opportunities for inward investment in their community (see Collapsed Curriculum 39)

Student Voice. Our empowerment model gives more opportunities for more students to lead and would include a prefect system. The founding principle of the school is that students will be prepared to shape their future, economically, politically and socially. To this end, we will deploy an 'empowerment model' whereby the organisational structure of the school will be designed and managed in order to empower students to be partners in decision-making.

The core elements of the 'empowerment model' are as follows:

²⁶ ISBN 978-0-9556433-6-1 (2013, Feyisa Demie / Christabel McLean-Bacchus) (see also Evidencing the Impact of Our Approach, page XX).

- Through an on-going collective process of supported group negotiation, students will create the “**Student Parliament**”. The structure will not be pre-determined but will evolve through a consensus-building process. Core principles will be articulated from which a bespoke structure and process will be created. Student Parliament will take decisions and create policies on a wide range of matters, e.g. approach to cyber-bullying, environmental responsibility, requests for enrichment activities.
- Student Parliament will create working groups and committees which work with staff and governors on the whole range of decision-making activities within the school.
- The Student Parliament will send delegates to the **Collective Vision Group**, which will be a representative group of stakeholders (students, governors, staff and parents) who, together with the Headteacher and Deputy Headteacher (Students / operations) are tasked with enhancing and evaluating the school’s fulfilment of its mission.
- The structural and organisational aspects of the model will be underpinned by a ‘Restorative’* approach²⁷ to conflict resolution and discipline within all sectors of the school.
- Students engaged in the running of the school will better understand that, while school is there to meet their needs, they are equally responsible for their outcomes. The more they are actively involved, the better their school life will be. This will be a creative and immersive introduction to politics and social organisation, which will enhance students’ level and perception of personal agency.

Career advice / aspiration. Our curriculum and Tutor programme would ensure students are aware of career pathways from the outset and are particularly equipped to function independently. Activities would include support for students and model ways of managing their time, organising independent learning and practicing and applying revision strategies. A core programme of aspirational speakers would be a feature of the wider curriculum.

Co-curricular activities will provide additional opportunities to extend and develop the whole individual through maximum use of time including an extended day and Saturday Support Centre run by teachers. A further aspiration of the school would be to extend this to a programme of evening classes.

The **Collapsed Curriculum** will comprise 6 days per academic year and will incorporate opportunities for enrichment, including enterprise and financial education, opportunities for community action and work experience. Students in KS4 and KS5 will be encouraged to undertake the Duke of Edinburgh Award, which includes the requirement for a certain number of hours of service, which they will have to organise themselves, with the help of staff tasked as DofE supervisors. Each student will undertake a relevant well monitored work placement after GCSE exams in Y11, organised by the Careers Advisers & Tutors. Placements will be coordinated with local employers and in addition, opportunities would be provided in our Federation schools where students could shadow school leaders, teachers, HR, Finance, administration, and premises personnel. Paid employment will be available for some students at the secondary Saturday Support Centre, primary Shine on Saturday and during post-Sixth Form gap years as Teaching Assistants at Federation schools. Our local area is a hive of past and innovative trades ranging from fireplace and stained glass restoration, restaurants that source their ingredients locally to the Crystal Palace sports injury clinic. The businesses approached (e.g. Crystal Palace Sports Injury Clinic) have indicated support for the school once established. Further links with businesses in the City would also be pursued.

Expected Student Intake

Typically, the GHF Y6 Leaver is a lively, engaged student with well-developed and well established learning behaviour; skilled at self-evaluating their learning and interacting with marking to aid and

²⁷ A Restorative approach is one in which harm caused by inappropriate, thoughtless or negative behaviour is approached by encouraging those involved to express views and feelings, to listen to others, to develop a greater understanding and to repair damage.

accelerate their progress. Although defined nationally in local data as ‘middle attainers’ because of the exceptional outcomes we achieve, a significant proportion of our students are some potentially vulnerable to change and lower expectations at the point of transition, evidenced by the dramatic variations in percentage of low and middle attainers making expected levels of progress between Key Stage 2 and 4 (see Figure 8, page 67). Consistency of approach and expectations for our students is key to them maintaining the highest achievement. Knowing our students will enable us to ensure no learning time is lost. Summer assignments and induction / taster days will combat summer learning loss as we continue to develop and build our students’ independent learning project management skills, capitalise on their cultural literacy, and translate this into exceptional outcomes at KS4 and KS5.

We have also given careful consideration to those who might join our school in September 2016 and in future cohorts who do not come from our feeder schools. We know the likely demographics of students from Lambeth and Southwark and other neighbouring boroughs therefore our proposed curriculum would remain relevant.

Admission to the school will be fair, honest and transparent. We will prioritise entry in line with statutory requirements and then for the named five core GHF feeder primary schools.

We anticipate that the majority of our intake will be made up of existing students from our five primary feeder schools, which is why we have a clear understanding about the appropriateness of our proposed curriculum. Based on our knowledge of our current Y5 existing cohort (2016 Y7), we are likely to have 39% FSM, 32% SEN, 47% EAL. Internally the Federation track More Able (English and Maths) and Gifted and Talented (Arts Music). Despite stereotypical disadvantage indicators, at the end of Key Stage 2 GHF students have exceptional outcomes and we seek to build on these in Key Stage 3, 4, and 5 with a curriculum they deserve, continuing their rich diet of outstanding curriculum provision with high impact additional learning interventions.

We believe strongly that national aspirations are not high enough and that Level 5 should be the recognised age-appropriate level for Y6. We set a high floor target for all Federation primary schools at 90% Level 4 + (compared to the National Floor target 65%). We know our students can rise to the challenge and we know our well supported teachers can meet our targets – for example in Y6, we have sought advice from secondary colleagues to best support and extend our most able students. Teachers may differentiate a lesson plan in 6 ways to meet needs and achieve better than expected progress for all pupils.

2016 Year 7	Total	Free School Meals	Special Educational Needs and Disability	English as an Additional Language	Boys	Girls	Looked After Children
Fenstanton	85	43	26	53	45	40	1
Crawford	57	12	16	27	32	25	1
Kingswood	87	37	32	32	53	34	2
Paxton	26	9	7	8	9	17	0
Elm Wood	30	9	11	13	16	14	0
Total	285	110	92	133	155	130	4
Percentage		39%	32%	47%	54%	46%	1%

2017 Year 7	Total	Free School Meals	Special Educational Needs and Disability	English as an Additional Language	Boys	Girls	Looked After Children
Fenstanton	81	44	31	45	39	42	0
Crawford	59	17	16	27	29	30	0

Kingswood	119	33	34	46	61	58	1
Paxton	30	9	5	13	12	18	0
Elm Wood	59	20	14	24	30	29	0
Total	348	123	100	155	171	177	1
Percentage		35%	29%	45%	49%	51%	0%

Table 13 Projected intake for 2016 and 2017

Qualifications will include GCSEs in EBacc subjects plus a range of additional options and A-levels in facilitating subjects plus a range of additional options plus iGCSE and PreU Global Perspective, which offer a distinctive and internationally renowned skills-focussed qualifications designed to complement and complete a programme of discrete academic qualifications and prepare students for university and the workplace. We envisage offering a number of BTEC National awards as alternatives to A-levels for those whose interests are more practically based, however we are aware of the current changing landscape in vocational qualifications and will respond accordingly.

Our experience demonstrates that heightened expectations of our primary pupils have led to better than expected progress for all groups and have raised aspirations in our community. We aim for the highest possible academic attainment, which has informed our decision to pursue EBacc at KS4 and Russell group facilitation subjects at A-level (see Table 6 Curriculum plan, page 16), and justify this as guiding and giving our students the best opportunity to achieve further academic success at GCSE, A-Level and Further Education and in the work place.

Our community knows that we have consistently demonstrated the 'art of the possible', rather than just good, average, mediocre or inconsistent outcomes for their children. We feel morally compelled to translate our high expectations to secondary education where we have evidenced variability in local provision (see Local Provision, page 66).

Our Approach to Teaching

We will be robust in recruiting high quality teachers and those with potential. All teachers will be observed prior to interview – we will look for knowledgeable individuals, those with substance, moral purpose, the ability to reflect and the drive to learn. We will capitalise on staff expertise and provide continued investment in their skills and knowledge; in mentoring from other successful schools and providers with whom we have strong relationships such as the outstanding UCL Institute of Education, and through staff training. Our staff will become highly trained, experts in their field. Sustained exceptional educational attainment will be underpinned by outstanding and consistent Quality First Teaching (see page 37) across all subjects and departments. We will use our core procedure strategies as guarantees - peer scrutiny, accountability, mentoring, coaching, Leading Practitioners, harnessing power of team – coupled with regular timetabled graded observations, work scrutiny and coached feedback. Less experienced teachers and those new to the profession will benefit from joint planning arrangements led by Lead Practitioners. We will use our academy freedoms to recruit for shortage subjects when necessary and should faculties have a high proportion of inexperience, will provide external subject knowledge coaches to grow our own experts long term. Our transferable core procedures and staff training models are based on a proven track record of moving schools out of categories and developing previously unsatisfactory teachers to outstanding.

Evidencing the Impact of Our Approach

The following figures demonstrate our track record and capacity, and give an illustration, which underpins our vision and strategies for improvement. 2013 data is taken from our flagship school, Kingswood Primary, where we have overcome significant barriers and sustained high levels of improvement over time whilst providing outstanding support to other schools. The number of pupils attaining L 4+ and 5+ at the end of KS2 has been significantly above the national average for a period of seven years. The overall performance of the school is very impressive and evidence from

Figure 2 shows that 98% of pupils attained L4+ in Maths and reading. Further evidence of impact and capacity can be found in our case study on page 92.

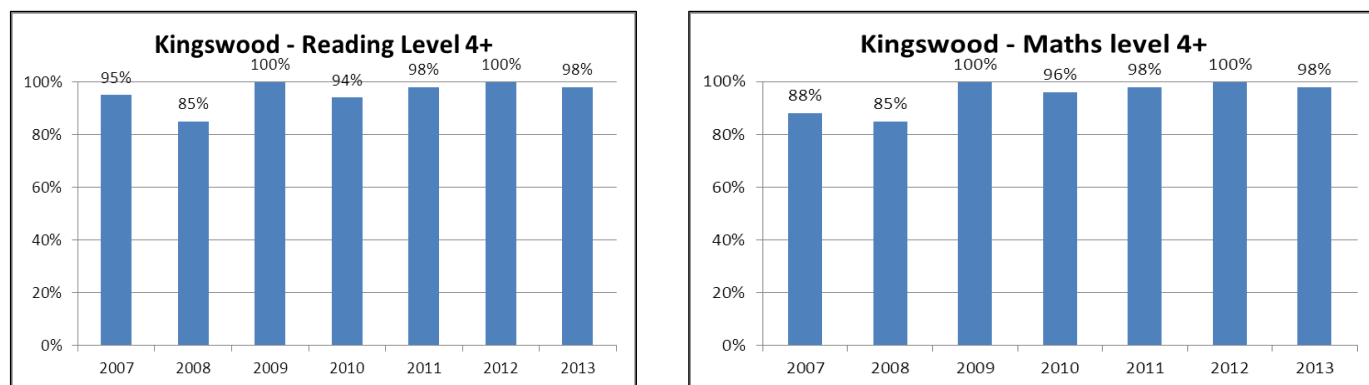


Figure 4 Kingswood Reading and Maths level 4+

The value-added data of the school is impressive and confirms that all pupils have made very good progress from Key Stage 1 to Key Stage 2 (see Table 14, page 43). This compares the relative progress made by all pupils in the school with progress made nationally by all pupils in England. The findings suggest that all pupils in the school have made very good progress in terms of value-added. Overall 55% of the pupils in the school are in the upper quartile in Maths compared to 25% nationally, indicating that their progress is greater than would be expected given the average rate of progress. Similarly 38% are in the upper quartile for reading suggesting excellent progress compared to national expectations.

Only 8% are in the lower quartile range making less progress, compared to 25% expected nationally. This is a school where Portuguese pupils in particular and all pupils make impressive progress.

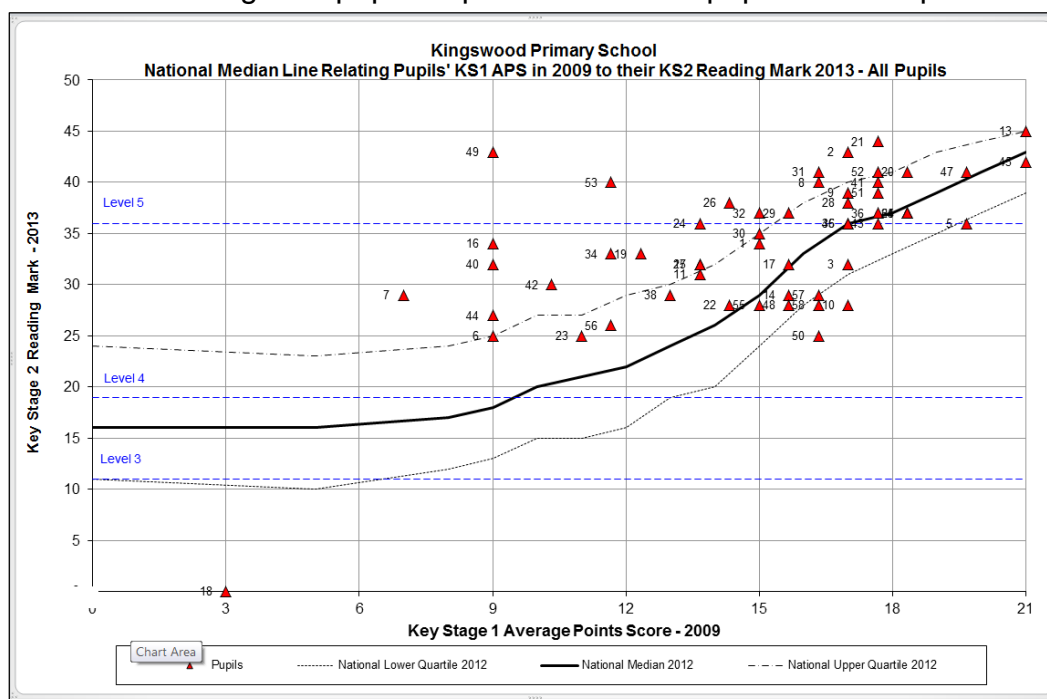


Figure 5 Kingswood KS1 to KS2 Reading Value Added Scatterplot

Kingswood has also sustained exceptional value-added performance based on national performance tables over a number of years (see Figure 5 above). This chart shows that it is at the top of 1% of all primary schools in England, in addition to excellent inspection outcomes. Ofsted recognised the excellent achievement and progress of pupils in the school and states that:

'All pupils made excellent progress, reaching at least the levels expected them at age 11. National test results were much higher than in most schools. This is because all staff in the school are

determined to make sure that every child has an equal chance to succeed. Following regular checks on pupils' progress, lessons are adapted and where high quality support is required it is accurately directed to meet individual needs.' (Ofsted 2013)

Key Stage 2 Tests (Level 4+)	2007	2008	2009	2010	2011	2012	2013	National 2013
English	95%	88%	100%	94%	98%	100%		
Reading	95%	85%	100%	94%	98%	100%	98%	85%
Spelling, Punctuation & Grammar							97%	74%
Maths	88%	85%	100%	96%	98%	100%	98%	84%
Writing, Reading & Maths combined	85%	82%	100%	94%	98%	98%	93%	84%
Average (Reading & Maths)	92%	87%	100%	95%	98%	100%	98%	85%
Overall Value-Added	-	-	-	-	103.1	103.6	101.9	n/a

Table 14 Kingswood School KS2 Test Results 2007-2013

Our evidence also confirms these conclusions and suggests that the school has a good record in improving the performance for all groups. The data shows that all groups of pupils, including those from minority ethnic groups, achieve exceptionally well and consistently make rapid and sustained progress. The progress of children with English as an Additional Language (EAL) and those with Special Educational Needs and Disabilities (SEND) is also excellent because of the high-quality support and challenge they receive.

The school also challenges disadvantage as measured by eligibility for free school meals. The data shows that they outperformed others and there is a small gap between the proportion of those pupils who receive free school meals and others. In addition, pupils known to be eligible for the pupil premium make outstanding progress in reading, writing and Maths in the school.

There are a number of reasons why the quality of learning for different groups is outstanding. There is close monitoring and intervention throughout Foundation Stage to Y6 (KS2) to ensure all pupils receive the support they need to attain the best results they possibly can. The school's targeted and sustained interventions ensure that all children make good progress in line with their peers. These include Springboard for Literacy, targeted support from Higher Level Teaching Assistants for language and literacy development, SEND Maths set taught by an experienced Advanced Skills Teacher (AST) and Deputy Headteacher, Shine on Saturday Projects, Speech and Language Therapy and EAL support for individual children.

Child A Case Study: Child A is an EAL pupil on the SEND School Action Plus register. She was assessed when she took the KS1 assessments as Stage 2 level of English fluency which suggests she required considerable English support to access the National Curriculum. As a result of her English language barrier and SEND factor, her results at KS1 showed that she achieved Level 1 in reading, writing and Maths. However, with well-targeted support at the school this has changed considerably. Through one to one, booster classes and in-class support, her level of English fluency improved to Stage 3 (some support) by the time she took the KS2 tests. The school's support was considerable and this helped her to achieve Level 5 in Maths and Level 4 in reading. This is a remarkable achievement for a child who had not been fluent in English and who was also on the SEND register (see Figure 3, pupil number 44).

Child B Case Study: Child B is a Y6 pupil 'Looked-after' Child with SEND status as School Action. He is a late joiner. Following a year in foster care, he was placed in a long-term foster care

placement. This change in his foster care home resulted in him being transferred to Kingswood. He is at risk of exclusion and he needs emotional and behavioural support. The following targeted support was given to Child B:

- Targeted reading
- SEND Maths set and targeted mathematician
- Level 5 writing intervention
- Level 5 reading intervention. For his emotional and behavioural needs he was referred to Children Looked After Mental Health Service (CLAMHS) but rejected on three occasions. Kingswood therefore put in-house music therapy in place to meet his emotional and behavioural needs.
- Intervention by the Family Support team and SENCO-regular liaison and meetings with his foster carer to ensure home-school links and that his academic needs were also being met at home.
- Monitoring of the effectiveness of the interventions via provisions mapping and pupil progress meetings

The impact of intervention in place for Child B is evidenced in the accelerated progress that he has made. His entry record at Y6 in Autumn Term shows that he achieved 3A in reading, 4C in writing and 3C in Maths. With targeted support and intervention he achieved at the end of Y6 for KS2, 5C in reading and writing and 4B in Maths and Science. The music therapy also helped to improve his behaviour and he is now below the threshold of noticeable behaviour. In Years 4, 5 and 6, he has not received any exclusion. As evidenced above music therapy has also had significant impact on his learning. This evidence shows a remarkable achievement for a child who has many issues and it also shows why it is that no-one in the school is left behind.

Assessing and Meeting the Needs of all Students including EAL

Our approach for assessing the needs of students will build upon forensic processes embedded across our primary schools and evolve to be age-appropriate for a secondary school. We will use our holistic knowledge of our students to address positively local and national low expectations at KS4 and KS5.

We have a horizontal and vertical approach to provision (consistency across year groups and progression through the school as a whole) in the Federation – we are used to size and have really worked hard and had a lot of success in the impact of pupil structures on outcome and quality across 5 primary schools and 14 forms of entry.

Detailed analysis of available progress data and tracking, qualitative and quantifiable data allows for an examination, student by student, of learning, progress, and need and the creation of a detailed and truly ‘needs-led’ provision map identifying personalised pathways for all students that includes challenge for learners of all abilities.

