



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated July 2015)

99009 WREN ACADEMY AT ENFIELD

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Completing and submitting your application

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

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school

- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

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

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

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

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

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

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

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

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	X	
2. Have you provided information on all of the following areas:	X	
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 all the financial information requested for in the criteria?	NA	
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 and a governance self-assessment form	NA	
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?	NA	
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	X	

3BT? (See guidance for dates and deadlines).		
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**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		
<p>10. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines)</p>	<p>X</p> <p>X</p> <p>NA</p>	

Declaration

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

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

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg. 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: (please delete as appropriate)

Print name:

Date:

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

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

Section A: Applicant details

Please complete the excel application form.

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

This section will need to be completed by both route 1 and 2 applicants.

Section B: Outline of the school

Please complete the excel application form.

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

This section will need to be completed by both route 1 and 2 applicants.

Section C: Education vision

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

This section will need to be completed by both route 1 and 2 applicants.

Section C1

The vision supporting this bid is to continue to build a group of schools within the north London area supported by a single Trust. The overarching multi - academy trust (MAT) will be based at Wren Academy in Barnet which was rated as 'outstanding' by Ofsted in 2010 and again in 2011. The new school will share with Wren a commitment to opportunity for all, the highest academic standards and an ethos based upon developing globally aware young citizens. It will also share Wren's distinctive Christian ethos and commitment to compassion and firm moral values within an outward looking and inclusive environment. Wren Academy is highly oversubscribed with over 1100 applications for 180 Year 7 places in 2014-15. Wren is turning down numerous applications from parents living in the catchment which will be served by the new school. Additionally, owing to local demand, Wren has become an all through school with effect from September 2015. Applications for Reception places are also already highly oversubscribed. The Wren Governing Body is therefore confident that there is a high demand for places at a new school with Wren's standards and ethos and that Wren is well positioned to increase the number of schools it runs.

We believe the vision set out below is deliverable in west Enfield largely because of the high demand from parents for a school which is distinctively different to those which exist at present. In practical terms, we know that the size of school, its character, the curriculum and the staffing and financial plans can be delivered because we have the recent experience of founding Wren Academy to draw on. The challenges of opening a new school and achieving the highest standards from the start are well known to us.

In developing their five year strategic plan, Wren's Governors have been clear about their objective of creating further schools which combine a Christian character with service to their local community. The Governors' aim is to run up to six schools, three secondary and three primary serving 5,000 students and collaborating closely within a MAT. We plan that the MAT should reach its full size by 2020. It is anticipated that the schools involved will also benefit from being grouped in a reasonably small geographical area. Enfield is in the neighbouring borough to the current Wren Academy and the favoured site for the new school is only five miles from Wren.

The rationale for this school is twofold. Firstly, the school will help address the basic need identified by the local authority for an additional eight forms of entry by 2018. Secondly, there is adding to the diversity of provision locally by meeting parental demand for an excellent school in the Wren style, one with a Christian ethos which takes faith seriously. Further details on this aspect are given in Section E.

There is strong local parental support for a new school which is part of a MAT with Wren Academy. The west Enfield parental community has great faith in Wren's ability to deliver a first class education for their children and trust its ability to set up a school which achieves high standards from the start. Feedback from the community clearly indicates that academic standards, ethos and Christian character are major attractions for parents of all backgrounds.

This bid recognises that the acquisition of appropriate sites in Enfield is challenging. There is, however, a potential site for the new school on Enfield Road.

The site is owned by a local housing developer who intend to allocate part of their land as the site for a secondary school. This is subject to planning permission being granted by the local authority.

A common ethos and philosophy of learning

Parents seek places at Wren because they value the school's ethos and approach to learning as well as its academic standards. This is clear from both formal and informal parent feedback and through demand for places at the school. The number of applications for Year 7 places has grown significantly and incrementally from 550 when the school opened in 2008 to over 1100 last year. The new school will have a distinctive ethos which is founded upon Wren's Christian values. The school will be comprehensive and inclusive and, as at Wren, we believe children of all abilities and aptitudes will make exceptional progress. Our determination that all should flourish is rooted in our belief in each individual's capacity to succeed and our refusal to accept failure from anyone. Our academic and pastoral systems are put in place to challenge, enthuse and support all students whatever their backgrounds or starting points in life.

Wren Academy takes a firm yet considerate approach to instilling the most effective learning behaviours and the new school will do likewise. Students understand what they have to do in order to succeed and they appreciate how their behaviour can affect the learning of others. We encourage students to be responsible for their own actions in the classroom and around the school. All incidents of misbehaviour are educative with students given the chance to learn from what they have done and, whenever possible, make reparation. Restorative justice practice is a core element of our approach. All students are also taught to appreciate that whilst they are valued absolutely as individuals, they must also accept and support the needs of the community.

Our school values grow from our Christian ethos (although most are not exclusive to Christianity). As well as with Christian families, Wren is immensely popular with those of other faiths and none. All of the major world faiths are represented amongst the student body. All appreciate the strong moral code which the Academy instills in young people and welcome the exposure to spiritual ideas in their wider sense. Wren is regarded as a school which values faith and morality. This philosophy will be replicated in the new school and our research indicates that it will be very appealing to a wide range of prospective parents. Wren serves a diverse north London community. Our religious education and wider pastoral curriculums have been designed to take account of this diversity. The make-up of the local community around the new school is similar to that at Wren. The suburbs of Oakwood, Southgate and Cockfosters are characterised by owner-occupied, family dwellings populated by higher earning social economic groups. There are also areas of social housing. We anticipate that the ethos and supporting systems we have established will be popular and successful in the new location.

We believe that an effective policy of community engagement and cohesion will be an important element in the success of the new school. Like Wren, the new school will build a strong sense of community internally as well as having an active sense of

service to the wider community. Within the school, community responsibility will be developed via a high profile house system and a democratically elected school council. Service of the wider community will be undertaken through fundraising and partnership work with community groups. Another key aspect of our community work will be to ensure the school's facilities are made available to as wide a range of community organisations as possible.

It is also worth mentioning at this point our emphasis upon praise and recognition for students as means of developing and maintaining a committed and content school community. We have a well established reward system which acknowledges a wide range of contributions to the school community (personal, social, sporting and artistic as well as academic) allowing all students to be valued for the things that they do well.

Learning is central to our work at Wren and will be so in the new school too. If children succeed on their own terms in their learning then their self-esteem and engagement with school will be high. Our philosophy is based upon enabling young people to take responsibility for their learning and to help them to develop their capacity as learners. Teachers take every opportunity to encourage students to solve problems in their learning, to share ideas with their peers and to think for themselves. Resilience is seen as a great learning strength and students are given every chance to reflect upon how they learn as well as what they have learned. We recognise that these beneficial learning dispositions must be underpinned by strong core skills. An emphasis on equipping all students with good basic skills in literacy and numeracy creates equality of access to the curriculum from Year 7 and facilitates achievement for all. Targets are challenging yet attainable, giving students the motivation to exceed expectations and make progress which is amongst the best in the country. It is fundamental to us that all groups of students make equivalent progress.

The ambitious targets we set, and the progress made towards them, are also used to drive our quality assurance and performance management procedures so that the school's policies work in harmony with its academic data. These rigorous yet essentially straightforward systems will be easily transferred to the new school.

The development of highly effective and innovative approaches to teaching and learning has been central to our progress at Wren. Our teaching was judged 'outstanding' by Ofsted at their last visit to the school. Our innovative teaching approach is based upon the Building Learning Power (BLP) philosophy. Lessons focus on developing learning skills alongside improving knowledge and understanding. Wren staff and students are encouraged to become skilled, lifelong learners. We have used our Academy freedoms to enhance the learning culture at Wren and will do so in the new school. For example, by extending the length of the school day on three days each week, students are all given the opportunity to engage in enrichment activities which develop their wider learning.

Effective staff development is at the heart of our approach to making teaching outstanding. Our professional development programme for teachers is clearly based upon the school's improvement priorities. Development activities, comprising staff meetings, coaching and training sessions are differentiated so that all staff needs are met. Our lesson observation system ensures that outcomes of staff training then influence practice in the classroom, in order to further improve the educational experience of our students.

Our curriculum offer

The new school will base its curriculum upon the highly successful model established at Wren Academy. The following principles underpin our curriculum offer:

- The curriculum is broad and balanced giving students access to a range of different learning opportunities.
- The curriculum is inclusive so that it is relevant to all students.
- The curriculum is appropriately differentiated so that all students are able to access it and to make the maximum progress they are capable of.
- The core subjects of English, maths and science are exceptionally strong, providing secure foundations for learning across the curriculum.
- The curriculum deliberately allows for the development of effective, life-long learning habits amongst students. It seeks to instill a love of learning in young people.
- Spiritual, moral, social and cultural themes are present across the curriculum both through deliberate planning and more broadly as teachers exemplify the school's ethos.

The curriculum has been designed to ensure continuity between Year 7 and 13 with subject content evolving in a staged, logical and challenging manner. Within this overall framework, will be three differentiated curriculum pathways from Year 9 onwards. These will cater for groups of students with differing academic abilities, aptitudes and career ambitions. The excellent, differentiated curriculum resources for Years 7 to 13 at Wren Academy will be the foundation of curriculum planning for the new school. We anticipate that these resources will be further nuanced to meet the particular needs of the new school's students.

English, maths, science, French, history, geography, music, drama, religious education (RE), ICT and PE are compulsory subjects in Years 7 and 8. RE will be compulsory to GCSE as at Wren. In Year 9, students will choose their GCSE preferences and will go on to study nine subjects to GCSE. We anticipate that most students in the new school will be potential A Level candidates. Consequently, our curriculum seeks to support as many students as possible to have the opportunity to graduate in due course to A Level options in their preferred subjects. We will also take account of key performance measures such as Progress and Achievement 8 and the EBACC in our curriculum planning.

Those students for whom A Level is not the best post 16 choice will be given a vocational course option alongside their GCSE subjects at Key Stage 4. The excellent further education and careers guidance currently provided at Wren Academy will be replicated in the new school.

The post 16 curriculum in the new school will provide high quality teaching across a wide range of A Levels. Our aims will be to create curriculum continuity between school and university and to ensure students get the best possible academic results so they can access the courses of their choice. Wren Academy has established an excellent reputation as a post 16 provider with successful examination results and students attaining places at the country's best universities. Learning expectations in

the sixth form are very high, students are enabled to work independently and there is a very positive work ethic. An extension programme is run for the most able students with support from Wren's co-sponsor Berkhamsted School. This features an extended project qualification as well as wider learning opportunities relating to potential career choices. This curriculum model with its ancillary activities will be used by sixth form students in the new school. The sharing of resources and course structure also means that there will be opportunities to share sixth form teaching between Wren and the new school.

Wren has worked closely with its primary feeders to create an effective model of curriculum continuity between primary and secondary school. Many Wren teachers have developed their expertise of primary methodology by working in our primary feeders. This knowledge will be brought into play as the new school builds relationships with its own primary feeders. Our expertise in this area, and our ability to provide primary feeders with support, is being constantly enhanced as the Wren all through project evolves.

The Wren learning culture will be thoroughly embedded in the new school. All students will be academically challenged and inspired through the taught curriculum and also through the wider curriculum. In our context, the wider curriculum incorporates trips, sports, clubs and all of the other activities which comprise a rich and varied school life. As at Wren, the new school will use its academy freedoms to run a longer than normal day to allow for enrichment activities to be provided within core curriculum time. These activities allow young people to learn in greater depth, to encounter new skills and knowledge and to use individual talents which might not feature in the regular taught curriculum. Enrichment will take up three hours each week and include areas such as additional foreign languages, current affairs clubs, debating, music and drama productions, extra sports and intensive academic catch up. There will also be targeted learning activities before school and the Library will be open at the beginning and end of every day to support independent study. We envisage that the new school will be open to students from 7.45am to 5.30pm.

There will be set principles of curriculum delivery and expectations of academic progress common to schools across the new Trust. The new school will however be allowed to adjust the curriculum at local level to take account of the unique interests and aspirations of its student intake. An example of this in practice would be the choice of set texts in English. The termly assessments set for all students will be directly comparable between Wren and the new school. Regular teacher exchange, including paired lesson observations between the schools as well as joint professional development activity will allow senior and middle leaders to compare performance, exchange expertise and share resources.