Our secondary provision mapping can begin well in advance of opening from ‘acceptance of place’ following March 2016 national offer day. All students will undertake MIDYS on entry. Those students not known to us will be prioritised to undertake baseline screening activity in reading (e.g. York Assessment of Reading for Comprehension (YARC)) in addition to KS2 outcomes to ensure a sound, equitable baseline for their inclusion in provision mapping thereby meeting the needs of all pupils on entry. This analysis will be undertaken by our Inclusion Team, SENCO and relevantly qualified High Level Teaching Assistants (HLTAs).

Our GHF Inclusion Team and resource base will in effect expand through its relationship with the secondary school and allow the secondary school economies of scale in meeting a wide range of needs including extension for the most able from the start – a real challenge for a new school. Knowledge of our likely proportions of students with different needs will allow us to recruit and commission appropriate services from the outset including other agencies and therapies, e.g. Children and Adolescents Mental Health Service, speech and language therapists. In the coming year 2015-16 we will up skill existing GHF staff to extend and include KS3 qualifications alongside their existing KS1 & 2 qualification e.g. Reading Recovery and Better Reading Partnership KS1,2 3.

In reading we know the GHF teaching of phonics is of the highest quality and that an emphasis on comprehension in Y7 will further secure student ability to access the secondary curriculum and support transition.

Base lining, half-termly student progress meetings at SLT level, cohort data analysis, talking to students and student voice, Tutor group provision and conferencing, analyses of stratified samples of student recorded learning and the invitation of further external scrutiny and review all form elements of our clearly defined assessment procedures and policy, strategically mapped annually. Cross-subject moderation will ensure consistency of highest expectations and highest possible outcomes for all learners and quality assurance of curriculum content as well as teaching and outcomes.

All staff, both teaching and non-teaching, will have a key part to play in meeting the needs of all students both academically and pastorally. Sharing of collegial intelligence of a student's achievements and general wellbeing is key and is achieved through cumulative centrally held records, review meetings, behaviour records, work scrutiny and learning walks.

In class, Quality First Teaching (see page 37) and the highest quality marking and feedback ensures maximum accelerated progress of all students in all subjects. Additional support can therefore be provided through interventions to maximise progress, because it's not needed to address weaknesses in everyday teaching. Additional needs, where possible, will be supported within class through our highly trained HLTAs, Teaching Assistants and Learning Mentors and through targeted intervention.

Special Educational Needs Co-ordinators (SENCOs) at Gipsy Hill Secondary Academy

We will appoint two SENCOs with Qualified Teacher Status, PGCE or B.Ed. with the Master's-Level National Award for Special Educational Needs Co-ordinator Induction essential (TLR2B) the first in 2016 and the second 2018. Additional support will be provided by our GHF Inclusion Team which includes speech and language therapists and creative art therapists.

The SENCOs will be responsible to the Deputy Headteacher (students / operations) and will liaise with the Assistant Headteacher with specific leadership focus for Assessment, Data and Tracking supported by Data Manager.

The SENCOs will work closely with Assistant Headteachers, Tutors and Designated Safeguarding Team throughout the year to ensure feedback from monitoring cycles, student progress meetings and identified actions from meetings feed directly into the school's inclusion strategy and provision reviews. Following data analysis of need and provision mapping a SENCO specific timetable will be mapped for the year. Each term the SENCO and Inclusion team will be responsible for analysing and mapping provision for students based on school need, allocating and finalising staffing and intervention timetables and sharing inclusion folders with Tutors which include class context summaries, provision mapping updates and intervention information. The SENCO will provide specific support for identified students and the families at key transition points for example when approaching examinations in terms of extra time allowances, making subject choices and transfer to Sixth Form. The SENCO will ensure that appropriate information is shared with subject teachers regarding children on the SEND register so as to inform teacher's planning and differentiation.

The SENCO will inform parents that their child is on the SEND register in writing and inform them of the intervention that their child is receiving as well as liaise with them regarding their child's targets, including specific support at home. SENCOs will also liaise with parents if / when their child is to be removed from the register. SENCOs will work in partnership with parents and external agencies in order to ensure the best possible outcomes for all children. Weekly scrutiny and Mid-term student progress meetings undertaken by SLT will be fed back to the SENCO and any actions from the meetings will inform the provision map and intervention timetables. The SENCO will conduct termly review meetings with all staff delivering intervention, including with speech and language therapists and creative art therapists. These meetings will inform caseloads, provision maps and targets for children. They will also be an additional opportunity to track the child's progress, review intervention in place to feed into the on-going cycle of assessment, planning and review. The SENCO will be available at termly parents' evenings and will feed into termly progress reports shared with parents.

In addition to this, the SENCO will organise and chair multi-agency team meetings and review meetings where appropriate.

The CEO will be the named Child Protection lead and the Deputy Headteacher for Students, CP team and SENCO will have a school wide responsibility for Looked After Children. They will ensure that allocated pupil premium funding is being appropriately used to support the best possible outcomes for these children. The SENCO will keep up to date and regularly audit the SEND register. They will work in partnership with the CP team to keep up to date and regularly audit the vulnerable children list.

The SENCO will monitor, contribute to and ensure staff training, for example Level 2 Safe Guarding, is up to date. All staff will be committed to the importance first and foremost of the impact of Quality First Teaching (see page 37) for all learners including children with special educational needs. The SENCO will contribute to training to ensure all teachers are equipped to meet the needs of all children in their planning, differentiation and delivery.

The key purpose of role will be:

- To provide seamless transition arrangements from KS2-5 and prioritise early screening and collation of data and evidence of needs for non GHF students transferring to the Academy.
- To play a key role within the Secondary Inclusion Team to ensure that all students with additional needs make accelerated progress in their learning and achieve to the very best of their ability.
- To contribute directly to students' accelerated progress through high quality sustained teaching of intervention support groups based upon a forensic knowledge of their learning and specific needs.

Duties will reflect the most up to data SEND Code of Practice (2014) requirements and will include responsibilities that are outlined in the following job description to illustrate links with assessment.

SENCO Job Description

Teaching and Learning

Identify and adopt the most effective teaching approaches for students with SEND

Monitor teaching and learning activities to meet the needs of students with SEND

Actively teach learning intervention and support groups of students on a daily basis in order to accelerate their progress

Identify and teach study skills that will develop students' ability to work independently

Liaise with other schools to ensure continuity of support and learning when transferring students with SEND

Recording and Assessment

Set targets for raising achievement among students with additional learning needs and SEND

Collect and interpret specialist assessment data, feeding specifically into termly Student Progress Review Meetings with class teachers and TAs

Maintain and further develop existing outstanding systems for identifying, assessing and reviewing SEND

Update the Senior Leadership Team and Academy Council on the effectiveness of provision for students with additional learning needs and SEND

Develop understanding of learning needs and the importance of raising achievement among students

Attend consultation evenings and keep parents informed about their child's progress

Leadership

Ensure all members of staff recognise and fulfil their statutory responsibilities to students with SEND

Provide training opportunities for all staff to learn about SEND / additional needs

Disseminate outstanding practice in SEND across the Academy and Federation-wide

Identify resources needed to meet the needs of students with SEND and advise the SLT of priorities for expenditure in liaison with other members of the Inclusion Team

Standards and Quality Assurance

Support the aims and ethos of the Gipsy Hill Secondary Academy

Set a good example in terms of professional dress, punctuality and attendance

Attend and participate in open evenings and student performances

Uphold the Academy's behaviour code and uniform code for students

Participate in staff training

Attend team and staff meetings

Develop links with Academy Council, LAs and neighbouring schools

Other Duties and Responsibilities

The SENCO, in partnership with colleagues on the Academy Inclusion Team, will have a number of duties in addition to a commitment to teach learning intervention groups:

Establishing and updating the Special Needs Register

Listening to colleagues with concerns about students and appropriately acting upon those concerns by proposing strategies or involving other agencies where appropriate

Advising colleagues about their concerns and ensuring that these are documented and inform provision mapping and the on-going review of support for children with SEND

Monitoring screening and baseline assessments in order to pick up students who are falling behind and put appropriate intervention in place in a timely fashion

Helping class teachers to write student support plans that are outcomes-focused, and identify the resources and strategies that will be used to support students to reach these outcomes

Coordinating support plan review meetings involving teachers, parents, support staff and external agencies where appropriate to evaluate progress against desired outcomes

Co-ordinating provision for children with Education Health Care Plans by calling meetings as necessary and ensuring that all involved parties (class teachers, parents / carers, outside agencies, Learning Support Assistants and the student) contribute to the Education Health Care Plans and its review. Provision will be reviewed at least termly with the involvement of parents. Provision will be reviewed at least annually with the involvement of all agencies

Informing parents of children with SEND of their children's targets and the interventions that they are accessing; liaising with parents to ensure that parents and the child are involved in the process of target-setting

Meeting parents who have concerns about their children and put appropriate intervention in place in a timely fashion

Monitoring record keeping at all stages of the Code of Practice

Timetabling special needs teachers and HLTAs / Teaching Assistants / Learning Mentors

Advising teachers in techniques and resources to inform Quality First Teaching (see page 37) for all students, including students with SEND

Advising Teaching Assistants in techniques and resources to enable them to support children to meet the outcomes as identified on their support plans and in the Education Health Care Plans. This often includes providing or arranging training in aspects of their role and mentoring them on a regular basis

Reviewing the Inclusion Policy of the Academy on an annual basis and updating it as necessary

When a child obtains an Education Health Care Plan, conducting a planning meeting to ensure identified resources are in place for the child to make progress towards the identified outcomes; to work in partnership with the child, parents and other agencies involved to identify long-term goals and short-term targets as well as the resources needed to ensure progress towards these

Carrying out annual and interim reviews for children with Education Health Care Plans

Run and monitor Pastoral Support Programmes

Making arrangements to support students with SEND in examinations, including applications for additional time and provision of access arrangements

Monitoring the resources devoted to SEND and making cases for funding where necessary. These resources include books, other teaching materials and practical teaching aids including technological aids such as laptops, iPads and Dictaphones

Initiating in-service training for the whole staff in order to update knowledge and strategies

Liaising with feeder schools

Ensuring that when a student leaves the school all their records are passed on to the next school that they attend

Promoting the needs of the more-able students across the Academy

Take the lead in assessments of children with SEND including their strengths and weaknesses

Student Transition to KS3

Transition arrangements for known GHF students will technically be 'all through'. We will provide staff training on student handover day (July 2016) where detailed tracking of student data and exemplars of work will be shared and detailed discussions on specific needs held. Transitional books will be prepared for those students with SEND and additional needs. Opportunities for close liaison with inclusion teams will ensure seamless transition and continuity in benchmarking against personal best.

All families will meet with the CEO and Designated Headteacher during the summer term prior to starting Y7. A signed Home-School Agreement will outline expectations of the school, of parents and of students, most of whom are already well known.

From 2017 onwards, our students will go back to primary transfer schools to talk to students about their experiences and primary pupils will be invited to taster days at the Academy.

Student Transition to KS4

Students will be prepared well in advance of KS4 with regards to transition arrangements. Y9 into Y10 subject workshops will be planned so that parents and students are well informed about future choices.

Support will outline the GCSE options process and include advice and guidance on the English Baccalaureate core and other optional subjects, accreditations and available evening classes. Students will be provided with a booklet and detailed explanations about pace, syllabus, careers advice e.g. an outline of each course, the topics that they will study, examples of class activities, an insight into homework assignments and where qualifications can lead in terms of careers and further education. Careers advice will build on our core programme of inspirational speakers, a feature of the co-curriculum. Student Tutors will allocate time during Tutors periods to discuss options with their students and the Inclusion team will look specifically at pathway choices and support implications for children looked after and our more vulnerable students. Senior Leadership Team meetings will be allocated to have oversight of final choices.

Student Transition to KS5 and Beyond

Transition from GCSE to A-level will focus on support for choosing appropriate pathways, informed careers advice (supported by drip-feed diet of work experience and hearing people talk about their careers). Comprehensive information will be given to students about University applications and students will be allocated 5 days during Y11 to make visits to prospective Universities. At KS5 our admissions policy will maintain our commitment to equipping our students personally and academically and we do not propose imposing entry criteria on existing students. We know some will encounter new challenges and our wrap-around support, duty of care with clear parameters will ensure no student's future is left to chance. Students would have access to named school referees (Tutors) to aid preparation for transfer to University, further education or world of work.

Section D2

We will provide a failure free school, a centre of excellence where our teaching staff are free to teach and inspire and our students are given every opportunity to reach their full potential. The Gipsy Hill Secondary Academy will define and measure our success using the Key Performance Indicators and targets below:

I. Student Attainment

Our mission is to translate exceptional progress at KS2 through to GCSE, A-level and beyond and to be in the top 1% of all schools.

Aspiration 1: To provide educational opportunities which will enable more local children to achieve their potential and leave school well qualified for a successful adult life.

- a) School Progress 8 measure to be +1
- b) Aim for 100% of students to get Grade 6
- c) School to be outstanding in level 3 CVA indices and above national average in % attaining A*/B.
- d) No attainment or progress gap between disadvantaged students and all others
- e) 100% transitioning to university, higher education, training, workplace or establishing own enterprise
- f) Outstanding Ofsted outcome within 2 years of opening: 100% good teaching, 90% outstanding

This will be achieved through Quality First Teaching (see page 37) supported by highest quality curriculum planning, exceptional marking and student response, excellent learning behaviour, tracking and intervention. We are committed to assessing students work regularly and accurately and offering assessment that allows students to make progress when they respond to it. We aim to:

- Provide students and parents with clear guidance about the type of assessment we undertake.
- Mark every student's book at least once a week.
- Mark students' work in such a way as to allow them to make progress.
- Provide students with meaningful opportunities to respond to our marking.
- Mark work for literacy in accordance with the school's policy.
- Accurately assess student's attainment half termly and submit grades to a central system.
- Provide predicted grades for final examinations so as to inform intervention activity.

Our assessment and monitoring tracking system in place across the Federation will underpin the secondary system and is currently based on National Curriculum Levels and APS. During 2014-15 we have evolved our tracking to take account of new arrangements working carefully to ensure there is substantial evidence that the new model has enough rigour and ensures students won't fall through the net. Our team approach to horizontal and vertical scrutiny allows for Federation wide analysis with site by site priorities identified. Our system includes a 360 approach to assessment and will include: SLT weekly planning, book scrutinies and discussions with students, student reviews of QFT and feedback, subject exemplar standards portfolios which define what we view as best practice, termly graded lesson observations, ungraded coached peer observations, cross-subject work scrutinies, student observations of teachers, tracking of homework, student self-assessment and review of learning, summative assessments e.g. half-termly departmental student progress review meetings, personal target setting and conferencing e.g. 1:1 conversations or small group discussions.

Work with Holland Park School will ensure tracking will be seamless, transparent and robust. Students will know benchmarks against being on track, not on track, beyond on track (as better than expected progress) indicators, and be provided with samples of work which illustrate gradings

reinforced by exemplification within daily work books. Student one-to-one target setting with Tutors will follow our student progress meeting cycle (termly) and be shared with parents. Parents can expect a 'Meet the Tutor' evening in the Autumn term, full subject report and meet the subject teacher evening mid-year to allow for progress to be maximised and supported by parents for the second half of the academic year and end of year report which will share end of year examination results. Termly reports will summarise attendance, punctuality and reflect our attention to study support and response to marking to allow for subject comparison. Our end of year examination in Y7 will focus as much on achievement as on the application of study and taught revision skills and strategies.

Subject	Grade Achieved	Target Grade	On track	Position in Cohort	Independent Study	Response to marking	Outstanding Behaviour
GCSE English	4	6	Yes / No / Beyond	of 240	Yes / No	Yes / No	Yes / No

Figure 6 Example Y10 report

A Data Manager will collate assessment data via our managed information system half termly and present to the SLT as part of ongoing analysis of patterns and trends. Our coached model and weekly scrutiny and on the ground SLT ensures issues are quickly visible and responded to.

II. Student Destination

- 100% to University / training schemes / work / enterprise establishment

This will be achieved through:

- Inward investment in our community, with older students providing mentoring, learning support and in some instances paid employment once trained (e.g. at Shine on Saturday, Easter Revision Camp, Higher Education days, gap year posts pre-University) assisting KS1 and KS2 pupils;
- Embedding enterprise and study skills initiatives in the curriculum, establishing links with Russell Group Universities and London business trainee programmes;
- Students would engage in career and leadership development opportunities e.g. elected house representatives would sit on the Student Leadership Team, work shadowing, work-related learning days and career information sessions provided by our local community, business and professional networks and
- A Gipsy Hill Secondary Academy Alumni would be set up to provide a network beyond further education and employment. An ambition of our school would be to seek funding to provide a bursary to support 10 young disadvantaged people annually to attend University (see Grant Manager, page 62). We would work with local and corporate partners to secure this sponsorship which on current university fees would amount to approximately [REDACTED] per year.

III. Quality of Teaching and Learning

- 100% satisfactory or better teaching and secure 90% good or better teaching (with highest possible % of outstanding teaching) - allowing a limited window for satisfactory teaching by NQTs.

This will be achieved by:

- Triangulated typicality of provision through lesson observations, weekly scrutiny of planning and students' recorded learning, regular learning walks, in-house student tracking data as well as half-termly Student Progress Reviews;
- Encapsulating work on exploring, defining, supporting implementation of what is agreed to be high quality education;
- Rigorous monitoring and tracking to ensure that we have an accurate overview of strengths, can talent spot and direct additional support in an informed way that ensures maximum impact at classroom level for students;

- Consistent, rigorous support and challenge for staff and students. Regular graded lesson observations and frequent peer observations, an important strand of peer accountability;
- Highest quality marking, response and assessment. The quality of recorded learning in books and through projects has the highest weighting of importance as it reflects sustained learning, standards and progress. Quality, range and presentation all need to be exceptional;
- Broad, enriched, creative curriculum with emphasis on developing lifelong skills;
- Student Voice – listening to students as part of on-going scrutiny;
- Ensuring impact at classroom level from weekly staff training in order to ensure best possible classroom provision and maximum student progress and
- Contributing to quality of curriculum provision through actively supporting the organisation and delivery of co-curriculum opportunities, ensuring outstanding quality of curriculum provision and supporting the CPD of colleagues through peer observations, Leading Practitioner observations, support and coaching.

IV. Inspection Performance

- 'Outstanding' Ofsted outcome within 2 years of opening
- Gipsy Hill Secondary Academy first choice school / oversubscribed
- Achieving the Inclusion Quality Mark

This will be achieved as a result of the above activity.

V. Attendance and Behaviour

- 0.2% permanent exclusion target
- 4% overall absence and persistent absence (15%+)

We believe our exclusion target of 0.2% is realistic and is based on Lambeth's 2013 average (secondary) of 0.29%. Exclusions will be used as a last resort and after many behaviour strategies have been tried. These will be outlined in the Academy's Behaviour Policy in full. It is the right of every student in the Academy to feel safe and secure in their learning environment and have every opportunity to enjoy learning without distraction from others. It is the right of every teacher and adult at the Academy to be able to teach without obstruction and to work in a mutually respectful environment.

The Academy will focus on establishing outstanding learning behaviour, being active rather than passive and provide excellent pastoral support for example through Pastoral Support Plans including student mentoring and parental workshops on key issues. Responsibilities of teachers, parents and students and our rewards system will be outlined clearly in five stages of behaviour from 'aggravations' – 'extremely serious' and include a hierarchy that will ensure that the appropriate degree of seriousness is attached to incidents through the fair and consistent use of both the sanction / support and reward. The policy will set out how to deal with behaviours that involve exclusions and reintegration. The Academy will follow a 'Green Form' recording process which is a mechanism for recording all incidents and does not form part of the student's official school record but rather allows the Academy to act in a preventative way by monitoring and analysing the exact behavioural concerns, communicate these to relevant parties and respond accordingly.