We are confident that our curriculum and assessment model together with the quality of teaching and learning in the new school will ensure that its standards are significantly above those of other local schools. This will particularly be the case in terms of the proportion of students achieving 5 x A*-C with English and maths grades at GCSE and the value added to students' performance by the school. Wren is consistently in the top 5% of schools nationally for both of these measures. Clearly by the time the new school opens the progress and attainment 8 measures will be fully in place but we have used the most popular current measures in this submission by way of comparison.

Comparative data for schools in the immediate local area around the proposed new school is included in Section E.

Trust Services

The following functions will be administered on a joint basis across the schools in the Trust:

- Finance
- Premises management
- ICT
- Business development and communications
- Marketing
- Human Resources
- Educational standards. This function will include consistent systems to monitor and evaluate the quality of education across Trust schools. There will be a high focus on regular (termly) evaluation of strategic data and rapid intervention when any underachievement against targets is identified. The Trust will maintain a cadre of excellent teachers able to offer support across all Trust schools together with the senior leadership capacity to respond rapidly wherever intervention is needed to maintain the highest standards.

The central organisation of these services will allow for greater consistency and efficiency and significant economies of scale across the schools. Combining these services will also help ensure high levels of professional expertise amongst the staff involved and help to secure delivery of the Trust's educational vision. The colleagues involved in delivering these ancillary services are highly experienced, most were involved in the establishment of Wren Academy and its subsequent evolution into a large, all through school. Our team understand the particular requirements of a successful new school start up having done this at Wren a few years ago. In the new school, they will be able to bring this experience to bear, supplemented by the resources of the now well established Wren Academy.

Our central organisation will ensure that the systems set up in the new school are every bit as robust as those at Wren Academy. ICT is a strength and we will be able to easily extend key systems to the new school through the use of technology. The new Trust will be efficient and effective in its deployment of resources, ensuring maximum benefit for students is gained from the development of the new school in west Enfield.

We have carried out extensive consultation with the local Enfield community to ascertain and encourage demand for the new school. This communication has included a website, Twitter and Facebook pages, brochure distribution and a series of public meetings with parents and members of the wider community. As a result of this activity we have generated significant demand for the new school as demonstrated in Section E.

Section D: Education plan – part 1

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

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

This section will need to be completed by both route 1 and 2 applicants.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7			240	240	240	240	240	240
Year 8				240	240	240	240	240
Year 9					240	240	240	240
Year 10						240	240	240
Year 11							240	240
Year 12								220
Year 13								
Totals			240	480	720	960	1200	1420

Section D: Education plan – part 2

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

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

Please add additional lines as required.

This section must be completed by route 2 applicants.

Subject/other activity (eg. enrichment)	Hours per week	Mandatory/ Voluntary	Comments Key Stage 3
English	4	Mandatory	
Maths	4	Mandatory	
Science	4	Mandatory	
French	2	Mandatory	
History	4	Mandatory	Humanities subjects are taught as thematic lessons by a single teacher
Geography			
RE			
Art	1	Mandatory	
Product Design	1	Mandatory	
PE	2	Mandatory	
Music	1	Mandatory	
Drama	1	Mandatory	
ICT	1	Mandatory	
Enrichment	3	Mandatory	All student attend three compulsory enrichment lessons each week
PSHE/Citizenship	2.5	Mandatory	PSHE/Citizenship is delivered through tutorial sessions and half termly focus days.

Subject/other activity (eg. enrichment)	Hours per week	Mandatory/ Voluntary	Comments Key Stage 4
English	4	Mandatory	Language and Literature
Maths	4	Mandatory	
Science	4	Mandatory	A minimum 4 hours of core science, though some students opt to do separate science which combines core and preference science time
History or Geography	3	One is mandatory	All students will student one of these humanities subjects
Preference 1	3	Two choices from the list of preferences	GCSE preference subjects will include: Art, Technology, Drama, Computing , Business, Separate sciences (Biology, Chemistry, Physics)
Preference 2			
Modern Foreign Languages	3	Mandatory	
PE	1		
Enrichment	3	Mandatory	All students attend three compulsory enrichment lessons each week.
PSHE/Citizenship		Mandatory	To be delivered through tutorial time and half termly focus days.
RE		Mandatory	All students take their GCSE RE the end of Year 10. In Years 10 and 11 RE is taught during enrichment time.

Section D1:

The proposed school day

7.45 am	Breakfast Club and before Academy activities
8.25 am	All teaching staff and students must be on site Before Academy duties
8.35 am	Assembly/Tutorial
8.55 am	Period 1
9.55 am	Period 2 (to include 20 minute break)
11.15 am	Period 3
12.15 pm	Period 4 (to include 35 minute lunch break)
1.50 pm	Period 5

Monday and Friday	
2.50 pm	Tutorial
3.00 pm	End of day for students
3.00 – 3.10 pm	End of day duties
On Mondays. Staff meetings take place between 3.15pm and 4.15pm	

Tuesday, Wednesday and Thursday	
2.50 pm	Enrichment activities
3.50 pm	Tutorial
4.00 pm	End of the day for students
4.00 – 4.10 pm	End of day duties
NB:	The Library will remain open till 5.30pm

The curriculum for the new secondary school will be modelled on the highly successful curriculum of Wren Academy. The curriculum is based upon recognising and developing the core skills of literacy and numeracy, hence English and maths are strongly represented throughout. In Years 7 and 8, all students follow a broad curriculum which gives maximum opportunity for their talents to be expressed. All will study art, technology, music and drama alongside English, maths, sciences, foreign languages, computing and the humanities. During Year 8, students begin to make choices about their learning selecting which aspects of the performing arts, the visual arts and technology they wish to study. Running through all of the curriculum subjects is an emphasis on developing good learning habits and upon inculcating a desire to become life-long learners amongst the students.

The curriculum model described above has proven to be exceptionally successful at Wren. Challenging progress targets are set, in the top 5% nationally. Over 90% of students are consistently on track to achieve their targets in English and maths. This figure is replicated in other subjects. We seek to ensure that all students achieve no less than three levels of progress in Key Stages 3 and 4.