The Academy will be committed to providing full and efficient education to all students. We recognise that if students are to benefit from education, punctuality and good attendance are crucial. Problems which impede punctuality and regular attendance will be identified and addressed as speedily as possible and will be set out in the Academy's Attendance Policy in full.

Priority will be given to conveying to parents and students the importance of regular attendance and punctuality. The Academy will set out clear procedures for day to day routines including setting up a monitored attendance line with a messaging system to parents and will register students at each session and monitor lateness. Clear parameters will be conveyed with regard to authorised and unauthorised absence, lateness, requests for special leave and overseas visits during term time, sickness and the appropriate use of Penalty Notices.

Whilst we believe the best way to get students (particularly teenagers) to school is to guarantee support, success and innovative curricular and extracurricular activities, we recognise that

transitions into adulthood, and pressures on young people and their families will inevitably require focussed and specialist support. The Academy will work with other agencies and either contract or recruit specialist support from family liaison officers, educational psychologists and education welfare officers in order to secure the best attendance and behaviour of its students.

VI. Developing the whole person

Our vision is to educate our young people to take responsibility for their future so they can effectively and confidently seize opportunities and meet challenges. This involves understanding their role in society and the need to play a positive role within it. We aim to encourage creative and critical thinking. Above all, we aim to equip our young people for happy and fulfilling lives. To this end we will create structures and activities in the following areas that infuse school life:-

- (i) Key life skills: By the time they leave, each student (individually or as part of a team) will have:
- Engaged in enterprise by having been challenged to come up with a commercial idea from which they must try to make a profit;
 - Learned a useful practical skill (e.g. carpentry, cooking) and
 - Volunteered within the community among people from backgrounds different to their own.

(ii) Participation in collective decision-making

Each student will have the experience of participating in the Student Parliament and of being in a team (whether school team or house team) that is given real tasks that support school life. This will provide an understanding of the responsibility of making good decisions and the need for a fair and legitimate process to underpin them.

(iii) Leadership Development.

Every student should understand what leadership means and for every student to consider the possibility that, in some way, they may lead others. For example in business, sport, politics, community life or family. It will be a core goal of our enrichment curriculum to build leadership skills and to create varied opportunities for student to experience a leadership role.

(iv) Role modelling

Through educational curriculum and enrichment activities, students will be introduced to role models, whether historical, high-profile or local and through discussions of how influence happens, be challenged to consider themselves as role models for others. Wherever possible, they will be given the opportunity to meet and learn from people who can inspire them and help them to gain the soft skills they will need in life. As much as possible, sessions will be in person but we will use technology (e.g. Google hangouts, webinars, videoconferencing etc.) to widen our reach.

(v) Family/Carer Integration

Secondary schools are often hermetically sealed environments from which parents and carers feel excluded. We will aim to create not just a school but a school community in there is a high level of constructive engagement with families and the local community. We will encourage the contribution of skill and effort from the school community, through mentoring and the donation of skills and resources. We will also offer extracurricular opportunities for parents and carers to learn and engage in some of our enrichment and extracurricular activities, sometimes together with their children. We will support the creation of an active PTA and parents will be represented on the Collective Vision Group.

(vi) Conflict Resolution Training

Through simulations and experiential activities (e.g. the World Peace Game, drama-based workshops) we will expand student's understanding of the social world, help them develop emotional intelligence and provide them with tools to deal positively with emotional and social challenges.

(vii) Positive Social Change

We believe that schools have enormous influence on the wider community. This school will explicitly stand for values of equality, respect and social justice in a way that contributes to greater community cohesion and positive social change.

(viii) Liaising with and reporting to parents / carers

We will endeavour to achieve the highest possible engagement with our parents and carers in an on-going way via our website, half-termly newsletters, and weekly through homework diaries. Parents evening will be held termly and coincide with our assessment cycle and student target setting. Information sessions / days on curriculum.

Section D3

	Sept 2016	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022
Students on roll	240	480	720	960	1200	1440	1680
Senior Leadership Team							
CEO	SLA	SLA	SLA	SLA	SLA	SLA	SLA
Headteacher	1	1	1	1	1	1	1
Deputy Headteacher	2	2	2	2	2	2	2
Assistant Headteacher		3	4	8	9	9	9
Teaching Staff							
English	2	3	5	7	10	10	10
Maths	2	3	5	7	10	10	11
Science	2	4	6	8	11	12	12
Art	1	1	1	1	1	2	3
Technology	1	2	3	3	3	4	5
ICT		1	2	2	2	2	3
Drama		1	2	2	2	2	3
Humanities	1	2	2	3	4	7	8
Critical Reasoning	1	2	3	4	5	7	7
MFL	2	2	3	4	5	6	8
Physical Education	1	2	3	3	5	7	9
Music	1	2	3	4	4	6	8
BTEC teachers						3	4
Science Technician	1 (TTO)	1	2	2	2	2	2
Technology Assistant	1 (TTO)	1 (TTO)	2	2	2	2	2
Art Assistant			1	1	1	1	1
PE Assistant	1 (TTO)	1	1	1	1	1	1
Pupil Support							
SENCOs	1	1	2	2	2	2	2
HLTAs (FTE)	2	4	6	8	10	10	10
HLTAs (part time, breakfast to lunch support)	2	4	6	8	10	12	12
TAs	5	10	12	13	13	13	13
Learning Mentors	2	4	6	8	10	10	10
1:1 tuition	1	1	2	2	2	2	2
Designated Safeguarding Lead	1	1	1	2	2	2	2
Student Councillor			1	1	1	1	1
Study Support Manager	1	1	1	1	1	1	1

Pastoral Support		1	1	2	2	2	2
Mealtime supervisor (part time)	1	2	3	3	3	3	3
Administrative							
Leadership Team PA	1	1	2	2	2	2	2
Careers Advisers			1	1	2	2	2
Finance team	SLA	SLA	SLA	1	3	3	3
Grant Manager					1	1	1
HR team	SLA	SLA	SLA	1	2	2	2
Senior Administration Officer (SAO)	1	1	1	1	1	1	1
Administration Officer		1	1	2	2	2	2
Attendance Officer	1	1	1	1	1	1	1
Admissions and Student Services Officer			1	1	1	1	1
Digital / Marketing	1	1	1	1	1	1	1
Data Manager	SLA	1	1	1	1	1	1
Exams Officer				1	1	1	1
Cover Assistant	1 (PT)	1 (PT)	1 (PT)	1	1	1	1
Network Manager	1	1	1	1	1	1	1
ICT Technicians			1	3	3	3	3
Premises							
Estates Manager	1	1	1	1	1	1	1
Premises Officers		1	1	2	2	3	3
Housekeepers (PT)	1	1	1	2	2	2	2
Other							
Librarian	1	1	1	1	1	1	1
Library Assistant		1 (PT)	1	1	1	1	1

Table 15 Gipsy Hill Secondary Academy staffing growth plans

Phased Growth

Our staffing structure outlines how staffing will grow from 2016 until the school is at full capacity (2022) with year by year recruitment indicated by colour coding. All roles are aligned to our standards agenda and all staff will have complementary, corporate and collective responsibility for key areas including literacy, IT and global perspectives.

All senior school leaders, when non class-based would have both a Quality Assurance role and provide significant teaching commitment to intervention groups to ensure sustained high standards, narrowing gaps in achievement.

We will have a commitment to recruiting specialists who will provide outstanding models, when capacity permits, to grow our own teachers and as part of Initial Teacher Training, will support aspirant teachers through traditional and new routes for example maximising the School Direct model particularly in shortage subjects.

Staff recruitment has been designed to reflect the core principles, vision and aspirations for our Academy and is outlined below:

Pre-opening: The Trust, CEO and Headteacher will jointly recruit staff and develop the Teaching and Learning blueprint of core procedures and assessment for the Academy. We have identified two senior support staff (in finance and HR) that form part of the pre-opening team providing expertise and skills.

We recognise that the process of establishing a new school requires time and expert staff to guarantee achieving our vision and goals. To this end we will recruit the Headteacher and two Deputy Headteachers two terms in advance in order to ensure immersion in GHF core procedures. These staff will also liaise with and support transition of likely Y7 cohort in detail and ensure continuity of ethos and values. They will also support the Headteacher with staff recruitment. The Headteacher designate will receive 1 day per month of direct mentoring and support from Holland Park School. The coach and mentor will support on detailed planning for provision. The Headteacher will undertake structured visits to best practice providers and schools e.g. Reach Academy to support the vision and to secure exceptionally high expectations from the outset.

Post-opening: Employment contracts will reflect the need to teach outside subject in first years of opening, as well as to contribute to extended study and extracurricular activities.

CEO, Headteacher and Deputy Headteachers will have absolute responsibility for quality assuring teaching and learning.

The Headteacher and Deputy Headteachers will lead on curriculum and development of Student Voice and Collective Visions in order that the vision and ethos permeates the organisational structure, curriculum and pastoral support. Together with the Study Support Manager they will jointly plan the pre and after school activities and enrichment programmes for the first year. Engagement with and recruitment of wider community and business partnerships will be a key goal to extend and support mentoring and career pathways as early as possible and certainly by 2017.

SENCO appointed at commencement of the year – senior staff will be expected to have full oversight of needs and provision mapping for students.

Finance / HR Service Level Agreement commissioned from Gipsy Hill Federation until Finance and HR Managers are appointed in 2018.

Staff roles, experience and expertise

The following standards apply to our Leadership Team:

PERFORMANCE OBJECTIVE 1: QUALITY OF TEACHING

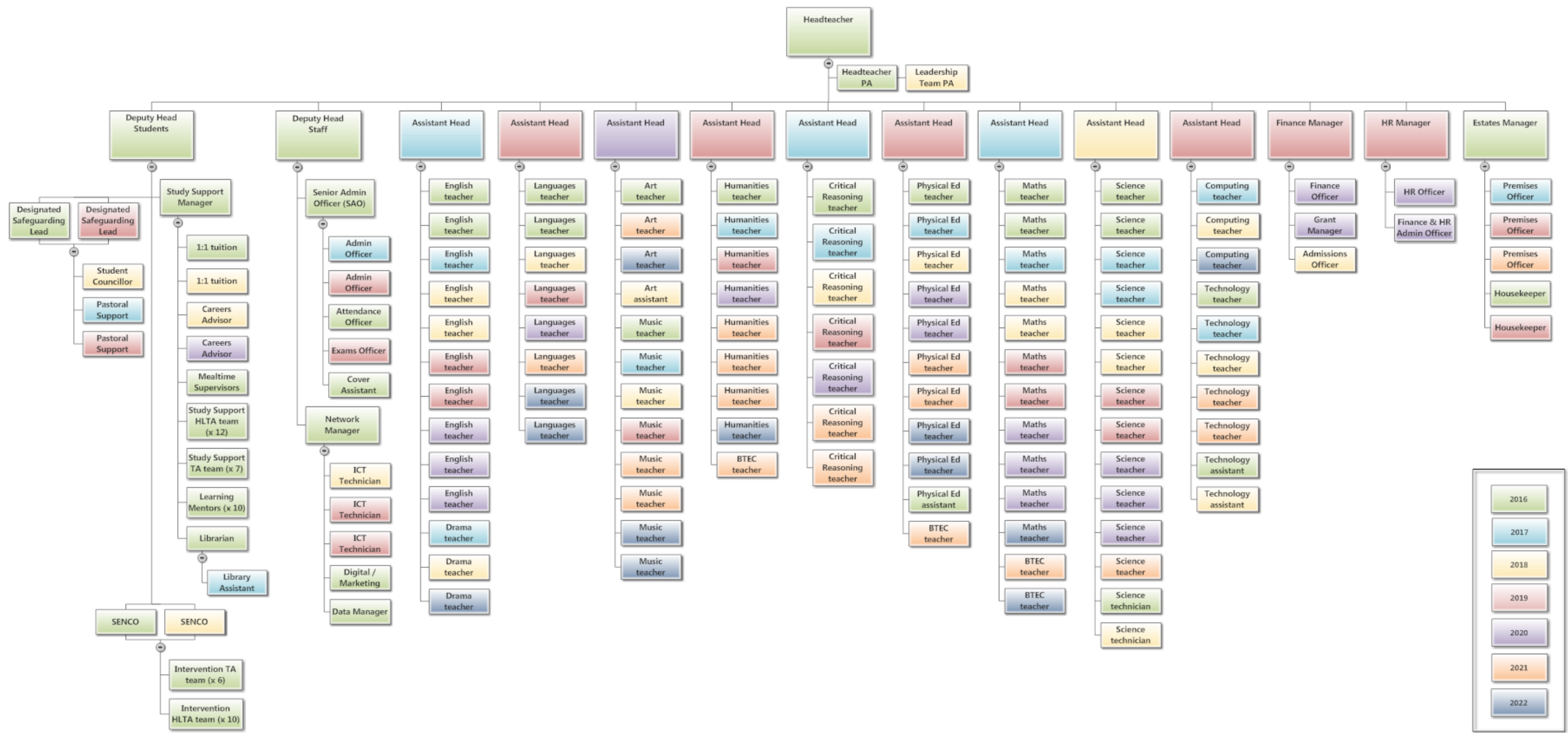
As a Leader: ensure that the quality of teaching overall is judged internally and by Ofsted to be outstanding.

1. Provide creative and innovative ideas, strategies and guidance and practical support which embeds outstanding teaching. To realise this, leaders will:
 - write as required for staff handbook / school portfolios
 - monitor closely the Schemes of Work and lesson plans of those they performance manage and/or in direct subject teams;
 - model outstanding lesson plans;
 - model outstanding teaching and demonstrate what inspiring, outstanding teaching is;
 - be observed teaching on a regular and frequent basis;
 - coach and mentor colleagues as per a variety of programmes;
 - lead staff development activity, and
 - interpret and lead on Ofsted criteria.

Evidence will be found in colleagues' observation grades, student workbooks, and terminal examination results.

2. Ensure that colleagues' student workbooks/files/portfolios demonstrate outstanding progress as a result of thorough regular marking and assessment. To realise this leaders will:
 - ensure that their own students' workbooks are exemplary models;
 - share their own practice in staff handbook / school portfolios and in staff development activity;
 - monitor and review workbooks and report back to colleagues and to Leadership Team colleagues;
 - match the work in workbooks to the grades given and to termly examination results;

Gipsy Hill Secondary Academy staffing structure (phased growth)



- embed workbooks in performance management dialogue, and
- embed workbooks in subject meeting development time.

Evidence will be found in students' workbooks, performance management documentation, staff handbook / school portfolios

PERFORMANCE OBJECTIVE 2: ACHIEVEMENT OF STUDENTS

As a Leader: ensure that all student progress of all groups of learners at all key stages is outstanding.

3. Create a curriculum and quality of teaching that ensures the progress made by every student is significantly greater than that which is expected by Ofsted. To realise this, leaders will:
 - produce personal examination results which are exceptional;
 - create and deliver an appropriately innovative and responsive curriculum;
 - undertake personally and support other colleagues in extensive intervention work;
 - track and monitor termly performance of students , taking into account the levels of progress made from differing starting points;
 - ensure that parents are fully engaged;
 - undertake relevant training;
 - monitor achievement nationally;
 - understand and interpret RAISEonline, and
 - accept responsibility for the school's overall results.

Evidence will be found in termly assessment/examination results, terminal examination results, terminal examinations, students' RAISEonline judgements.

PERFORMANCE OBJECTIVE 3: PROFESSIONAL EXPECTATIONS

As a Leader: fulfil all professional expectations

4. Fulfil all professional responsibilities. To realise this, leaders will:
 - work such Saturdays as are calendared and/or as are necessary to secure all that is required;
 - create a climate in which ever extending achievement is feasible;
 - ensure that the ethos of the school is paramount and that the highest personal example is set;
 - create ambition and aspiration;
 - lead on, and make clear, school policies;
 - manage students firmly, warmly and in a manner which makes the school community safe;
 - operate in a manner which blends gravitas with warm engagement;
 - manage robustly matters which are below school's expectations and those which contravene the staff professional code;
 - produce exemplary written work that requires no/little correction/intervention;
 - meet all deadlines at all times without exception;
 - plan strategically;
 - model a paperless environment (and where paper is unavoidable ensure that it is ordered, impeccably maintained and archived, and
 - inspire and equip the school community to understand and fulfil all the processes and frameworks by which the school is judged.

Evidence will be found in action plans and reviews, staff handbook / school portfolios, written records, environment, Leadership Team meetings.

CEO (Accounting Officer): Child protection lead / providing strategic direction to Headteacher / vision and ethos / oversight of marketing and communications / early recruitment / hold Headteacher

to account for standards of the school and see the school through to an Outstanding Ofsted within the first two years of opening / advising Board of Directors and Academy Council

Headteacher: To ensure the school's overall effectiveness and quality of teaching / legal, strategic and financial compliance / oversight of Service Level agreements to ensure value for money and quality assurance / strategic lead for Student Voice including Student Parliament and empowerment model / Collective Vision Group (see page 39)

Deputy Headteachers: Two Deputy Headteachers will be appointed to work jointly to ensure the school's operational management ensures Outstanding Ofsted in all categories of the framework.

Deputy Heads are expected to fulfil all of the objectives set for Leaders and in doing so, are expected to role model all standards and expectations in a manner which is exemplary. Specifically they must also ensure that:

- they can offer sage solutions to difficult and complex issues;
- they can offer insight, balance, sensitivity and wisdom to guide the Leadership Team's views;
- they can guide the Head's thinking;
- they can articulate confidently and powerfully, sometimes without prior notice;
- they demonstrate initiative and profound attention to detail.

Evidence will be found in Leadership Team meetings, performance reviews, students' results.

The divide in responsibilities will be as follows:

One Deputy Headteacher will have oversight of **Students and operational management:** Responsible for inclusion / overall achievement of students / planning scrutinies / whole-school learning environment / timetabling / pastoral care of students / behaviour and attendance / provision mapping / additional learning and pastoral support interventions / policies and procedures.

The second Deputy Headteacher will have oversight of **Staff and quality of teaching:** Responsible for overall quality of teaching across all subjects / CPD, coaching and support of staff / teacher training / overview of external communications including website and staff intranet / development of peer observation (cross-year and cross-department) / Leading Practitioners / management of national and international relationships / line management of Assistant Heads.

Assistant Headteachers: All Assistant Headteachers have a team of teachers reporting to them and are in charge of their performance management and subject oversight (see staffing structure). Additional responsibilities will be shared between the number of staff on the team each year until 2020 (see **Error! Reference source not found.**, page **Error! Bookmark not defined.**)

SENCOs: SENCOs' primary role will be to ensure that all students achieve outstanding progress. They will lead the 'team around the young person' and will have full responsibility and accountability for students with special needs. They will have oversight of HLTAs (SEND Practitioners), Learning Mentors, Speech and Language Therapists, Designated Safeguarding Leads, Student Councillor, Pastoral Support, provision mapping, gifted and talented, Quality Assurance and impact evaluation of interventions and will report to the Deputy Headteacher for students and operational management (see above)

Significant investment in Inclusion Team would ensure that all learners make accelerated progress and ensure outstanding standards and achievement. In the first two years of opening we would expand our existing GHF Inclusion team to achieve successful transition and seamless provision for students.