Key Stage 4 pathways

By the time they reach Year 9, students have already studied their areas of preference in greater depth in art, technology and the performing arts. This equips the students well to make decisions about the subjects they wish to continue to study to GCSE. We plan three GCSE pathways for the new school. Our intention in doing this is to recognise that young people have differing abilities and aspirations and to ensure all take appropriate courses which will maximise their academic achievement and improve their life chances. Whilst students are carefully counselled before embarking upon any of the pathways, we leave open the possibility that anyone should be able to move between one pathway and another according to the progress they make.

The most academically able students will be prepared for applying to leading universities. These will be young people aiming for A* and A grades at GCSE and who might realistically aspire to at least an AAB result at A Level. These students will typically study separate sciences, a second foreign language in their enrichment time and will be prepared for Further Maths A Level.

We envisage that the majority of students will follow a challenging higher pathway comprised of a sound framework of GCSEs including English, maths, double science, history or geography, a foreign language and an arts or technology preference. All students will study religious education to GCSE level. We anticipate that students following this pathway will mostly achieve A and B grades at GCSE and will be eligible to join the school's sixth form.

Students who aspire to a more vocational pathway and who will perhaps not be university candidates, will follow their own specially designed pathway which aims to give them the qualifications they need to be successful. Achieving GCSE passes in English and maths will be a priority for these students together with no less than six other Level 2 pass grades. Our Individual Needs (IN) department will ensure that individual and small group interventions are provided for students with statements and others with significant learning or social needs. The IN department includes Teaching Assistants with specialist training in autism, this condition being recognised as a particular challenge within Enfield primary schools.

As at Wren, we will focus upon the needs of Pupil Premium students and ensure they make progress which is at least comparable with the rest of the student cohort.

The outstanding academic progress we achieve at Wren Academy is based upon early and specific interventions for students needing support. This approach will be replicated in the new school. Our initial assessment programme in Year 7 enables us to rapidly identify those children who have not made expected progress. Our objective then becomes to support these students in catching up with their peers as soon as possible and in being able to access the curriculum fully by the end of Year 7. Wren's 2015 GCSE results with 88% of students in English and 95% achieving an A* - C grade in a fully comprehensive environment show the success of our inclusive approach.

Year 9 is treated as a crucial bridging year between Key Stage 3 study and GCSE. From the beginning of Year 9, students begin to study their GCSE courses in English, maths and science. Our three year GCSE programme allows for texts and

topics to be studied in much more depth than would normally be the case. Work is also graded with GCSE grades from this point which students find motivating and which gives them and their teachers a clear indication of progress towards GCSE. Students will make final choices on their GCSE preference subjects during the course of Year 9. Formal GCSE preferences for each student will not however be confirmed until the results of the Year 9 end of year examinations are known. When choosing GCSE preferences, we will ask students to think about their possible future course choices at A Level.

All students take core RE and PE into Key Stage 4 and we deliver a full PSHE programme though tutor time and a specially designed programme of focus days.

Progression and pace

The curriculum has been consciously designed to provide continuity from Year 7 to Year 13. Subject content is organised logically to facilitate intellectual development. In each subject, common assessment objectives are used from Year 7 onwards so that students are clearly aware of how much progress they are making. We have carefully considered which grouping arrangements best facilitate progress in each subject. As a result there is setting in maths, English, science and modern languages. We do however ensure that there is ample opportunity for students to move between sets based upon their ongoing progress. The pace of our curriculum allows all students to make at least 3 Levels of progress between Years 7 and 11. This is however very much a minimum target for us and a high percentage of students make 4 Levels of progress. Students are always set an ambitious but attainable target of 4 Levels of progress. We anticipate that the Wren curriculum template will help ensure that this pattern of progress applies in the new school too.

Post 16 study

Great care will be taken over students' selection of appropriate subjects to study in Years 12 and 13. Given the likely ability profile of the new school's intake and the anticipated academic progress which students will make, the vast majority of students will be A Level candidates. A Level courses will therefore predominate in the new school's sixth form offer. We are however mindful of our commitment to inclusivity and will offer post 16 vocational provision for those students who do not meet the A Level eligibility criteria.

The new school sixth form will be an exciting and rewarding place to study. At Wren, we have recently set up a sixth form which has quickly become popular and successful. This experience will be of great value to the new school.

Year 11 into 12 transition will begin at Christmas in Year 11 when mock examination grades will help determine which subjects students will be able to study at A Level. All courses offered at post 16 will be of Level 3 status (some of A Level equivalent leading to BTEC qualifications). The entry criteria for post 16 courses will be rigorous but fair. A Level courses generally require at least a B grade as their entry criteria and in the cases of maths and sciences an A or A* is preferable. Overall, experience shows us that students need at least five B grades or better at GCSE if they are to succeed at A Level. Entry grades for specific A Levels will usually be taken from the student's performance in the same subject at GCSE, but in some cases are taken from English

or maths where there is no direct GCSE equivalent (eg psychology). BTEC courses generally require GCSE grade Cs or above.

Most subjects taken at GCSE will also be available at A Level with the addition of new subjects including politics, psychology, sociology and economics. The vocational offer will include BTEC options in ICT, science and business.

Independent learning

A culture of independent learning is embedded at Wren and will be emphasised likewise in the new school. Students are explicitly taught about the skills and dispositions which will make them effective independent learners. Every lesson plan must take account of developing students' learning skills alongside delivering the subject content. The learning culture in the new school will be re-enforced through the new school's wider culture. Assemblies, tutorial activities and focus days all contain significant learning related content.

Schools within the Wren led Trust will be very conscious of the language of learning. All students will receive regular 'home learning' (rather than homework) which increases in its duration as children progress through the schools. It is essential to us that home learning is purposeful and accessible by all, building upon what has been covered in lessons and introducing new areas of study. Home learning is also differentiated so that all students can understand and be engaged by it. Students in Year 7 receive an hour of home learning each evening, building to two hours by Year 10.

Curriculum access

As at Wren, each department will have its own area of Fronter, the school's Virtual Learning Environment. Fronter contains study materials and lesson overviews. It can therefore be used by students to catch up or fill gaps in their learning. Fronter is also used by teachers to set extension activities and 'one off' learning challenges. All students will have ample access to the Library which will be open throughout the day (including before and after school) to support independent study.

Wider learning

All subjects will provide opportunities for students to undertake wider learning activities which stretch their skills and knowledge beyond the mainstream curriculum. Many of these activities will take place during the new school's timetabled enrichment periods. Activities such as debating, presentation skills, additional foreign languages, national competitions and arts clubs will all have a central position in the enrichment curriculum. PE, art and drama will all take advantage of extra curricular opportunities to challenge and inspire students. All students in the lower school will take three enrichment activities per week and students in the upper school (including sixth form) at least two.