Study Support Manager: Co-ordinate breakfast study support, library staff, extended day provision (including Saturdays), extracurricular activities

Form Tutors: Core focus: Responsible for morning registration, general well-being, PSHCE, pastoral support, particularly responsive to individual student's needs, parent liaison, writing student references.

Teachers: Core focus: Highest quality teaching, planning, marking, response and assessment. The quality of recorded learning in books and through projects would have the highest weighting of

Table 16 Assistant Headteachers responsibility growth chart

	1	2	3	4	5	6	7	8	9
2017	Transition to KS3 / Standards in teaching & learning / Pastoral & provision / Behaviour & attendance /				Planning & mapping schemes of work / Leading Practitioners / Manage tutors / Parent comms /		Training / Budgeting / Resources / Co-curricular / Assessment / Manage progression / Gifted & talented / PSCE curriculum /		
2018	Transition to KS3 / Standards in teaching & learning / Pastoral & provision / Behaviour & attendance /				Planning & mapping schemes of work / Leading Practitioners / Manage tutors / Parent comms /		Training / Budgeting / Resources / Co-curricular / Assessment / Manage progression / Gifted & talented / PSCE curriculum /	Teacher performance management / Careers & HEIs / Transition to KS4 /	
2019	Transition to KS3 / Standards in teaching & learning	Pastoral & provision / Manage tutors / Parent comms /	Co-curricular / Gifted & talented / PSCE curriculum		Planning & mapping schemes of work / Leading Practitioners	Resources / Assessment	Training / Budgeting / Manage progression	Careers & HEIs / Transition to KS4 / Vocational pathways	Management of tutors / Parent comms / Behaviour & attendance /
2020	Transition to KS3 / Standards in teaching & learning	Pastoral & provision / Manage tutors / Parent comms /	Co-curricular / Gifted & talented / PSCE curriculum	Transition to KS5 / Careers & HEIs	Planning & mapping schemes of work / Leading Practitioners	Resources / Assessment	Training / Budgeting / Manage progression	Transition to KS4 / Vocational pathways	Management of tutors / Parent comms / Behaviour & attendance /

importance as it would reflect sustained learning, standards and progress. Quality, range and presentation all need to be exceptional. All teachers will offer at least one extracurricular club throughout the year.

Leading Practitioners: The following standards apply:

PERFORMANCE OBJECTIVE 1: QUALITY OF TEACHING

As a Leading Practitioner: teach lessons which are creative, innovative, dynamic and inspiring. Using the Ofsted framework, lessons must be judged (both informally and formally) to be outstanding consistently.

1. Provide creative and innovative ideas, strategies and guidance and practical support which supports the development of colleagues' teaching. To realise this, leading practitioners will:
 - be observed by colleagues teaching lessons that are not only outstanding in Ofsted criteria but exciting and inspirational;
 - research and put into practice new ideas for teaching;
 - write as required for staff handbook / school portfolios;
 - contribute to the development of NQTs, and
 - where required, lead areas of subject development.

Evidence will be found in personal/colleagues' observation grades, student workbooks, staff handbook / school portfolios

2. Role model for colleagues' student workbooks/files/portfolios which demonstrate outstanding progress as a result of thorough regular marking and assessment. To realise this, leading practitioners will:
 - ensure that their own students' workbooks are exemplary models which demonstrate rapid progress;
 - share their own practice in staff handbook / school portfolios;
 - and as directed, during subject time;
 - assist the development of workbooks/files/portfolios of colleagues; and
 - provide solutions to colleagues to manage their marking load.

Evidence will be found in personal/colleagues students' workbooks, staff handbook / school portfolios, students' terminal examination performance.

PERFORMANCE OBJECTIVE 2: ACHIEVEMENT OF STUDENTS

As a Leading Practitioner: ensure that their students achieve beyond expectations/target grade and model for other colleagues how to achieve such outcomes. Leading Practitioners will be accountable for the achievement of their own teaching groups which are likely to include hard to reach students or which represent a need for the school. They are also, along with the Leadership Team accountable for the overall results profile of the school.

3. Ensure that students' progress and outcomes in examinations are outstanding and support identified colleagues in securing the progress and outcomes in examinations which are in-line with expectations of their position on the pay range. To realise this, leading practitioners will:
 - produce personal examination results which are exceptional;
 - demonstrate through discussion providing evidence where relevant that Performance Objective 1 is the foundation of any success;
 - lead and organise Saturday and school break intervention work; and
 - make a defined contribution to the outcomes achieved by identified Pupil Premium students and other 'hard to reach' students.

Evidence will be found in termly and terminal assessment/examination results, students' RAISEonline judgements, and attendance of students at intervention activity.

PERFORMANCE OBJECTIVE 3: PROFESSIONAL EXPECTATIONS

As a Leading Practitioner: fulfil all professional expectations

4. Fulfil all professional responsibilities. To realise this, Leading Practitioners will:

- contribute to a climate in which ever extending achievement is feasible;
- make an extensive and positive contribution to the wider life and ethos of the school adhering to and embracing policies and promoting a climate of high culture;
- work in a collaborative manner with the Leadership Team adopting a leading role in developing, implementing and evaluating strategies, policies and practice that contributes to school improvement;
- manage students firmly, warmly and in a manner which role models for other colleagues;
- meet all deadlines at all times without exception;
- model a paperless environment and where paper is unavoidable ensure that it is ordered, impeccably maintained and archived;
- plan positive, proactive and helpful contributions to meetings, bringing solutions and strategies to problems;
- maintain a clear electronic archive of work undertaken to raise the quality of teaching in school to be judged outstanding by Ofsted; and
- undertake additional duties as directed e.g. supervised study/lunch duty.

Evidence will be found in action plans and reviews, staff handbook / school portfolios, environment, subject meetings, written records.

Grant Manager: A full time Grant Manager will be recruited in 2020 and will have oversight of securing additional funds to supplement school activity.

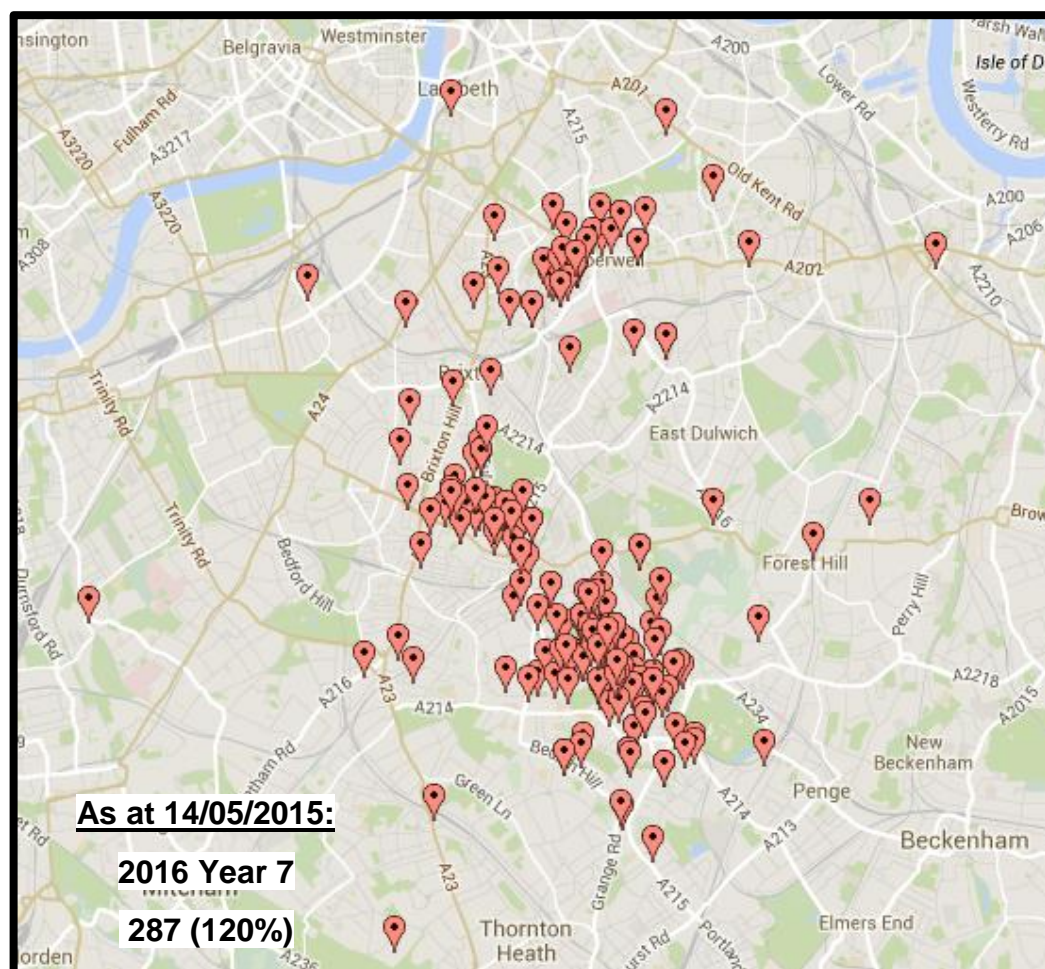
Section E: Evidence of need

	2016 ²⁸				2017			
	A	B	C	D	A	B	C	D
Nursery								
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	240	287		120%	240	344		143%
Year 8					240	287		120%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	240	287		120%	480	631		131%

²⁸ Change dates to 2017 and 2018 if appropriate.

Map of our sign-ups for first two years of opening and quotes from our parent group

"I am very supportive of any proposal to extend the excellence and ethos of the GHF to secondary education. I see first-hand how Kingswood raises standards and aspirations for all children, whatever their starting point or ongoing challenges might be. Furthermore, the good relationships that result between parents and carers in our diverse community adds greatly to the quality (and peacefulness) of our neighbourhood. My son is thriving at the school and I would love to be confident that this great education and special environment could be continued throughout his school life."



"I think it is a wonderful idea and a most welcome development for the area. My family and I give our full support."

"It is a fantastic idea of having a secondary school which will be managed by an outstanding Federation, which has proven track record of continuous delivery of outstanding education for children."

"I think this a great idea, for some children the transition between primary and secondary school is frightening, this would make the journey better, the children would already know what is expected from them and maybe even have a teacher that they already know."

Having had my child in the federation since the start of her school life I would love for her to go to a secondary school that is run on the same standards and Headteachers."

"It is exactly what I have hoped for! My children attend Kingswood Primary School and it provides an excellent education but we were very concerned about where the children could go to secondary school in this area. To know that this continuity of excellence would be available would be a dream come true and continue the high standard which the staff and children have worked so hard to achieve at the Gipsy Hill Federation schools as a whole. Please make this a reality! Thank you."

"It is my total belief that [REDACTED] and his staff have a blueprint for optimum success at primary school level. This has been proven year after year, even as the Gipsy Federation of Schools has expanded to include other previously failing schools in the area. My two children LOVE going to school. The way they have developed as young people and excelled academically has been a daily joy for our family. I am terrifically passionate about the education my children receive because I know without doubt that it works.

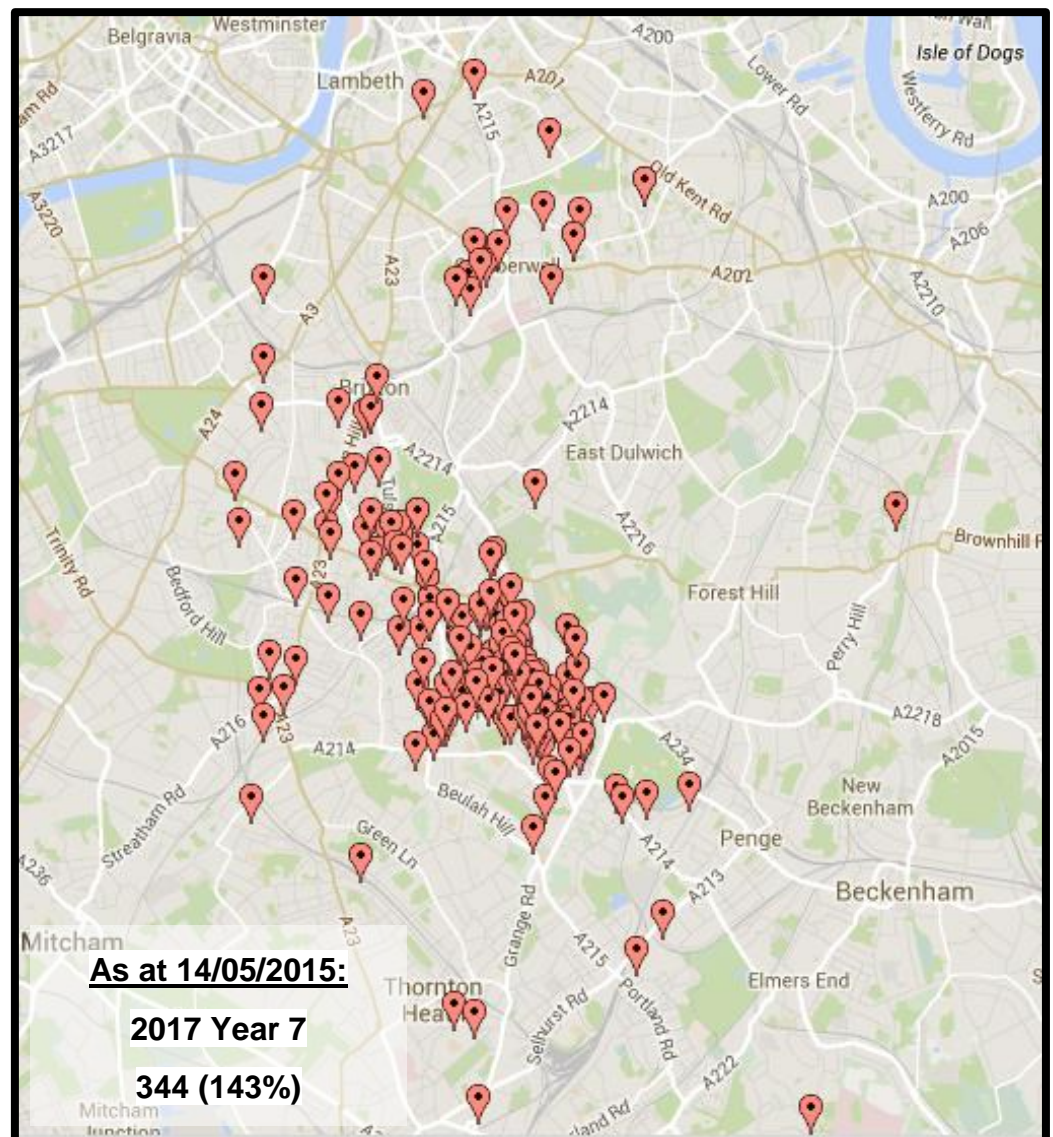
I have maintained for some time that this "DNA" for educational success should be applied in other parts of the country and, most crucially for our area; it has to continue to secondary school level. It isn't that we have a preferred choice of secondary school for our children; we feel we don't have any choice of school that matches the standard set by their primary school. But now, with the news of this proposed Gipsy Hill Federation secondary school, we have hope.

We know how lucky we are to have [REDACTED] and his team of dedicated staff. The best employers attract the best employees. We now have this chance to grow this legacy further still, and it is one that will make a real, deep and lasting difference to the whole."

"My wife and I are incredibly excited about the prospect of a Gipsy Hill Secondary School that is [REDACTED].

More importantly, so is our daughter, who is currently in Year 4 of Kingswood Primary School.

The quality of education, care and supervision by individual teachers and of the Federation as a whole have been outstanding, and we trust that the staff have the children's' best interests at heart."



Surplus of places

Across Lambeth and Southwark surplus forms of entry in Y7 are reducing from 17.6 September 2014 to only 4.1 in September 2016 which will inevitably result in a reduced likelihood of securing a place at a good or outstanding local school for our anticipated cohort. By September 2019 a forecasted 20.4 additional forms of entry will be required and whilst many of these are in Southwark there is an increasing shortage of places in Lambeth. Added to this are anticipated shortages in neighbouring boroughs, notably Bromley. In Bromley, the number of students at Y7 is projected to increase from 3,473 in 2013/14 to a peak of 4,100 in 2021/22. This is equivalent to 21 additional Y7 classes locally.

We are concerned that there is a lack of transparency in available data from Local Authorities, for example Lambeth which uses an 85% transfer rate despite an upward 3 year trend, culminating in 90.5% of Lambeth children staying in the borough 2014. We make the case that based on this trend and our own expansion from 14 to 18 forms of entry that this trend is unlikely to reverse. We have therefore based our predictions on a static 90.5% transfer rate.

	Sep-14	Sep-15	Sep-16	Sep-17	Sep-18	Sep-19	Sep-20
Lambeth	197	175	147	94	-12	-86	-162
Southwark	309	223	-23	-64	-264	-527	-404
TOTAL	506	398	124	30	-276	-613	-566
Equivalent FE	17.6	13.3	4.1	1.0	-9.2	-20.4	-18.9

Table 16 Forecast of Surplus / Deficit of Y7 Places in Lambeth and Southwark

Local Provision

Gipsy Hill Federation (GHF) spans two local authorities with four schools in Lambeth and one school in Southwark. The local concentration of GHF schools means that we boarder five local authorities in close proximity.

The destination data provided below is based on the GHF Y6 leavers 2014. The leavers attended 37 schools spanning 9 boroughs, though a high percentage of students stay in borough with Federation leavers attending secondary schools in Lambeth (71%) and Southwark (17%).

We believe that students are entitled to an outstanding education. The Ofsted judgements of the destination secondary schools, based on national data, reveal that only 20% of GHF Y6 leavers attend known Outstanding schools. Almost 6% attend schools which Require Improvement.

Although we recognise that many of our leavers do attend Good schools (47%), further analysis of KS4 and KS5 data demonstrates dramatic variability in attainment, which has particular implications for GHF students who make exceptional progress from very low baselines to achieve in line with and above national averages at level 4+ at KS2. These children are particularly vulnerable at transition without the consistency of approach that we offer.

KS4

Figure 4 shows the percentage of low, middle and high attainers achieving at least 5 A*-C GCSEs (or equivalent) including English and Maths at our GHF 2014 leavers destination schools. The graph shows a substantially wider variation in low and middle attainers achieving this crucial minimum of GCSEs than it does for high attainers. This suggests that some schools do not have the strategies particularly to meet the needs of low and middle attainers. Furthermore, the data suggest low attainers are not making as much progress as expected and are achieving below national expectation.

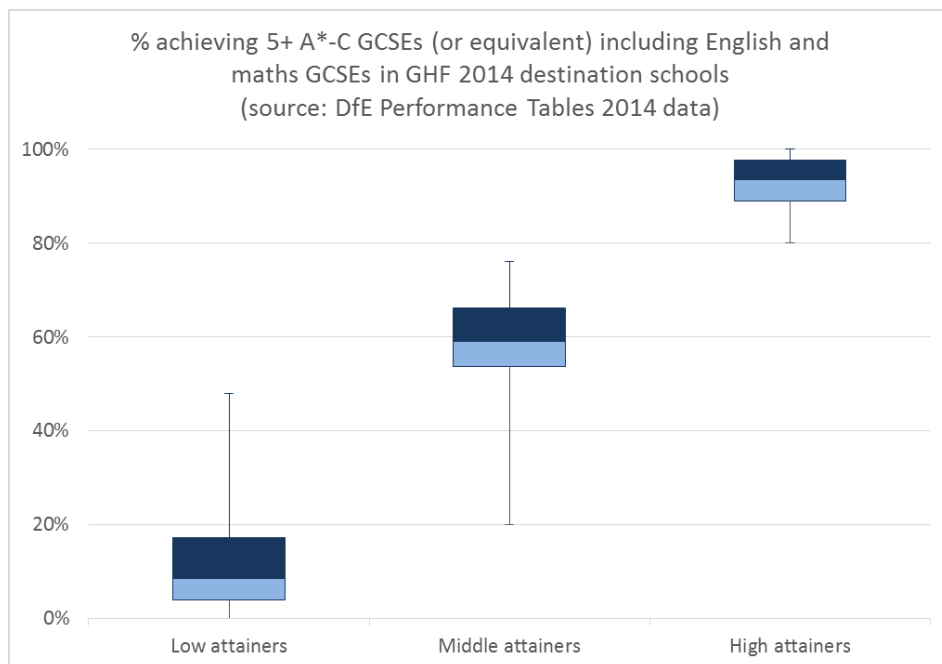


Figure 7 percentage achieving 5+ A*-C GCSEs

The lessons we have learned from the Federation schools show it is possible to challenge this underachievement and ensure all pupils are achieving as expected and more than expected. We are determined to narrow the achievement gap between low attainers and high attainers. By providing our consistency of approach from primary into secondary, we can ensure we are providing our students with the best possible structures to enable them to learn and achieve well.

Moreover, the percentage of low, middle and high attainers making even expected progress at KS4 further

illuminates just how variable our local provision actually is. The dramatic variation of low attainers making expected progress in Maths, as shown in Figure 8 below, clearly shows that some of our local secondary schools are failing to support students to achieve their potential. Variability is broad for all groups across English and Maths, evidencing that despite exceptional progress being made at primary school, students have no guarantee of obtaining a place in a secondary school where they are able to fulfil their potential or be prepared for KS5 and beyond. Particularly shocking is the fact that only 42% of Lambeth schools have less than 85% of their high achievers making expected progress at KS4. Our local KS5 provision is also severely lacking, with the percentage of students

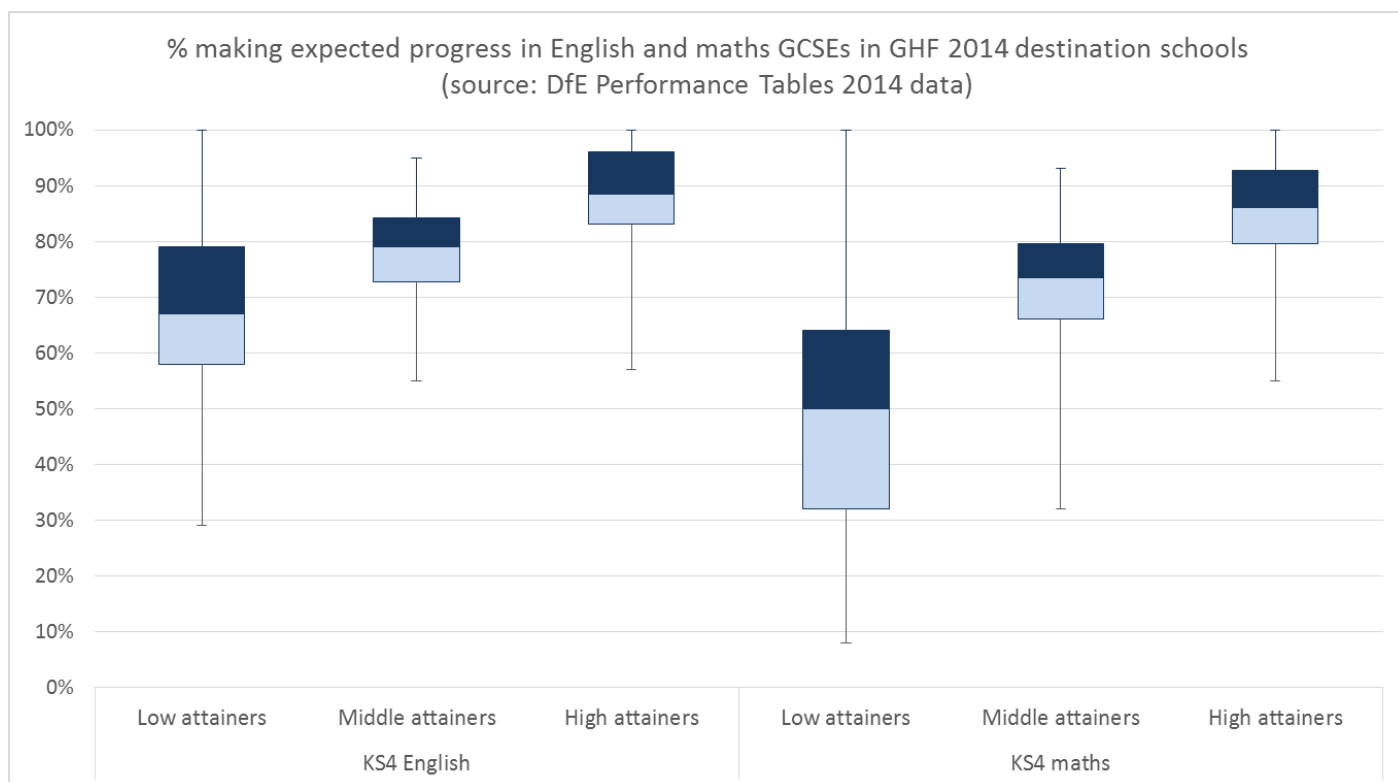


Figure 8 percentage making expected progress in English and Maths GCSEs

achieving 3 A-levels A*-E often well below the average in England for state-funded schools (see Figure 10, page 69).

English as an Additional Language (EAL)

A review of all destination secondary schools suggests further variability of achievement. Figure 9 below compares the percentage of students achieving at least 5 A*-C GCSE (or equivalent) at our GHF leavers destination schools for EAL pupils compared to the national average for EAL pupils. Although many of the schools shown do actually exceed the national average, these schools are oversubscribed and are therefore not always accessible for the majority of our pupils. Highlighted in red are the two schools which between them take 30% of our Y6 leavers, both with extremely poor achievement for pupils in this group, suggesting a lack of appropriate support to facilitate attainment. In fact, only 37% of GHF leavers managed to secure a place at a secondary school that performs above the national average for EAL pupils. It is worth noting that the national average is only 54.7% of EAL pupils achieving 5+ A*-C GCSEs (including English and Maths).

At GHF primary schools our experience and data demonstrate that EAL students' achievement is equal to or better than other groups at KS2. We have outlined throughout this application the rigorous systems we use to achieve these results. At secondary, we expect that these same gains will stand GHF students in an excellent position to continue this trajectory. For new entrant EAL students we will have an intensive support programme in literacy, numeracy and EAL language acquisition. We are confident that our data and results reflect our capacity to achieve the best outcomes for all students, including EAL students and to match those of the very best (current) destination schools.

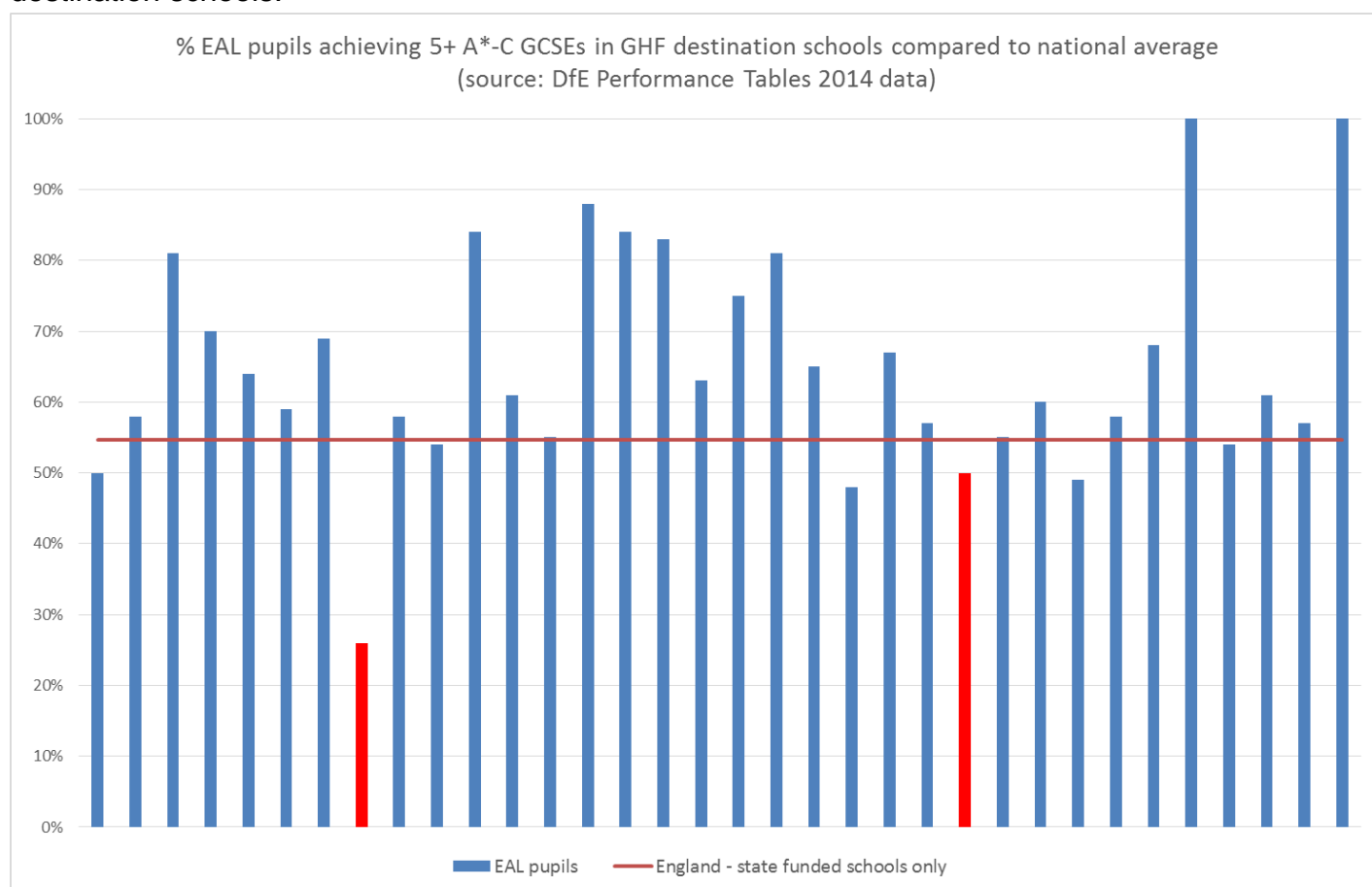


Figure 9 percentage of EAL pupils achieving 5+ A*-C GCSEs (including English and Maths)

KS5

There is significant underachievement at A-level in Lambeth schools. Figure 10 demonstrates the percentage of students achieving 3 A-levels A*-E at our leavers destination schools, many of which are far below the England average for state funded schools and colleges. The ambition of the Federation is to ensure students achieve highly including grades at A*-B. We are also aiming to prepare our young people to go to the Russell Group Universities, Cambridge and Oxford.

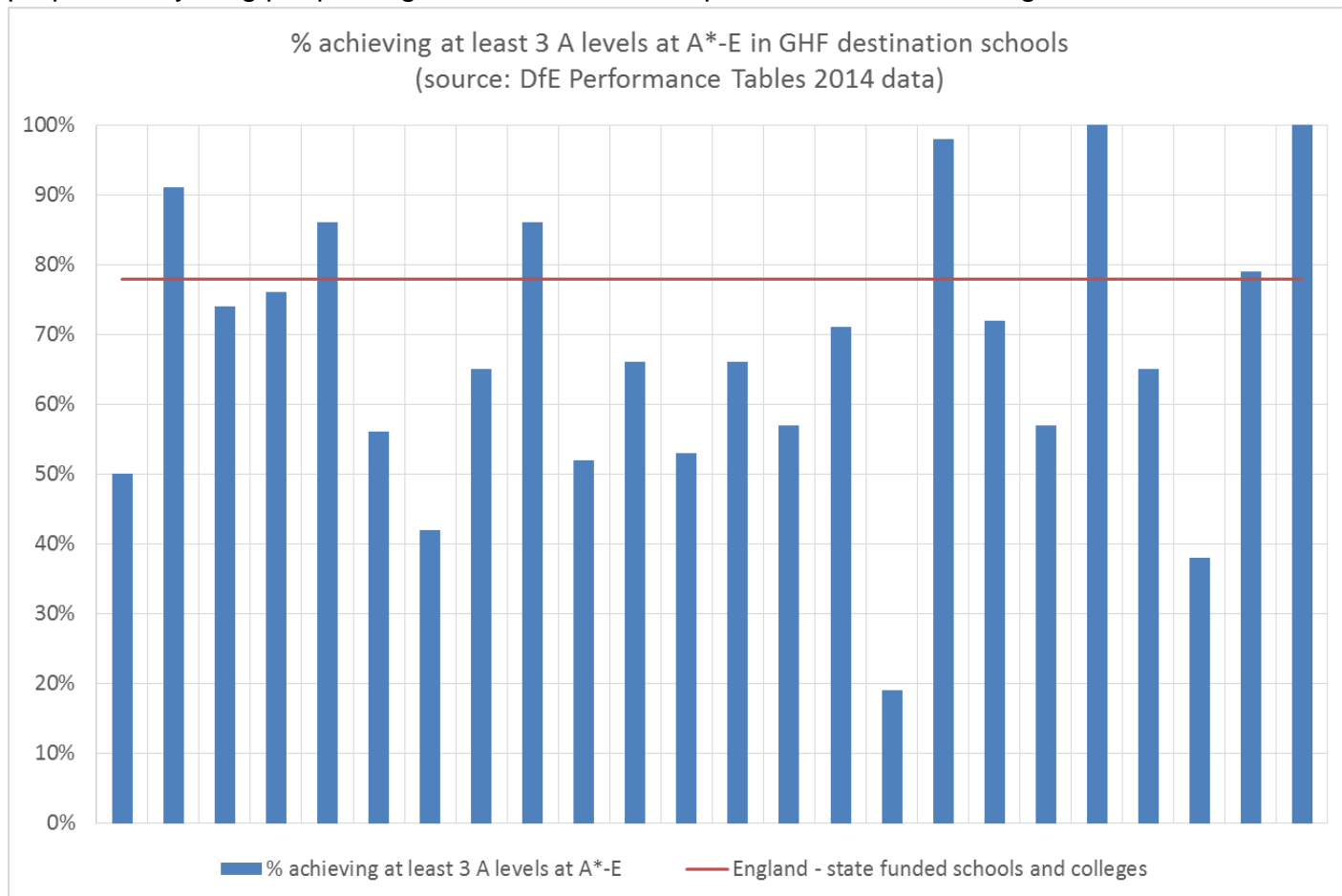


Figure 10 percentage achieving 3 A-levels A*-E

At GHF, we have proven strategies and outcomes that demonstrate we deliver beyond expected progress for many of our students and we feel confident that we can continue to offer those strategies through KS3, 4 and 5.

Our vision is to ensure that children doing well at primary continue to do well at GCSE and A-level and achieve their ambitions.

Section E2

Stakeholder	Objective	Method	Outcome
Core stakeholders - parents of children at all five GHF schools	<ul style="list-style-type: none"> - Disseminate information - Generate excitement and support - Gauge level of support - Obtain firm commitment to make GHSA parents' first choice secondary school - Understand parent perceptions - Address concerns & rectify misperceptions - Update on progress of application and reapplication, and maintain support 	<ul style="list-style-type: none"> - Printed information (letters & flyers) via book bags - Banners outside school & presentation boards within school offices - Presentation by Executive Head at all five schools - Hand-distributed flyers - Texts and emails sent to parent list. - Website with FAQ and link for support and comments - Parent Ambassadors speaking to parents at drop off, pick up & parent coffee mornings. - Facebook pages (open page for public information & closed group page for parent discussion) - @GHFsecondary Twitter feed - Parent Ambassador Group to build awareness & support Updates issued via social media and school communications (including blog) 	<p>1678 parent support pledges, includes:-</p> <p>266 Y5 parent pledges to make academy 1st choice (111% subscription for 2016) / 305 Y4 parent pledges (127% subscription for 2017) / 266 likes on Facebook page: 190 Twitter followers from local community</p>
General neighbourhood community within vicinity of GHF schools	<ul style="list-style-type: none"> - Disseminate information - Advocate / generate support - Understand community needs and concerns - Influence key community stakeholders - Address concerns and rectify misperceptions - Make connections for future interface between school and community 	<ul style="list-style-type: none"> - Posting information on local Facebook and other internet forums and encouraging discussion - Distributing leaflets to local schools, businesses and organisations - Generating Twitter support and information traffic through targeted campaign - Assigning Parent Ambassadors to liaise with key groups (faith, commercial entities, community organisations, residents associations) - Parent Ambassadors and steering group members to attend community forum meetings & community events - Organising consultation meetings for key groups - Letters from Exec Head to local secondary schools 	<p>Twitter feed has reached approx. 63,000 people through retweets / Facebook followers from across community.</p>
Community leaders	<ul style="list-style-type: none"> - Disseminate information - Generate support - Better understand socio-political context - Address concerns - Build relationships 	<ul style="list-style-type: none"> - One to one meetings between Executive Head, MPs & councillors - Telephone calls from Executive Head to individuals - Letters and direct social media to key community leaders 	<p>High awareness of bid from community leaders / Support from all candidates in general election / Offers of help in building community support</p>

Section F: Capacity and capability

Section F1 (a) Pre-opening skills and experience

Name	Core group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Y	London	[REDACTED]	[REDACTED]	6
[REDACTED]	Y	London	[REDACTED]	[REDACTED]	6
[REDACTED]	Y	London	[REDACTED]	[REDACTED]	6
[REDACTED]	Y	London	[REDACTED]	[REDACTED]	5
[REDACTED]	Y	London	[REDACTED]	[REDACTED]	6
[REDACTED]	Y	London	[REDACTED]	[REDACTED]	16
[REDACTED]	N	London	[REDACTED]	[REDACTED]	4
[REDACTED]	N	London	[REDACTED]	[REDACTED]	4-10

	Y	London			2
	Y	London			18
	Y	London			8
	Y	London			2
	N	London			3
	Y	London			2
	Y	London			28
	N	London			14 across staff
	N	London			2
	N	London			2 days total
	Y	York			2
	N	London			10

[REDACTED]	Y	London	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	28
[REDACTED]	Y	London	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	8
[REDACTED] [REDACTED]	Y	London	[REDACTED]	[REDACTED]	4
[REDACTED]	N	London	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	Commissioned as required
[REDACTED] [REDACTED]	N	London	[REDACTED]	[REDACTED] [REDACTED]	Commissioned as required

Capacity to deliver

This application is supported by a group of proposed members and directors, along with an oversight body, which brings together a broad range of experience and skills required for the successful development of the Gipsy Hill Secondary Academy (GHSA).

The Gipsy Hill Federation (GHF) has a proven track record of success at primary level and is confident about the potential to translate this track record to secondary level. This confidence is supported by a range of expertise drawn from across our parent supporters, Federation staff and expert external advice and support which includes substantial experience from the secondary school sector, including the collaboration with Holland Park School with strong parallels to that which we propose.

The Federation is a family of five schools, each with its own Headteacher, built up over the past six years. We are also currently working in partnership with a further primary school.

Four out of our five of schools are rated 'outstanding' in every aspect by OFSTED. Fenstanton, our newest member, is currently 'good with outstanding features'. We are a National Support School and Teaching School and our [REDACTED]

The development of the Federation has built significant skill and experience across all relevant areas and the team behind this application is drawn from the considerable resource of outstanding educational experts already at our disposal. This educational skillset is enhanced in our proposed Members, Directors and oversight group by individuals with considerable experience and expertise from the commercial, not for profit and public sector. This provides us with a breadth of skills and experience, supplemented by significant community support and knowledge of that community.