The pastoral curriculum and SMSC

All students will follow a compulsory pastoral/ PSHE curriculum which will be delivered during tutor time and half termly focus days. The programme covers topics such as good citizenship, relationships, dealing with peer pressure, community involvement and careers education. It also includes awareness of issues such as bullying, internet safety, substance abuse and the use of social media.

The pastoral curriculum has been developed as an integral element of the Christian identity of the Trust. It uses Bible stories and the study of iconic Christian figures from UK and world contexts as integral parts of its content. The curriculum is, however, accessible and relevant to students of all faiths or none. By focussing in Years 7 and 8 upon the major figures of the Abrahamic tradition (Abraham, Moses etc) the programme consciously builds upon the common heritage of Christianity, Islam and Judaism. This focus will help develop a stronger sense of cultural awareness and appreciation among students. RE is also a compulsory subject and will incorporate learning about all six of the world's major faiths. In essence, the values explicit in the Trust's pastoral curriculum are western liberal ones which are sometimes described as those of British 'Cultural Christianity' and actively promote fundamental British values

Section D2

The Wren approach to academic assessment will be used to help generate excellent progress in the new school. Effective assessment is an integral part of helping both students and teachers to know how well students are doing. At its best (as at Wren) assessment is individualised and gives every child very precise feedback on what they need to do in order to improve their learning further.

Our assessment system at Wren is based upon rigorous, accurate and ambitious target setting. Our aim is to set targets which motivate students to achieve to the best of their ability. These also aim to ensure that we are consistently in the top 5% of schools nationally for academic progress. These expectations will be replicated in the new school. Targets will be set initially when students arrive at the school and review termly thereafter on the basis of assessment.

The new school will share a common assessment framework with Wren Academy allowing student progress to be compared across the two schools. Both formative and summative techniques form part of our assessment practice. Particular emphasis is placed upon a robust and personalised approach to marking and the use of termly and end of year assessments under examination conditions for all year groups.

Measuring progress

Wren and the new school will share a grading system to measure academic progress. The schools have their own grading system in Years 7 and 8 based upon key progress indicators in all subjects. From Year 9, all students' progress is graded using the GCSE system of A*-G. In Years 12 and 13 the A Level grading system of A*-E is used.

All students will be assessed on entry to the school, normally in Year 7 but sometimes in older year groups. This initial assessment comprises both internal and external benchmarking (eg the use of cognitive ability -CATs - tests). This initial assessment is key to setting appropriately challenging but attainable targets for all students.

Reporting

All students receive a termly progress report for all subjects based upon assessment data. This document is shared between teachers, parents and the students themselves. The reports are analysed by senior and middle leaders and trigger a range of subject specific support interventions for all students who are underachieving.

At GCSE, students are judged against final grade criteria from the start of their courses in Year 9. This enables students and their teachers to understand exactly where progress is taking place and where remedial action is needed. In some subjects, where skills are developed over time, this approach may mean current grades are below target in early assessments. Our system caters for this by identifying whether students are on track to make progress in line with their targets over the academic year.

The results of termly assessments are also analysed in detail by subject leaders and the Head of House team through a formal meeting structure. Teaching and pastoral support strategies are amended regularly on the basis of this analysis.

Expected curriculum progression

Heads of department and senior leaders at Wren have given careful consideration to curriculum planning in order to ensure excellent progress between Years 7 to 13. These expectations will be replicated in the new school.

The progression chart used at Wren appears below.

Transition Matrices demonstrating progress in English and maths at Wren Academy 2015

English Language Transition Matrices																				
Year 11 (2014/2015) Summer Results 2015 First Entry																				
	Key Stage 4 Grade											3 Levels			4 Levels		5 Levels		6 Levels	
	Other	U	G	F	E	D	C	B	A	A*	#	#	%	#	%	#	%	#	%	
Other		1				1	1	2	1	1	5	4	80.00%	2	40.00%	1	20.00%	0	0.00%	
W											0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	
1											0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	
2											0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	
3							5				5	5	100.00%	5	100.00%	0	0.00%	0	0.00%	
4				1	3	11	26	24	4		69	54	78.26%	28	40.58%	4	5.80%	0	0.00%	
5							6	43	29	11	89	83	93.26%	40	44.94%	11	12.36%	0	0.00%	
#	0	1	0	1	3	11	37	69	34	12	168	146	86.90%	75	44.64%	16	9.52%	0	0.00%	
												2015	2014	2013	National					
Achieving minimum expected progress - whole cohort												87%	88%	82%	70%					
Achieving more than expected progress - whole cohort												45%	42%	43%	30%					

Mathematics Transition Matrices																		
Year 11 (2014/2015) Summer Results 2015 First Entry																		
KS2 Level	Key Stage 4 Grade										3 Levels		4 Levels		5 Levels		6 Levels	
	Other	U	G	F	E	D	C	B	A	A*	#	%	#	%	#	%	#	%
	Other					2		1	2	1	4	100.00%	3	75.00%	1	25.00%	0	0.00%
	W										0	0.00%	0	0.00%	0	0.00%	0	0.00%
	1										0	0.00%	0	0.00%	0	0.00%	0	0.00%
	2										0	0.00%	0	0.00%	0	0.00%	0	0.00%
	3					2	1	2			5	100.00%	3	60.00%	2	40.00%	0	0.00%
	4			1		3	30	19	12	4	69	94.20%	35	50.72%	16	23.19%	4	5.80%
	5						7	12	42	28	89	92.13%	70	78.65%	28	31.46%	0	0.00%
	#	0	0	0	1	0	5	38	34	56	167	93.41%	111	66.47%	47	28.14%	4	2.40%
											2015		2014		2013		National	
Achieving minimum expected progress - whole cohort											93%		84%		92%		70%	
Achieving more than expected progress - whole cohort											66%		58%		59%		32%	

Expected progression rates for humanities, modern languages and science are based upon the English chart above.