The specific capacity and capabilities of the various elements of the team are as follows:

Educational Expertise

Our bid is led by [REDACTED]. [REDACTED] has nationally recognised experience as a [REDACTED], and his commitment to the Federation and its children is underlined by its achievements since he arrived as [REDACTED] of Kingswood Primary School in 2002, turning failing schools into centres of excellence. He has considerable experience leading high performing teams, validated by Ofsted and also capital build projects across the Federation.

In order to build on the existing educational expertise within the project team, recognising the necessity of developing a foundation of secondary education expertise has been a key priority. We believe we have drawn together a range of expertise and experience which puts us in a strong position to make the transition to secondary leadership.

This includes secondary expert input at both Director level from [REDACTED] and on the ground from Colin Hall, [REDACTED] for the last 14 years. Both with a strong track record of inspiring leadership and delivering high quality secondary education in areas with diverse need. [REDACTED] are therefore able to offer us insight and advice on how to ensure that the values and standards that are at the heart of the Gypsy Hill Federation are translated into a secondary context. In addition [REDACTED] has committed to mentor [REDACTED] during the pre-opening period and deploy members of his staff to support the development of the GHSA (see page 9).

[REDACTED] brings substantial knowledge to our team with regard to strategy and data. Previously responsible for [REDACTED] will ensure our high expectations and drive for improvement are realised. [REDACTED] is also well placed to guide the school with regard to public policy and accountability.

[REDACTED] has held two highly successful [REDACTED] and is experienced in relation to the recruitment of high calibre staff, and performance and talent management. [REDACTED] will be the school's [REDACTED] leading on safeguarding, SEND and provision mapping. GHF Headteachers will support the development of policies and procedures age appropriate to secondary following visits to Holland Park School.

[REDACTED] has significant experience establishing a new and innovative and successful secondary school in [REDACTED] and we have drawn on her expertise for our proposal, particularly as she conceptualised and led the design of [REDACTED].

We are also able to draw on the support of [REDACTED], currently [REDACTED] in a nationally renowned private school and with experience as a deputy head at a secondary school. She will provide input on a variety of educational issues at a secondary level together with insight in how secondary schooling can shape the individual and encourage engagement in wider society.

Our [REDACTED] is [REDACTED], who is able to offer the project a wide ranging educational background, with significant teaching, leadership and development experience, and strong skills in relation to school improvement.

Further educational expertise is provided by [REDACTED], who sits on our oversight group. [REDACTED] has experience leading a joint primary and secondary new build project and can combine this

experience with that of school change and innovation, finance and, in his role as current primary head, school leadership.

We believe therefore, that with this excellent range of skills and experience, we are well positioned to lead the planning and development of the curriculum and structures in our proposed school, building on a proven track record of excellence at primary level and ensuring we are well positioned to develop a secondary school by drawing on an exceptional range of external support.

We are fortunate in being able to draw on a range of skills and experience related to project management. The project is being [REDACTED], who is able to offer significant project management experience in addition to her educational background. Since our January 2015 interview we have analysed pre-opening requirements, written and delegated team work packages in relation to the identified pre-opening phases to prepare for a September 2016 opening. Six Saturday sessions have been identified to ensure the core applicant group, members and Board are well trained in advance of opening particularly in areas of governance, finance and HR. Legal advice has been sought from law firm Browne Jacobson who have prepared a scheme of delegation (see page 80) with regard to governance and [REDACTED] has committed to support the group through reciprocal school to school support and some commissioned training including lessons learned. The project team is supported by a full time Project Officer currently studying to be a qualified accountant who will join the finance facilities team. Both Project Manager and Project Officer hold Prince 2 Practitioner.

Our supporters from our committed parent group also include [REDACTED], who has significant project management experience and can combine this with a critically important community network. [REDACTED] is an experienced corporate executive for a UK-listed company for whom project management is a critical function.

Our project team also has specialist lead roles and expert advice (and a team structure able to deliver excellent value for money; highly responsive and scalable, well able to provide core functions whilst the Academy develops to full capacity) in key areas as follows:

Human Resources: [REDACTED]. She has substantial experience in organisation development and staff structures for large organisations. She has expert knowledge and experience of recruiting staff for multiple schools and sites, creating and implementing staffing policies and procedures and implementing and managing payrolls. She leads a team of four.

including school budget setting, modelling, funding distribution and set up in line with DfE conditions and regulation. He also has experience of grant and procurement process managements. He is able to bring our project experience gained over 25 years working in private and corporate banking as well as the public education sector. He leads a team of four, including one former secondary school finance and business manager.

Our [REDACTED] with 8 years' experience in [REDACTED] and 20 years' experience in [REDACTED]. He currently manages a multi territory team across Europe responsible for assets valued at €1.3bn and generating €99.3m annual net operating profit.

Legal: further legal advice will be commissioned as required.

Marketing/Media Communications: This stream of work is being managed and overseen by two [REDACTED]. [REDACTED] has held senior [REDACTED], while [REDACTED] has worked as a [REDACTED].

Section F1 (b) Skills gap in pre-opening

Skills missing	How you plan to fill the gap
Admissions	Following an unsuccessful application in March 15 the project team recognised that for a September 16 opening admissions would need to be run internally rather than through Lambeth LA for which plans had been drawn up and agreed. Pre-opening monies will be utilised to secure a robust system, necessary training and staffing. Our HR Manager and a member of the GHF staff who has previously run in-house school admissions will lead on this area. A plan for briefing all parents has been drawn up to run alongside secondary transition briefings. Information will be available via website and additional targeted briefings and 121 meetings for those parents who have signed up.

Section F2

Our governance and accountability structures are outlined below (see Figure 11, page 83):

Members: Five members have been appointed. Their expertise is intensive across education, law, business and marketing and communications. Members' primary role is to appoint and if required, dismiss the majority of the Board of Directors (Trustees). Members will meet twice per term, with one meeting joined with the Board Meeting.

Trustees (Directors) (who are also Directors of the charity for the purposes of the Companies Act) will hold the CEO and Headteacher to account, delegating powers of authority to the Academy Council, whilst ensuring the Academy is safe, solvent and enduring, structurally sound, educationally improving and legally compliant.

All strategic decisions will be made by Trustees whose responsibility will be to guarantee the educational standards are exceptional, in line with ambitious progress and achievement targets. Trustees will be responsible for setting general policy in line with the Academy's vision, adopting an annual improvement plan and budget, monitoring the Academy performance and making major decisions about the direction of the Academy, the staffing and capital expenditure. Trustees in the various committees will adhere to statutory guidance and Codes of Practice related to Admissions, Exclusions, Data Protection, Freedom of Information and Child Protection.

Trustees will ensure that the Academy complies with the statutory requirement, the requirements of the Academy's governing document and the provisions of the Statement of Recommended Practice (SORP) "Accounting and Reporting by Charities" guidance of March, 2006. Trustees have and will be recruited to provide sufficient breath and expertise to run the school.

Currently, eight Trustees have been appointed and we expect to extend these appointments as the Trust grows. The expansion of the number of Trustees may include employees; however, the number of employees will not exceed one third of the total number of Directors.

At the time of opening GH Trust will have only one Academy within the Multi Academy Trust. In the event of more Academies joining the MAT, the Trust will appoint a minimum of 2 Parent Directors for every 10 or fewer Academies and they would be elected by the Parent members of the individual governing bodies as per their terms of reference. Any elected Parent Director must be a parent of a registered student at one of the Academies; or where it is not reasonable to do so, a person who is the parent to a child of compulsory school age at the time s(he) is elected.

Individual Trustees will be linked to strategic portfolios:

Expertise in secondary education has been secured by a retired outstanding secondary [REDACTED]. She has committed to support the Academy over an extended period and substantial time. Alongside the expertise mentioned above, [REDACTED] brings substantial current high-level educational leadership, having worked with [REDACTED].

This expertise will be supplemented by the partnership with Holland Park School who will continue to support and challenge formally, through the Academy Council (see below).

Two Trustees have extensive **financial expertise**. They will scrutinise the Finance and Business Manager's systems and processes, ensuring that they are fully compliant in relation to current statutory requirements and the provisions of the SORP.

Budgets will be devolved to budget holders at both Leadership Team and Curriculum level as appropriate. They will decide the financial Limits of Authority which will be reviewed on an annual basis.

A clerk and group company secretary will be externally contracted to file accounts.

Policies and procedures to be adopted for the induction and training of Trustees:

All Trustees will receive the Trustees' Handbook which will outline core responsibilities, legal requirements and financial and conflict of interest requirements.

To ensure Trustees understand their roles and responsibilities and are fully aware of the financial regulations governing Free Schools, **The Elliott Foundation (TEF)** an experienced and well established Academy Chain will be commissioned to provide induction and governor training. Additionally, [REDACTED] can provide tailored coaching and mentoring for Trustees' in relation to their portfolios (e.g. Finance). Following the opening we will work with TEF to ensure a robust training programme, some of which we envisage would be jointly undertaken. This would provide GH Trustees with opportunities for support and challenge from experienced TEF Trustees and the CEO.

Organisational Structure

The Academy will be constituted under its Articles of Association. Trustees will meet as a group twice per term and will be responsible for ensuring the goals and vision of the Academy are achieved in line with the school development plan and financial plan. The Governing Body will be responsible for ensuring that high standards of corporate governance are maintained.

The Governing Body will exercise its powers and functions with a view to fulfilling a largely strategic role in the running of the Academy, addressing such matters as:

1. Appoint and dismiss the foundation Headteacher and future Headteachers within the MAT;
2. Policy development and strategic planning, including target setting;
3. Ensuring sound management and administration of the Academy, ensuring that managers are equipped with relevant skills and guidance;
4. Ensuring compliance with legal requirements;
5. Establishing and maintaining a transparent system of prudent and effective internal controls;

6. Management of the Academy's financial, human and other resources (in particular control over the spending identified in the Academy's development plan and in relation to the relationships with Gipsy Hill and Mayflower Federations);
7. Monitoring performance and the achievement of objectives, ensuring that plans for improvement are acted upon;
8. Working with and responding to parents and the community to promote and secure strong respectful partnerships;
9. Setting the Academy's standards of conduct and values, and
10. Assessing and managing risk (including preparation of an annual statement on the Academy's risk management for the annual report and accounts).

Specific Areas which the Governing Body will oversee include:

- Approval of the Academy's development plan;
- Approving specific policies developed by committees and/ or in partnership with the GH and Mayflower Federations (e.g. curriculum, procurement, risk management);
- Recommending Academy budget for approval by the GH Trust;
- Determining levels of expenditure to be approved by the GB itself (e.g. committing to contracts over certain value);
- Approving transfers between budgets over certain limits (including scrutinising financial relationship with the GH and Mayflower Federations);
- Determining certain employees' terms and conditions (within the remuneration, pay and pensions policy);
- Approving the annual report and accounts;
- Decisions relating to the development and expansion of the Academy and MAT, and
- Decisions involving controversial, significant or unusual discretion.

Connected Organisations, including Related Party Relationships with GH and Mayflower Federations (see Figure 12, page 84):

Gipsy Hill Secondary Academy (GSHA) will build on the excellent foundations of both GH and Mayflower primary Federations. These relationships have been critical in developing clear, transparent and compliant processes and procedure which maximise the opportunities for efficiencies and collaboration across the Federations, whilst ensure clear systems for transparency, audit and accountability. Systems for safe-guarding and accounting for individual school's budgets whilst ensuring efficiencies across the Federations are well established and individual school's audit reports are universally accepted and signed off by external auditors. Shared services for financial, human resources, premises management, support for SEN and other groups and leadership development are all well established with the focus on maximising efficiencies to secure outstanding services to support continuous school improvement.

Notwithstanding that the secondary Free School will have different (and very clear) financial and reporting requirements, systems and processes currently used for the two primary Federations will be used with the secondary Academy. Service Level Agreements will be formalised for all goods and services provided through the existing Financial, SEN, HR, premises and School Improvement (School Leadership) teams and these will be approved and scrutinised by Governors. As with existing protocols, the Academy accounts will be independently audited.

Approach to Delegation

The management and governance responsibilities will be interlinked and mutually supportive. Trustees (Governors) will define the aims, objectives, principles and strategies of the Academy and the Management Team (CEO, Headteacher, Deputies) will ensure that all operational decisions are in accordance with these principles. The CEO will support the strategic overview of the three

organisations including working with the Academy Headteacher and Deputies (as appropriate) on matters relating to exclusions, safeguarding, and complex staff issues. Where appropriate, the CEO will also draw on the experience within the associated strategic management team, e.g. HR.

The day to day management of the Academy will be delegated to the Headteacher who will direct the two Deputy Heads and nine Assistant Headteachers. The Headteacher and his/ her team will have full responsibility in relation to curriculum, school organisation, students' assessment and tracking information for different groups of students including those with additional needs, pupil premium, students at risk and / or from under-performing ethnic minority groups and will report progress against the school's plan which is approved by the Board. Early recruitment of the Headteacher and Deputies will ensure that they are fully involved with and have significant input into the establishment of the school. Working with the CEO, Primary Executive Heads and Trustees, the Headteacher will be offered tailored support in a responsive way depending on his/ her experience.

Existing and new opportunities for collaboration across the GHSA and two primary federations will be encouraged and supported and we expect that the appointment of an outstanding, highly skilled secondary Headteacher will extend the expertise across the Federation. This will support transition from primary to secondary and in the formative stages of the GHSA development, ensure coherence in support and expertise for all children, and particularly those in vulnerable groups. Formal and informal processes to support collaboration will also ensure that all three organisations benefit from opportunities to share and extend teachers' and other staffs' subject and pedagogical knowledge. As a maturing Teaching School Alliance comprised of both primary and secondary schools, the GHF will afford additional expertise in leadership, succession planning, teacher training (through School Direct), CPD and research and development to the GHSA.

The CEO role will inevitably change as the school increases in size with each new intake of students, the secondary Head and her/ his team expand in number and experience and potentially, the MAT expands with (possibly) an additional secondary school and/ or some of the primary schools convert to Academy status. We envisage an increasingly strategic role for the CEO who will ensure that leadership, teaching and learning and systems and processes are continuously reviewed to support the Aims and Vision of the GHSA and the Gipsy Hill and Mayflower primary Federations.

All policies relating to the GHSA will be approved by the Trustees. Executive decisions in relation to exclusions, admissions, staffing complement, staff discipline and grievances and staffing structure must be approved by the Board. The CEO who is the Accounting Officer and personally accountable for all children, the school and public money, will work with the Headteacher to ensure that these policies are implemented in line with the vision and aims of the organisation. As with the Gipsy Hill Federation, the CEO may delegate responsibilities to the Headteacher in his absence, e.g. decision making associated with individual students and members of staff. Operationally, the structures will be in place for the secondary Headteacher and two primary Executive Headteachers to work together on matters relating to policy development, leadership and strategy. In the absence of the CEO, this group would also serve as a collegial reference point in relation to particularly challenging decisions or circumstances, e.g. the death of a student. Our [REDACTED], has also committed to supporting at this level in both a proactive and on occasion responsive way. Trustees will approve the financial plan and devolve budgets to budget holders at Leadership, Team and Curriculum Levels.

Scheme of Delegation (Browne Jacobson)

Board of Directors <i>Strategic oversight, setting visions and policies for the Trust, governance, contractual relationships with third parties</i>	Academy Council <i>Day to day running of the academy, carrying the Trust's vision, policies and priorities forward, holding academy leadership to account</i>
Vision and Accountability setting out the vision for the Trust and its application at both Trust and academy levels determination of corporate strategy and planning compliance with all legislation, charity and company law compliance with Articles & Funding Agreements determining the admissions policy and arrangements for each academy (in accordance with the law and DfE codes of practice) setting HR policies and procedures (as legal employer of all staff), developing appropriate terms and conditions of service with each academy, including the performance management policy and pay policy setting other Trust wide policies such as health & safety, DBS etc. oversight of public relations activities to project the activities of the Trust and the academies to the wider community	Vision and Accountability carry forward the Trust's vision implementation of actions required to comply with legislation and the funding agreement implementation of policies and plans agreed by the Board (e.g. admissions, DBS and the academy's financial plan) establishing appropriate committees in line with the articles of association and appointing lead Academy Council members to have oversight of key areas such as SEN, Safeguarding and Health and Safety oversight of the curriculum and curriculum policies to meet statutory requirements where required
Standards oversight of standards and outcomes across the Trust annual target setting for the Trust in general and for individual academies regular reviews of performance across the Trust support and intervention strategies for individual academies oversight of key performance data on a Trust and individual academy basis power to withdraw delegated powers from an Academy Council and, if necessary, disband it	Standards holding academy SLT to account for academic performance, quality of care & provision setting ambitious annual targets for performance and regularly reviewing progress towards their achievement oversight of the quality of teaching and learning across the academy with detailed knowledge of strengths and weakness ensuring that the academy has appropriate intervention and support strategies in place to deliver high quality teaching and learning in all areas overseeing the distribution and effectiveness of pupil premium funding monitoring academy data
Appointments and training	Appointments and training

<p>ensuring processes in place for appointment of Trustees and Governors of Academy Councils</p> <p>appointing the Headteachers (in consultation with the Academy Council), the clerk to the Academy Council and the Responsible Officer</p> <p>responsibility for the performance management of the CEO and the Headteachers (in consultation with the AC)</p> <p>appointment and oversight of cross academy staff</p> <p>training and evaluating the Trustees & AC members</p>	<p>monitoring local HR activity and policy, e.g. ensuring the process for local performance reviews of staff is within the parameters for the particular academy</p> <p>managing the employment and performance management of all staff employed by the academy and managing disciplinary matters in accordance with the set policy</p> <p>considering whether any changes are required to staff terms and conditions (making the amends required with the consent of the Board)</p> <p>raising concerns if it is felt that appropriate training and development is not being provided</p> <p>AC members take part in regular self-review</p>
<p>Finances</p> <p>overseeing the finances of the Trust and the academies</p> <p>establishing a funding model for use across the Trust and the academies</p> <p>agreeing each academy's annual budgets (in consultation with the Academy Council)</p> <p>compliance with Academies Financial Handbook</p> <p>oversight of finances of each academy</p> <p>the development of a revenue generation policy</p> <p>determination after consultation with each academy the extent of services provided centrally to the academy and the allocation of cost</p> <p>oversight of the effectiveness of the delivery of centrally provided services</p> <p>establishing processes for local management & maintenance of assets and appropriate registers</p>	<p>Finances</p> <p>seeking value for money and ensuring resources are applied appropriately at academy-level</p> <p>monitoring and reviewing expenditure regularly</p> <p>delivery of income generation activities</p> <p>maintaining proper accounting records and preparing expenditure and balance sheets as required</p> <p>notifying the Trust of any changes to fixed assets used by the academy</p> <p>supporting the Board in relation to the annual budgetary process</p> <p>manage the academy's cash flow</p> <p>observing proper levels of delegations & protocols</p>

Method of Recruiting Further Trustees

The Academy Trust is committed to participation and wide representation of stakeholders in the constitution of the Governing Body. Alongside named (in this application) Trustees recruitment of additional Trustees will ensure representation is broad and balanced, including representing the ethnic diversity of our communities.

Managing Conflict of Interest

Trustees

All Trustees will be required to formally disclose their interests and associations, including any financial or business connections, according to the Memorandum and Articles of Association. These declarations will be formally reviewed annually, and Trustees will be expected to notify the Chair in the event of any changes in the interim.