In order to consistently achieve such excellent progress and to replicate it in the new school, a well structured and understood approach to delivering and evaluating the curriculum is essential. Our core curriculum principles apply throughout Years 7 to 13. Whilst the nature of assessment differs across subjects in all there are skills to be acquired and content to be learned. In our ongoing curriculum planning we are very aware of the developments in subject content and difficulty currently taking place and we are amending our approach accordingly. In all subjects, assessment criteria isolate the skills and knowledge to be tested and specify the most appropriate method by which to do so.

We ensure that all teachers delivering GCSE and A Level courses are not only well qualified subject specialists (all teachers in the new school will be) but are fully trained in the requirements of the external examination courses they are delivering. Examination board training and regular visits to the school from trained examiners will be core elements of our professional development programmes.

Whole school summative assessment points

School assessment systems are designed to prepare students for the style of examination which they will encounter in public examinations at GCSE and later at A Level. We ensure that students in every year group take two rounds of tests each academic year under formal examination conditions (at the end of the autumn term and in July). The first of these assessments tests the learning which has been undertaken by that point in the year, the second tests the whole year's work (or more as students move into the second year of a course such as GCSE). This approach ensures that students develop the level of recall needed in public examinations.

Formative assessment

Ongoing, or formative, assessment is built into all lessons. It enables teachers to give regular and specific feedback to students on how to improve further in their learning. Effective formative assessment also allows teachers to adapt their planning so that particular learning needs can be more forensically addressed as our half termly units of work are delivered. Effective dialogue between teachers and students forms a key element of our formative assessment policy. This dialogue takes the form of questioning and answers given in class and also by student responses to marking. Training in effective formative assessment methods is one of the key elements of our professional development programme.

Self assessment

All students are trained to be able to undertake meaningful self assessment. This is based upon their understanding of course structures and assessment criteria together with input from teachers on how to be realistic and accurate when self assessing. We see self assessment as an important part of students' evolving learning skills and sense of responsibility and also a useful way of them better understanding examiners' expectations.

All subjects have assessment trackers in exercise books which students use to record and reflect upon their progress. Self assessment is regularly reviewed by subject teachers and form tutors to ensure it is being done in a way that is of practical benefit to the students.

Key classroom strategies

The following strategies will be consistently used at Wren and in the new school :

- All lessons have specific learning questions
- All lessons have differentiated activities and outcomes so that the needs of all learners are provided for. Outcomes are displayed at the start of each lesson.
- Progress will be assessed at key points in every lesson. On this basis the teacher will judge whether sufficient progress has taken place and whether adjustments need to be made to planning for the next lesson
- All students are used to reviewing their own learning and that of others using our 'purple pen' system
- All teachers are role models as lead learners throughout each lesson

We will report to parents termly on the basis of our ongoing assessment. In addition, parents will have the opportunity to speak in person with all subject teachers at least twice each academic year. This contact will be more frequent should it be required.

Post 16

A Level courses will take a similar shape to GCSEs. Students joining the sixth form will be expected to prepare for their Year 12 studies before joining the school in September. Bridging materials and introductory classes are provided in the summer term of Year 11 (after GCSEs) in order to ensure that students are as well prepared as possible for the commencement of their A Level studies. At this level of study, well developed independent learning habits are essential and students must quickly grasp

the skills and depth of knowledge required by their chosen courses if they are to make the best progress they can. Our general expectation is that, at A Level, students must review and extend their learning outside the classroom if lesson time is to be used to best effect. It is our job to equip them with the skills to work in this way.

As with GCSE, at A Level the assessment tasks set for students will usually be taken from past examination papers. Given the need to make rapid and sustained progress at A Level, students will be assessed from their first term using any of the criteria for the course being covered. Internal assessments for A Level students will take place termly, with those in the spring and summer terms under formal examination conditions.

Our strategy for post 16 also includes ensuring that Year 13 students move on to the best possible higher education destinations. In our inaugural Year 13, over 50% of students moved on to Russell Group universities. We are assisted in our university preparation programme by our co-sponsor Berkhamsted School.

Wren Academy has proved itself to be alert to changes in the national examination regime and flexible in making changes in the best interests of our students. Our advance planning is a strength as evidenced by the school's excellent external examination results. This responsiveness will also be present in the new school's approach. We will take into account the important changes to the examination system due to take place between now and 2018 and ensure the new school delivers an up to date and innovative curriculum from its opening day.

Section D3

Wren Academy has a proven track record in providing high level expertise in school leadership and management. We also have recent experience of setting up a brand new school and quickly making it outstanding. The MAT to be established with the new school will be able to draw upon this expertise in establishing curriculum and pastoral systems and the support structures needed for the new school to operate effectively. Wren Academy has already organised its senior leadership team in order to accommodate the move to MAT status. Approximately one third of the start-up costs for the new school will be allocated to increasing capacity within our central Trust leadership team in order to ensure exemplary structures for the new school are in place. As well as providing curriculum and teaching expertise, the Trust team will deliver specialist support in special educational needs, finance, ICT, site management and human resources management. The early availability of a qualified Special Educational Needs Co-ordinator (SENCO) will enable us to provide expert support for statemented students from the start and to quickly establish intervention programmes in literacy and numeracy.

Wren also fully understands the teacher recruitment situation (including its challenges) in north London. We have recent experience in successfully recruiting an outstanding team for a brand new school. The Trust's ability to attract young teachers of the right calibre to the new school and train them well will be a key element of our strategy. Wren's excellent recruitment and retention record demonstrates that we are able to do this. In each year of its existence (since 2008) Wren has been fully staffed with subject specialist teachers. Our internal professional development programme has led to many new recruits moving into middle and senior leadership positions. As a

School Direct lead school we are successful in bringing able graduates into the teaching profession.

Our professional development programme is enhanced by our status as the Teaching and Learning Hub school for the Woodard Schools' Network (a national alliance of 50 state and independent schools).

We are also ready to exploit the staff retention opportunities offered by the new school. Teachers will have the opportunity to move between the two Trust schools for promotion, thus ensuring that the best teachers are retained within the Trust.

Leadership in west Enfield

Because of Wren Academy's readiness to put the new Trust into place, a strong leadership framework to oversee the new school is already in place. This will alleviate the need for long lead in times for senior appointments in the new school or for an overly large senior leadership team. The Executive Principal of Wren Academy will oversee the new school's development and act as a focus for communication and collaboration between the two schools.

The Wren Academy team is resourced to support the development of the new school in the period leading up to opening. The Principal designate will take up post a term before the school is due to open. He or she will be supported by the Trust's central team in establishing systems for the new school using the template successfully used at Wren. It is our intention that a number of staff currently working in Wren Academy will take up middle and senior leadership positions in the new school when it opens in 2018. These colleagues will be given time to contribute to planning for the new school and, when the school opens, will immediately understand the systems and ethos to be implemented.

Based upon our recent experience at Wren, in its first two years, our emphasis will be on ensuring that teaching and learning in the new school are of the highest quality. Our experience from Wren demonstrates that excellent classroom practice is the key foundation upon which a successful school is built. We will also focus upon the recruitment and development of a cadre of outstanding middle leaders, particularly in English, maths and science and at Head of House level. The opportunity to move staff from Wren to the new school will help ensure our success in this task as will our well established middle leader induction programme. The new school will also have access to ongoing support from curriculum leaders at Wren. The geographical proximity of the two schools makes a high level of ongoing collaboration extremely viable.

Setting will be in place in all core subjects. This will ensure that numbers of Teaching Assistants can be kept to a minimum as they will focus on the two lowest ability sets. The afternoon enrichment programme will be staffed primarily by teachers offering areas of interest and expertise which go beyond their subject disciplines. This teacher input will be supplemented by activities provided by local specialist sports, art and drama teachers. The lower cost of these external tutors will help ensure the long term viability of the enrichment programme. The school's focus on early intervention in literacy and numeracy will also help ensure there is efficiency in running support classes for groups of students rather than relying upon individual interventions where possible.

Section D4 (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

The new school will be an Anglican foundation and is being supported in its establishment by the London Diocesan Board for Schools.

The Trust will embody a set of principles set out in its Mission Statement. These include:

- To develop a community which is rooted in Christian values, creating a moral and spiritual environment valuable to those of all faiths or none.
- To be an active, celebratory and successful Christian community serving our local area and beyond.
- To value the individual and recognise the uniqueness of all

These principles are integral elements of the vision statement appearing in Section C above. We firmly believe that all students have gifts which they must use in service, that everybody gets things wrong sometimes (but mistakes can be forgiven and made good) and that all individuals are of equal value within the school community. These precepts have been developed carefully so that we remain true to the Christian character of the school whilst being wholly inclusive of those with other faiths or none.

We propose an admissions policy similar to that which currently works effectively and harmoniously at our nearby Wren Academy. Wren serves a diverse cultural and faith community similar to that surrounding the new school.

At Wren, the policy provides for the admission of 50% of students on Christian faith criteria and 50% on community criteria (basically distance from the school). Replicating these principles at the new school will combine the need to address the shortage of church secondary places in the area with delivering a school which embraces all members of its local community. At Wren, the admissions policy has resulted in a school where ethos is taken seriously, where spirituality is respected and where relationships are excellent. Students of all the major world faiths are represented in the school as are those with no faith at all. Feedback from parents is overwhelming supportive of the moral education the school provides their children with. This view is endorsed by the number of prospective parents who regularly apply for community places at Wren (averaging over 500 each year). We are confident that our values are accessible to as an expression of mainstream cultural Christianity without being exclusive to those of a practising Christian faith background. The sections of this application which focus on curriculum development and assessment, indicate how our values permeate throughout our practice.

The new school will also build upon Wren's well developed Social, Moral, Spiritual and Cultural policy and practice. This policy makes clear that our values are embodied through our behaviour towards other members of the school community and towards the outside world. The Christian principles which will underpin the new school are clear and consistent. We are however responsive in adjusting our approach to take into account changes in society affecting students' lives. Thus we look in depth and the

behaviours and moral issues surrounding the use of social media and we have incorporated a broader coverage of British values into the curriculum. Our pastoral curriculum delivered in large part through our assembly and tutorial programme, reflects and embeds the values of the school.

Good behaviour, respecting oneself and others, is at the centre of Wren's philosophy and our practice will be embedded in the new school from its inception. Our reward system is inclusive, allowing staff to nominate students for a range of accomplishments from academic excellence to acts of kindness. Students are given regular opportunities for individual and collective reflection upon their own actions and those of the community. Negative conduct is never condoned and school sanctions are robust. We do however believe that all experiences in school should be educative and that students must be supported in learning from their mistakes. We also place a high emphasis on restorative justice practice, bringing victims and perpetrators together whenever appropriate so that reparation can be made and children come to better understand the consequences of their actions.

Educating students about the school's behavioural code and the reasons for it will be an ongoing priority. The importance of good behaviour, within and beyond school, is an integral part of our PSHE sessions at Wren delivered by form tutors. During each academic year, there is a tutorial theme for the week based upon a Christian moral principle applicable to all members of the school community. The content of each week's tutorial programme is reinforced by weekly house assemblies. Planning for tutorial sessions places students at the centre, encouraging them to participate in or even lead discussion. A collective worship enrichment group supports staff in choosing assembly content and in delivering assemblies to the school. The annual assembly programme will cover Christian stories from both New and Old Testaments. All assemblies contain a prayer which students of a non Christian background are asked to listen to and think about. Individual silent reflection is built into our tutorial and assembly activities and proves an important way for all students to share valuable time together. This approach has proved to be extremely inclusive and is overwhelmingly supported by parents from all backgrounds.

Our weekly programme is supplemented by half termly focus days where the normal curriculum is suspended to allow the school community to focus upon a PSHE or careers education issue in depth. Focus days allow us to explore issues at length and in interesting ways such as through drama, music, art or with the help of external speakers. Through focus days we reflect upon topics like sex and relationships education, bullying, internet safety, self-esteem and the democratic system. These days are highly effective with students often describing significant shifts in their insight and understanding as a result of participating.

During our annual RE week, representatives of world faiths other than Christianity will come into school to talk about their beliefs and customs. Some of the most revelatory moments at Wren have been when Muslim and Jewish staff have talked to students about their lives and faith.

Wren has a chaplain and so will the new school. This colleague's role is to support the spiritual life of all students and staff regardless of their religious or cultural background. The chaplain supports other staff in planning and delivering assemblies and tutorial activities. They will also make links with local churches and the other faiths'

places of worship. The new school will have a chapel and a prayer room will be made available for Muslim students. The major festivals of all world faiths will be covered in the assembly and tutorial programmes.