Governance and Finance Risk Management

As a Limited Company by Guarantee and a Registered Charity we are will institute the following to avoid and minimise conflicts of interest and manage risks:

Risk	Mitigation
Within a complex organisation which combines both maintained and Academy governance and accountability there is a risk that compliance to government, charity, Academies financial handbook, employment and other statutory policies is compromised.	<ul style="list-style-type: none">• Income for each school will be received, managed and audited separately and independently.• The Academy will have separate bank accounts, solicitors and independent auditors.• Full training can be provided in matters relating to governance and financial accountability by an experience MAT (The Elliott Foundation)<ul style="list-style-type: none">○ Financial Policy and Procedures manual○ Scheme of Delegation○ All statutory policies
SLAs between the primary federations and GHSA need to be transparent, auditable and value for money.	<p>SLAs would be fixed-term (4 years), routinely evaluated for VfM and show full audit trails.</p> <p>Systems are currently in place for GH and Mayflower primary Federations. These systems have stood the test of time, have redeemed substantial efficiencies and always been rigorously reported on (to Governors, Local Authority and external auditors).</p> <p>Work with The Elliot Foundation to ensure that the financial systems, processes audit and accountability for SLAs to the GHSA are all fully compliant with Academies' Financial and Charities regulations in order to take advantage of the positive benefits that the partnership and joint services will offer.</p>
Some Trustees will be employed to undertake / provide services and/ or consultancy.	<p>In line with Academies' and Charities' regulations, the number of employees will not exceed one third of the total number of Directors.</p> <p>Employees will not participate in meetings nor have voting rights on matters relating to them (e.g. salary reviews and recommendations, disciplinary and/ or performance or employment matters).</p>

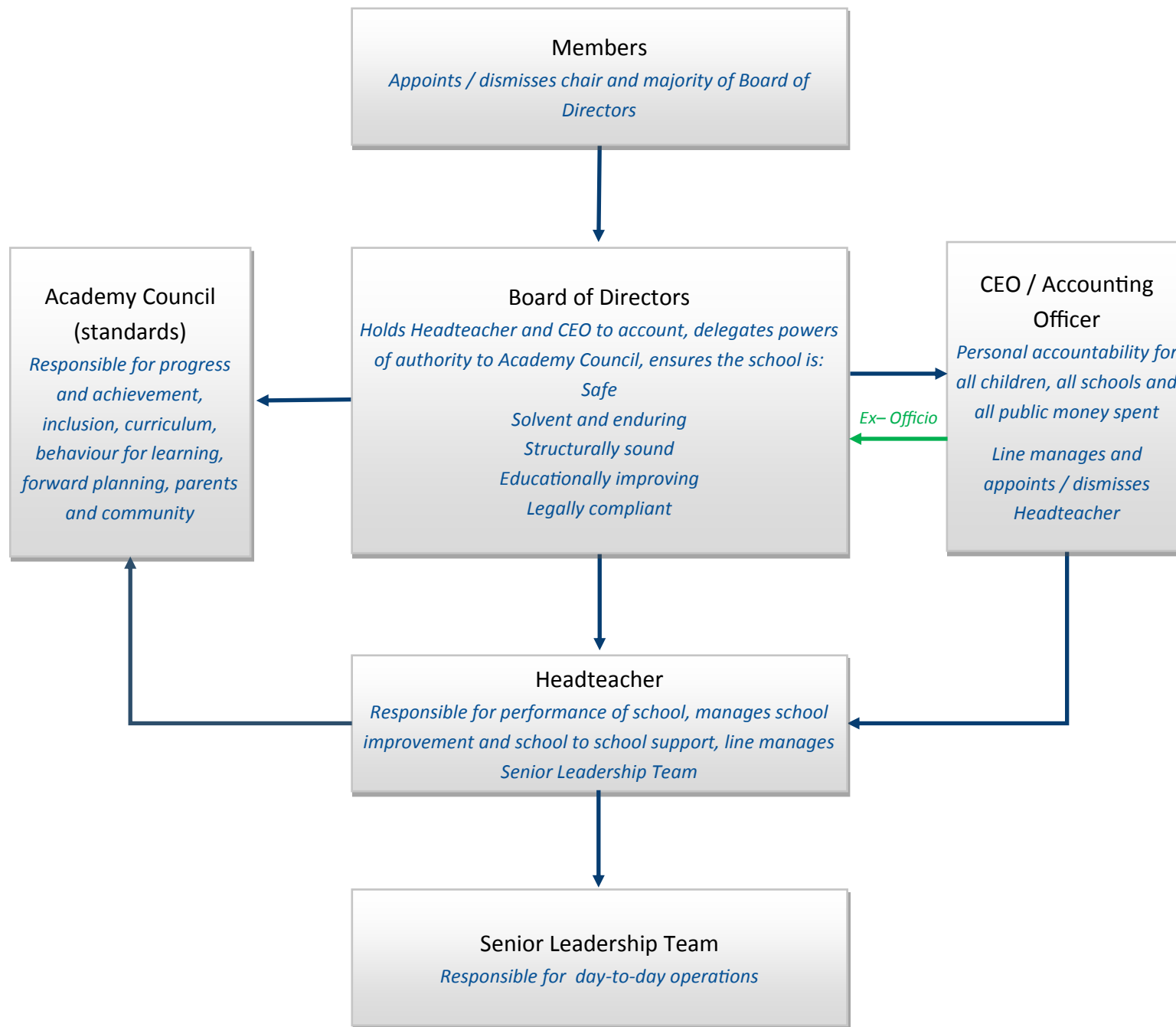


Figure 11 Gipsy Hill Trust MAT Governance Structure

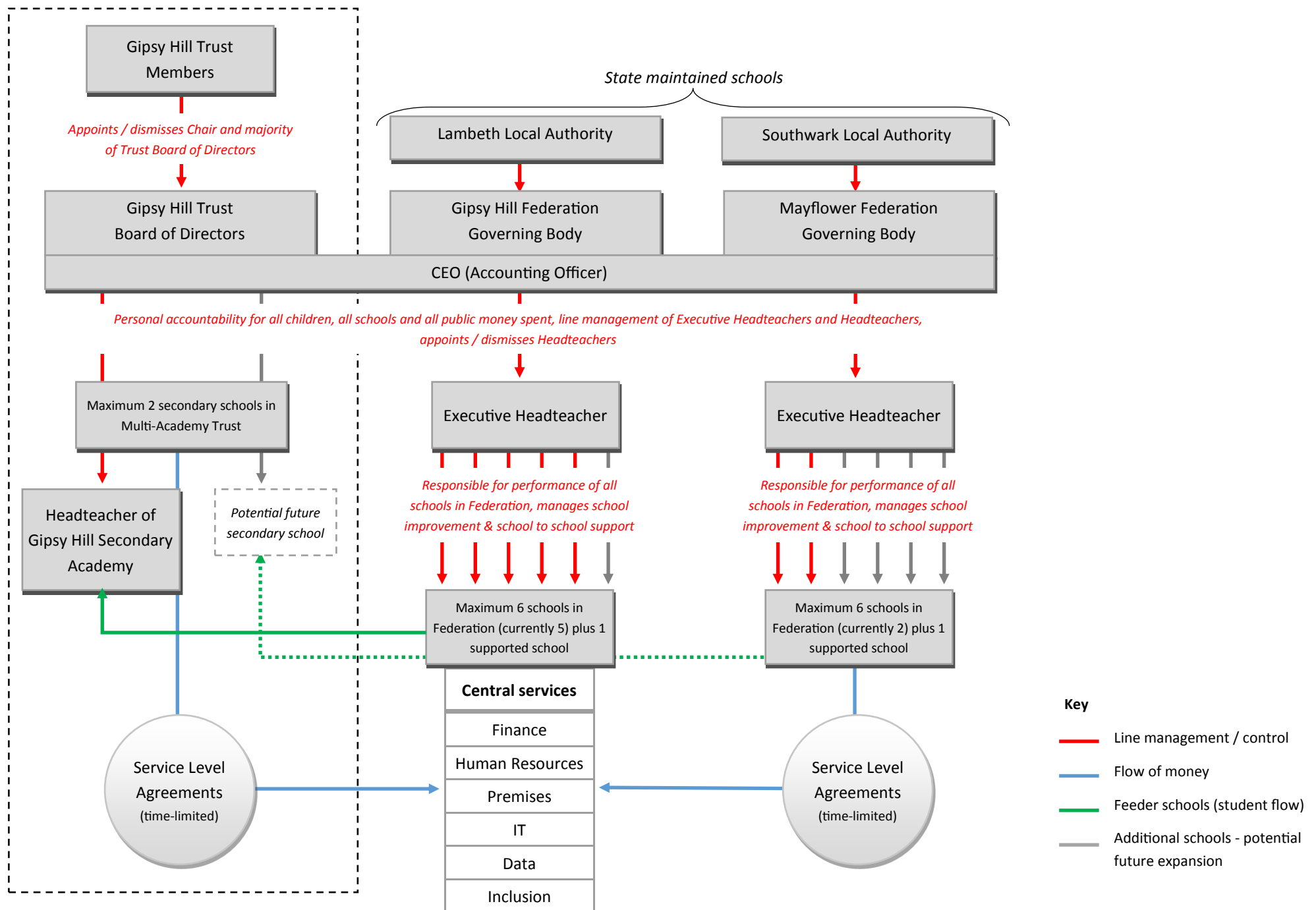


Figure 12 Gipsy Hill Trust MAT Governance and Accountability and the Relationship to the Gipsy Hill and Mayflower Federations of Primary Schools

Section F3 (a) Proposed trustees

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs / wk)
[REDACTED]	London	[REDACTED]	[REDACTED]	[REDACTED]	2-3
[REDACTED]	London	[REDACTED]	[REDACTED]	[REDACTED]	2-3
[REDACTED]	London	[REDACTED]	[REDACTED]	[REDACTED]	2-3
[REDACTED]	London	[REDACTED]	[REDACTED]	[REDACTED] il	2-3
[REDACTED]	London	[REDACTED]	[REDACTED]	[REDACTED]	4-6
[REDACTED]	London	[REDACTED]	[REDACTED]	[REDACTED]	7-10
[REDACTED]	London	[REDACTED]	[REDACTED]	[REDACTED]	3-4

██████████ ██████████	London	██████████	██████████████████	██ ██ ██	3-4
██████████ ██████████	London	██████████	████████████████████ ██████████████████ ██████████████	██████████████████████████████████████ ██████████████████████████████████████	3-4
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██████████████	London	██████████	██████████████	██████████████ ███████████████████████████████████████ ██████████	2

Section F3 (b) Skills gap for board of trustees

Post opening expertise: Skills Gap Analysis Our skills gap analysis shows existing high level strengths in: Leadership, Finance & procurement, Governance, Education, Marketing and communications, Legal, Buildings & Premises, Recruitment / HR Strategic Management, Health and safety, Performance management, Young peoples’ issues, Data analysis

Skills/experience missing	How you plan to fill the gap
IT	Our skills gap analysis highlighted IT as a possible area to further strengthen dependent on the site identified to ensure that the IT infrastructure of the school fully supports planned practices (see page 37) and impacts on outcomes. The governing body would be able to draw on the extensive knowledge of the Federation IT team to assist them in this matter.

Section F4

The Gipsy Hill Secondary Academy [REDACTED] has an exemplary track record as a senior school leader and will act as [REDACTED] whilst the Academy Headteacher recruitment process is undertaken. The CEO will be contracted by the Trust for a fixed term of four years from Free School approval and have delegated powers for the strategic oversight and overall responsibility for the success of the Academy, first Inspection and early induction of the academy Headteacher proper.

This will provide both secure leadership pre and post opening and an outstanding, unique opportunity for the early successful recruitment of our Headteacher. We plan to recruit our Headteacher two terms ahead of opening to provide outstanding continuity of provision for our anticipated student intake and to allow for immersion in our vision, core procedures, pedagogy and standards. We believe there are clear benefits for the Headteacher to work in partnership with the Trust under the CEO to build and shape our new Academy and this will provide an attractive recruitment strategy, attracting a good field of applicants. As part of the application process we have developed a network of support from Headteachers running successful Academies ([REDACTED] Holland Park School) and Free Schools. As an example, the Headteacher of Reach Academy, Edward Vainker, has agreed to **welcome the team and appointed Headteacher Designate** to spend time at Reach Academy to shadow the senior leadership team, share reflections from the pre-opening and opening phase and their approach in different curriculum areas. The Headteacher would also benefit from local support via the Lambeth Induction and Mentor programme for new Headteacher to the borough. The following job description attracted 25 expressions of interest when posted in March 2015 prior to our unsuccessful application. Analysis of interested parties indicated a strong calibre amongst potential candidates.

Job description The following job description is not exhaustive and it is expected that the Headteacher Designate will work with the Board of Directors to develop the role in the period through to opening in September 2016. The job description should be read alongside the range of duties and responsibilities of Headteachers as set out in the annual Teachers' Pay and Conditions Document.

The Headteacher will report to the Trust Board and CEO and will shape the commitment of all to a culture of the highest expectations, constant improvement and rigour and embrace the vision. The Headteacher will work in partnership with Trust Members, Board of Directors and the CEO to provide the overall strategic direction, tone and ethos for the school and ultimate responsibility for its success. Under Ofsted, both the CEO and Headteacher will take joint accountability for the school.

Pre-opening

We would seek to engage the Headteacher in the full range of implementation activities required to open the school. His or her key functions, however, will be to:

- Work in close partnership with the Board of Directors, DfE, and Education Funding Agency to ensure that the school opens successfully;
- Act as an ambassador for the school, building relationships with key stakeholders;
- Ensure maximum student numbers for 2016-17 and lead their transition and induction into the school;
- Lead the recruitment and induction of high quality staff able to deliver the vision for the school;
- Prepare the detailed curriculum and organisational, resource, and budget plans for 2016-17;
- Work with GHF Headteachers to develop the necessary policies and procedures for the school to function effectively and achieve its vision;
- Lead on the school's input into the capital project and ICT solution; and
- Lead the school through the DfE and Ofsted requirements prior to opening.

During 2015-16 the Headteacher will also be expected to collaborate with feeder primary schools and partner secondary schools in sharing expertise and forensic knowledge of the anticipated cohort. The details of this role will be agreed following appointment.

Qualities and Knowledge

The Headteacher will:

- Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve;
- Have a clear strategic vision of how to successfully develop and grow the school;
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community;
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them;
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development;
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel;
- Take a strategic role to ensure creativity, innovation and in the use of appropriate new technologies to enhance and extend the learning experience of students and staff to achieve excellence;
- Ensure that strategic planning takes account of the diversity, values and experience of the school and the local community
- Work in harmony with the Trust, Board of Directors, CEO, GHF Federation primary schools and other schools as appropriate;
- Manage own workload and that of others to allow an appropriate work/life balance;
- Build a school culture and curriculum which takes account of the richness and diversity of the schools' communities;
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community; and
- Develop and encourage good relations between the school and the local community.

Pupils and staff

The Headteacher will:

- Demand ambitious standards for all pupils, overcoming disadvantage and barriers to learning, advancing equality, instilling a strong sense of accountability in staff for the impact of their work on student outcomes;
- Empower students appropriately in strategic decision-making processes in the development of the school thereby creating a sense of ownership and responsibility;
- Manage pastoral care, student welfare and anti-bullying procedures effectively so that standards of behaviour and self-discipline are excellent and underpin outstanding learning;
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being;
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis;
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other;

- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning; and
- Hold all staff to account for their professional conduct and practice.

Systems and processes

The Headteacher will:

- Use and develop data and tracking to ensure an intelligent approach to school improvement;
- Maximise accommodation to provide a positive learning environment that promotes the highest achievement for all and that facilities are utilised fully by the community, e.g. through extended day, evening classes and Saturday provision;
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity;
- Take responsibility, appropriate to the post for talking unlawful discrimination amongst all groups in line with the Equalities Act 2010;
- Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the School and Local Authority;
- Work in Compliance with the School's Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the School;
- Ensure compliance of procedures are observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training and supervision as necessary to accomplish those goals;
- When working with computerised systems to be completely aware of responsibilities at all times under the Data Protection Act 1998 for the security accuracy and significant of personal data held on such systems;
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society;
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice;
- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance;
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability; and
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The self-improving school system

The Headteacher will:

- Work closely with GHF feeder schools, partner schools and other local schools;
- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils;
- Actively seek to reinvest in the community, for example, offering opportunities for paid work experience to students on gap years, employ quality services from the local community and share facilities;
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils;

- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools;
- Shape the current and future generations of the teaching profession through high quality training and sustained professional development for all staff;
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability;
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education; and
- Ensure that the school is at the forefront of national and international research, through links with the Institute of Education and global partners.

Person specification

Qualifications	E	D
Qualified Teacher Status	X	
Honours Degree	X	
Further relevant professional studies	X	
Relevant further degree or NPQH		X

Qualities	E	D
Confident, sophisticated speaker, writer and presenter	X	
Attention to detail, organisation, energy and drive	X	
Committed, reflective learner	X	
Mentally agile	X	
Exceptional interpersonal skills	X	
Strong commitment to development of Student Voice	X	
The pursuit of excellence in all the school's activities	X	

Experience	E	D
Headteacher or senior leader in a school	X	
Leadership in curriculum development and in monitoring and evaluation strategies	X	
Leadership in staff development with impact on standards	X	
Experience of successful budget management	X	
Highly credible practitioner in subject specialism	X	
Successful management experience in more than one school		X
Leadership in pastoral development		X
Working successfully with a school in challenging circumstances		X
Experience of Initial Teacher Training and/or Teaching Schools		X
Significant track record of outstanding leadership validated through student progress, examination results and inspection outcomes	X	
Experience of working as part of a Federated or similar structure of associated schools		X
Experience of having led improvement in a multi-site environment at senior team level including detailed knowledge of extended services provision and community related leadership		X
Recent successful inspection experience and detailed knowledge of the framework		X

Knowledge, skills and abilities	E	D
Ability to build and align teams to maximise impact on student outcomes	X	
Thorough knowledge and understanding of what makes for effective and improving Teaching & Learning, current curriculum and policy development	X	

Excellent leadership skills and the ability to lead a significant area of school improvement	X	
Strong financial literacy and HR experience to underpin expert knowledge and the curriculum, teaching and learning	X	
Resilience and the ability to drive forward improvement toward securing outstanding provision	X	
Understanding of principles and demonstrable application of school improvement and school effectiveness	X	
Demonstrable ability to plan strategically and to lead, motivate, develop and inspire staff and to manage change	X	
Demonstrable commitment to equality of opportunity demonstrated in outstanding progress of vulnerable groups	X	
Understanding of current educational issues and working in an urban context	X	
Knowledge and understanding of principles and practices of performance management to improve the quality of teaching for all staff within a school setting	X	
Analysis and interpretation of student performance data leading to excellent outcomes	X	
Ability to ensure an ethos and structure for sound discipline that enables all students to achieve	X	
Leading on monitoring and evaluation	X	
Ability to work effectively as part of the school with Board of Directors, staff, students and parents	X	
Ability to work effectively with members of the local community in developing the school as a community resource	X	
Able to address equality issues through policies, which ensure that vulnerable groups achieve well	X	
Understanding of issues related to opening a new school		X

E – essential D - desirable

Recruitment process: 2015 - 16

3 rd July	Advanced Advert re proposed school position (*subject to approval and signing of Funding Agreement) (TES Newspaper and online. All information available via HR Manager. CEO briefings via telephone)
4 th Sept	Full Advert (*subject to approval and signing of Funding Agreement)
15 th Sept	Application deadline (12:00 noon) PM Long listing Long listed candidates will be notified of date and time for workplace visit. References sent for
21 st –	Stage 1
24 th Sept	Candidates will be visited in their own workplace setting preparing an interaction which they feel best reflects the qualities that they would bring to the role <ul style="list-style-type: none"> ▪ Psychometric test – to be completed by 23rd September
25 th Sept	Shortlisting (<i>Only successful candidates will be invited to attend the next stage</i>)
1 st Oct	Stage 2 <ul style="list-style-type: none"> ▪ Interview day: tasks
	<i>Only successful candidates will be invited to attend the next stage in the interview process.</i>
2 nd Oct	Stage 3 <ul style="list-style-type: none"> ▪ Interview day: Final presentation and interview questions
1 st Jan	Headteacher takes up position (*subject to approval and signing of Funding Agreement)

Section F5

As an existing provider, GHF comprises five schools led by an Executive Headteacher. Our projected growth plans are always based on quality and not quantity and careful consideration is made in terms of our capacity and time commitments at each stage of our journey. We are focussed and at no point compromise our family of schools. Our track record demonstrates our ability to develop capacity to take on new schools whilst ensuring and maintaining exceptional pupil outcomes and success in existing provision.

We secure each step of our journey for each school by developing, supporting and securing each school tier. We are used to size and provide school to school support by sharing our vast expertise. We have demonstrated that we can respond in a timely manner by working strategically; expanding our teams and deploying existing staff appropriately in new schools and back filling. Our parental group understand and support our approach even when this has meant class teachers have moved mid-term. In this way we can stabilise schools, provide high quality interim leadership and teaching and learning support.

We work closely with school stakeholders to audit needs and take necessary action. We then develop a schools capacity through modelling and coaching to develop outstanding leadership and outstanding teaching which leads to sustained continued growth, improvement and equity of outcomes.

We have undertaken a risk assessment to ensure we have the appropriate level of capacity to drive improvement in our proposed Free School and are confident in our expertise and ability to do so.

Track record of sustained educational impact with existing schools

CASE STUDY: Crawford Primary School Y6 Leavers 2014 Cohort Analysis

Make up of cohort Size: 47 children				
White British	12%	Gender	62% Boys	38% Girls
Black African	42%	Special Educational Needs and Disability	44% SEN	3 statemented
Black Caribbean	16%	Free School Meals	36%	
Other	30%	Looked After Children	6 %	
English as an Additional Language	50%	More Able (English / Maths combined)	28%	

The following data represents the ability of the Federation to apply core strategies to maximise better than expected progress for all groups of students.

In 2009, Crawford was put into special measures and did not make significant improvements over the next two years, evidenced by 5 successive HMI inspections which judged that the progress since being subject to special measures was inadequate (Ofsted 2011). The school began its journey to Outstanding with GHF intervention in August 2011, validated by Ofsted 2012 (Satisfactory) and Ofsted 2013 (Outstanding).

Our high level strategy providing interim leadership, Quality First Teaching (see page 37) by deploying two GHF Advanced Skills Teachers and two Y6 outstanding teachers and introducing and embedding our core procedures.

Pre- Gipsy Hill Federation intervention			Post- Gipsy Hill Federation intervention in August 2011		
Ofsted 2009: HMI inspections 2010 – 2011 (x5)	Inadequate Inadequate		Ofsted Jan 2012: Ofsted March 2013:	Satisfactory Outstanding	
Ofsted 2009: “This school requires special measures because it is failing to give its pupils an acceptable standard of education ... [Children] make insufficient progress during their time at school. Consequently, the attainment of Y6 pupils is well below national averages in English, Maths and Science. This has been the case for the last four years.”			Ofsted 2013: “The Headteacher, Executive Headteacher and senior leaders, ably supported by the governing body, have secured significant improvements since the last inspection. Their unwavering commitment to raising achievement ensures teaching, learning and the curriculum are of the highest quality ... Pupils of all abilities and backgrounds make outstanding progress.”		
% on track KS1 (2010)			% on track KS2 (2014)		
Reading	Writing	Maths	Reading	Writing	Maths
32%	32%	36%	94%	94%	100%

	KS1 – KS2		Comments
	2 levels of progress (expected)	More than 2 levels (better than expected)	
Reading	98%	64%	Reading 98% - Only 1 child did not make the 2 levels of progress and he had a statement and was disapplied from the SATS - He was the only child not to have sat the SATS.
Writing	98%	77%	Writing 98% - Only 1 child did not make the 2 levels of progress and he had a statement and was disapplied from the SATS - He was the only child not to have sat the SATS.
Maths	100%	47%	Maths 100% - All children (including our 3 children with statements!)

Our evidence track record:

March 2013 had an 'aligned inspection' over three of our schools simultaneously. Three individual inspection teams and an 'Executive HMI'. All three schools judged as outstanding in each key judgment of the framework

Fenstanton removed from Special Measures and 'good with outstanding features' (achieved in one year)

Crawford went from Special Measures / 6 consecutive years below floor target to outstanding in 18 months (and sustainable)

Ofsted outcomes for overall effectiveness before and after joining the Gipsy Hill Federation

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
KINGSWOOD		OFSTED 4	TAKEN ON [REDACTED]				OFSTED 2		OFSTED 1			OFSTED 1	
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
ELM WOOD							OFSTED 4		OFSTED 2		OFSTED 1		
							JOINED THE FEDERATION MAY 2008						
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
PAXTON								OFSTED 4		OFSTED 2		OFSTED 1	
								JOINED THE FEDERATION OCTOBER 2009					
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
CRAWFORD								OFSTED 4			OFSTED 3	OFSTED 1	
										JOINED THE FEDERATION AUGUST 2011			
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
FENSTANTON											OFSTED 4	OFSTED 2	
											JOINED THE FEDERATION MARCH 2012		
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014

Evidencing Our Robust Financial Track Record

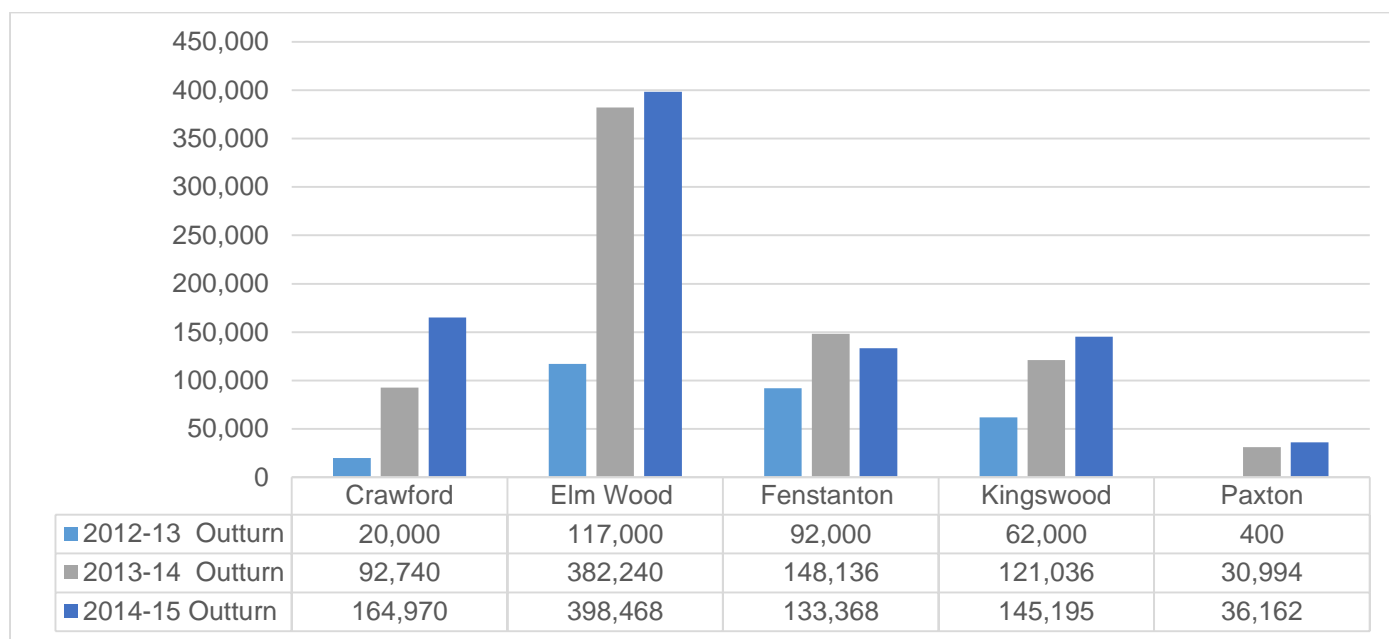


Figure 13 Gipsy Hill Federation three year outturns

The Gipsy Hill Federation of Schools has a robust track record of establishing and maintaining safe and efficient financial systems, procedures and controls which are aligned to the School Development Plan and provide outstanding value for money. We are used to working to scale and have found the improvements we have made in the financial management of supported schools have a strong correlation with improved outcomes for pupils and overall Ofsted judgements. We effectively follow Lambeth's School Financial Procedures Manual and our systems and controls have been ratified through monthly Local Authority scrutiny, audit and testing. We have had no adverse audit opinions from any sources. The GHF Financial Management team have successfully completed the School Financial Values Standards (SFVS) in 2013 and 2014.

We have robust transparent financial reporting mechanisms which ensure Governors are fully informed and able to intervene quickly across all areas of the school, as set out in our Approach to Delegation (see page 78).

We provide the following evidence of our financial track record over the last three years which represents financial stability across multiple sites in line with outstanding Ofsted outcomes illustrated on page **Error! Bookmark not defined..**

Section G: Budget planning and affordability

Core operating income / expenditure assumptions

Our budget assumptions are that our academy will have a full first year enrolment consisting of 90% existing Gipsy Hill Federation pupils who have received up to 8 (including nursery) initial years of our teaching and learning vision. Our budget plan is based on a wealth of experience in teaching, leadership and financial management spanning across local authority finance management and both primary and secondary schools. Our team is highly qualified and experienced at preparing, monitoring, tracking, reporting and dealing with the unexpected significant reductions arising from the unforeseen changes in government funding. We have experience in responding to similar contingencies arising from in year reductions in government funding.

Our GHF Federation (the equivalent size of a very large secondary school of 2,442 pupils) already brings the benefit of successful financial system, controls and processes which underpin efficiencies whilst never compromising our core vision. This experience, in conjunction with tools and systems will give us a secure platform to anchor the financial planning and management for the secondary Academy, including, planning for the contingency of a 30% reduction. We have undertaken detailed checks and balances to ensure our forecasts are accurate: For example we have used the Audit Commission Report²⁹ and the DFE guidance for funding for a 'typical' secondary school. We have also undertaken financial comparisons from other secondary schools in our catchment area.

Benchmarking information for income and expenditure

Our financial benchmarking is based on our vision for the school: All young people will have outstanding secondary education delivered by outstanding teachers and staff. Resources will support the achievement of this vision in the context of delivering an exemplary secondary education.

We have costed and modelled an 8-year plan predicated on the basis of a first-year intake of 240 Y7 students, with consistency of intake of 240 year on year up to and including Y5 (first cohort's GCSE completion).

In 2021 we have planned for a sixth form intake of 240 students. We believe these figures are realistic based on the fact that students will have been in the GHF family for up to 10 years. Commitment and support to the school's sixth form will also be largely affected by the quality of the KS3 experience and results and we believe that these will be outstanding.

Income Benchmarking

Per pupil income estimates have been calculated based on the current GHF pupil data and Academies' funding formulae for new Academies combined with pre-16 deprivation funding. Our income benchmarking has been deliberately modest and based on extended modelling: 49% pupils have been in receipt of FSM within the last 6 year period; 29% identified as EAL and prior attainment indices to the nearest 1%. We have also taken into account the two variables: deprivation and 'Other- pupil led' factors such as pupil premium.

All expenditure has been carefully modelled against existing costing for GHF and in light of the expected variations for secondary school contexts and pupils.

For example, when estimating catering income, we undertook a rigorous analysis of current uptake, including funded meals for FSM and other disadvantaged groups (prior attainment and EAL). Accounting for the evidence (from our direct experience in secondary schools and Audit Commission Document, that indicates secondary students are less likely to access school meals), we arrived at what we think is a realistic percentage. We have utilised the same rigorous processes for school trips, music tuition and grants. Our estimates have been deliberately conservative to ensure best

²⁹ <http://www.audit-commission.gov.uk/information-and-analysis/national-benchmark-and-assurance-portal/>

value for money and prudent financial planning and management, key features of the GHF financial management protocols.

This modelling, alongside our vision and proposed staffing structure to achieve the vision has unpinned all calculations and estimates.

In summary the following underpins our benchmarking income and expenditure:

- Staffing costs take account of front-loading the first 2 years, for example, in year 1 we have an FTE of teaching staff of 13. This is essential to establish robust systems across all areas of the school in the context of establishing a new secondary school.
- Recruitment and retention incentives will include a competitive salary package which offers an excellent career path for outstanding teachers and support staff. Staff development programmes with some of the leading universities and training bodies are made available for staff members who wish to develop within their profession. School Direct and Initial Teaching Training (both salaried and unsalaried) will attract the best graduates. The provision of a responsibility and retention budget line allows the Headteacher autonomy and flexibility to create additional bespoke high impact focused positions which will recognise the additional work involved in being free to diverge from the National Curriculum, particularly at KS3 and recruitment issues in shortage subjects. It will also support the recruitment and retention of teachers and teacher-professional development acting to future proof the school.

Level	2016	2017	2018	2019	2020	2021	2022
Leading Practitioner		2	4	6	8	10	12
Assistant Head		3	4	8	9	9	9
SENCOs	1	1	1	2	2	2	2
Hard to recruit				8	8	8	8
Subtotal							
Pension (14.1%)							
NI (7.7%)							
TOTAL							

Table 18 Recruitment and retention budget

- Notwithstanding the fact that we are yet to confirm a site, **Premises** costs have been calculated and modelled based on GHF costs. Analyses across different sites, locations and contingencies (e.g. building types) were undertaken to check reliability of premise-related costs.
- **Educational resources** budgets are based on the Audit Commission Benchmarking and informed current GHF Federation budgets. When compared to other secondary academies, some of which budget [REDACTED] we are in line and consider this achievable within the structure of our secondary plans.
- We currently have Service Level Agreements (SLAs) for **professional services** with our sister Federation (Mayflower Federation and Glenbrook School) which have been successfully renewed based on Value for Money and service(s) quality. These SLAs will strengthen and support the Academy in its developmental stage, offering quality and efficient services. Legal and Auditing – based on our current costs of both external and internal (Lambeth LA) as a Federation we have a secured high quality legal and audit services. Given the quality and efficiencies these SLAs currently provide, we intend to extend these through to the secondary GHF Academy and similarly believe that they will give us confidence that we have established known partnerships to ensure that we are fully compliant with all legal responsibilities associated with Academy Financial Regulations.

Other Planned Outsourced Costs

- **Contingencies:** Our out-turn estimates reflect annual surpluses year on year enabling us to meet contingency needs, which we have set at 1% of total income. We have taken account of the fact that there are unknowns around our location and buildings.
- **Catering** outsourced contractors currently provide services to GHF primary schools. As with other services we would expect to use the existing catering contractors, subject to statutory tender processes, for Gipsy Hill Secondary Academy.
- **HR processes** are largely managed through the GHF SLA. However, the legal HR service will continue through Lambeth Local Authority. Year on year cost estimates are based on the above arrangements.
- **Payroll** – our payroll service is efficiently managed through Lambeth through an SLA. We expect a continuation of this contract based on the quality and value for money analysis we have undertaken for our Secondary Academy, subject to the legal / statutory procurement processes
- **Marketing** – a budget of [REDACTED] has been allocated in the first year, increasing to [REDACTED] by year 6 to allow us to develop a website, which we know is crucial to recruitment of staff and attracting pupils by showcasing our school. The marketing budget will also be utilised for advertising purposes to enable us to appeal to the most exceptional prospective teachers and other staff members. We have established relationships with printers and publishers who provide value for money print solutions. We have expertise at Trust and director levels to quality assure marketing (without remuneration) and parents and community members have actively managed the communications campaign and are committed to continuing this support.
- **Depreciation costs** have been based on a 25% per year depreciation on high value IT and audio-visual equipment and are in line with recommended guidelines and GHF comparisons.
- **Student Pastoral and Curricular (other)** – exclusions, student support, peripatetic music, mini-bus and van lease, enrichment including subsidised school trips and extracurricular specialists / coaches have all been carefully costed on the basis of our school vision, curriculum offer and organisation and 'live' costs for GHF. Costings for extracurricular activities and support are based on number of hours of before and after school provision, as per our timetable. Budgets are based on hourly rates paid for personnel who currently provide similar services (speech and language, play therapists, peripatetic music). We consider the average of [REDACTED] per year competitive and realistic to provide a high quality extracurricular offer to our secondary students.

The context of the local area (e.g. the percentage of FSM and SEN pupils)

- Across our federation **FSM** using the ever 6 formula (over the last 6 year period) method identifies 49% of GHF pupils as eligible for free school meals.
- Data for last academic year across the GHF records SEN at A-level of 27%
- Pupils identified EAL (English as Additional Language) cross federation totals 29%

The school's particular education offer (e.g. specialist teachers, equipment) –referenced in main body of application.

Section G3: Strategic planning for a 30% budget reduction

We have been required to demonstrate that we have capacity and expertise to ensure delivery of our vision and plans in the eventuality that budgets are reduced by 30% as a result of not securing target student numbers.

In order to address this possibility, we have modelled our structure and staffing on the basis that we would recruit 168 students and have clear plans to deliver an uncompromised solution through the following savings. Note: timetabling and staffing savings have been fully modelled on the Association of School and College Leaders' timetabling modelling tool. Our calculations have been checked and double-checked by experienced secondary timetabling experts. The proposed savings will be redeemed through the following solutions:

- (i) Increase the contact period for all staff (from 24 teaching periods to 27 teaching periods).
- (ii) Increase the class sizes to 28 from the proposed 24. This would result in a reduction of teaching groups from 10 to 6.
- (iii) Reduce the teaching Full Time Equivalents (FTE) from 13 to 7. Senior leadership team members would remain as originally planned by the time the school is full, though some leadership positions have been deferred 1-2 years due to smaller teams of teaching staff.
- (iv) Allocate classroom teaching responsibilities to leaders with cross-curricular responsibilities.
- (v) Reduction in furniture, fittings, equipment and consumables; prioritised itemised reinvestment in existing articles.
- (vi) Reduction in supply cover. At GHF we have supportive policies which in our experience minimises staff absences. As an example, over the last two years GHF have experienced one managed sickness case file and across the GHF workforce of some 700 staff, 20% have experienced 1-5 days sickness. These statistics are very favourable when compared with other schools.

These policies and practices will similarly underpin our Gipsy Hill Secondary Academy. Within the reduced staffing structure we have a built-in contingency to cover staff absence to ensure students' learning is never disrupted. For example, we would automatically cover absences of specialist staff (e.g. physics).

In addition, we would increase uptake of local voluntary classroom support, for which we currently have regular offers e.g. via the Local Authority

- (vii) Remove staff absence insurance (we have implemented this in GHF and have redeemed savings of ████████).
- (viii) Reduction in support staff costs associated with staff ratios (commensurate with the reduction in expected student numbers) including costs associated with before and after school extended programmes. We will continue to provide the full range of programmes outlined in our application. However, fewer pupils will result in staff reductions and therefore costs.
- (ix) Costs linked to pupil numbers will naturally reduce. For example catering costs are calculated on number of meals served. Therefore catering costs would reduce by ████████ in year 1. Additionally, we would also review menu options from our caterers and focus on locally sourced produce which is cost-effective without compromising on quality.