The new school will have a house system which encourages collegiality and mutual responsibility. All students participate in annual elections for their house council which, in turn, provides members for the school council. Houses accumulate points through competitions during the academic year. This creates a healthy sense of house loyalty and inter house competition. Each house has its own charity, selected by the students with guidance from their heads of house.

RE will be a compulsory subject from Years 7 to 11 and a key part of the sixth form extra curricular programme. RE will take up 6% of curriculum time during Years 7-10 and will be delivered through a programme of focus days and tutorial activities thereafter. All students will follow a syllabus which helps them to understand the beliefs and culture of the six major world faiths. RE will be taught by subject specialists in order to ensure a high quality of subject content and intellectual rigour. RE will also be a key subject in helping to develop an understanding of moral philosophy and ethics. It will contribute to students' ability to debate issues, form judgements and argue effectively using evidence to support their viewpoint.

From Year 11 onwards we will adopt a more adult approach to exploring issues of faith. Our approach will be based upon reflection and debate with a high emphasis on relating faith to contemporary moral issues in society. Visiting speakers and RE conferences will form staple parts of our focus day programme through Years 11 to 13.

Assemblies, tutor time and focus days are compulsory elements of the curriculum at Wren and will be in the new school too. Although parents may of course exercise the right to withdraw their children from collective worship, the inclusive ethos at Wren has meant that incidence of withdrawal has been virtually nil. We believe this record illustrates the success the approach which will be established in the new school.

The new school will, above all, be a place which serves its local community. Church places will favour those who worship locally, both in Anglican churches and those of other Christian denominations. The community admissions criteria will be based upon distance lived from the school. We have consulted local church and community primaries regarding our proposal and met with an overwhelmingly positive response from all.

As part of our work to engage with the local community, we have invited Enfield primary parents, primary headteachers and other interested members of the community to Wren Academy. They have thus been able to see the approach we intend for the new school in practice.

Section E: Evidence of need – part 1

Please complete the table on the next page, using the information below to assist you. This section will need to be completed by both route 1 and 2 applicants.

If your school is new provision:

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

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

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

	2018				2019			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	240	NA	109	45%	240	NA	102	43%
Year 8					240	NA	109	45%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of need – part 2

Section E1: Evidence of Need

Our case for the new school is based on

- The lack of surplus places in existing schools
- The forecast increase in demand in the area for an additional 10+ forms of entry by 2020
- Parental demand as evidenced by the number of local parents who have indicated they will make the school their first choice

Lack of Surplus Places

The table below shows the five nearest existing secondary schools, their capacity and their current roll.

School	Distance from preferred site	Capacity 11-16 (PAN x 5)	Current Roll 11-16	% Occupancy
Highlands (M)	0.8km	1200	1226	102%
Southgate (M)	1.7km	1250	1215	97%
Enfield Grammar (B)	2.5km	900	896	99%
Enfield County (G)	2.5km	930	925	99%
Ashmole (M)	2.6km	1160	1125	97%

The table demonstrates that at present there is no significant surplus of places. All these schools are oversubscribed in Year 7 and operate a waiting list. Therefore, there is no capacity to provide extra places.

Forecast Demand for Secondary School Places

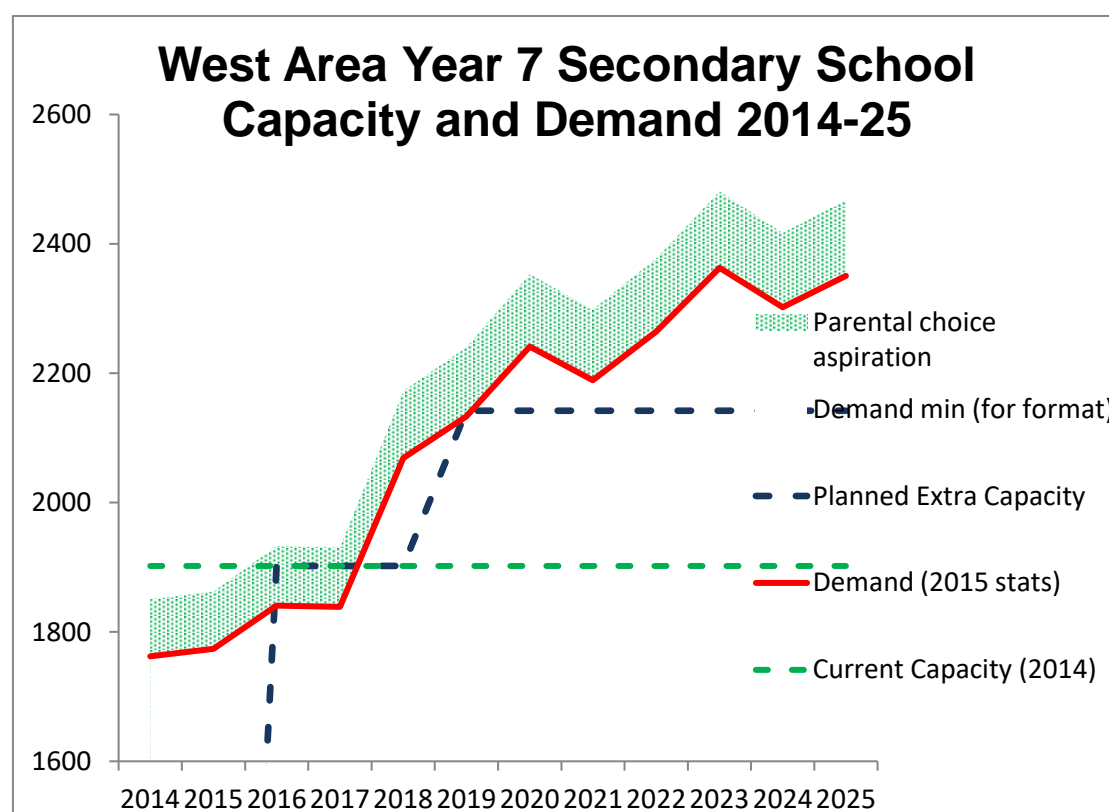
In common with many areas of outer London, Enfield has seen a significant increase in its population of school age children over the last 10 years and, as a result, many primary schools have expanded to cater for this increase. As these children reach the age of secondary transfer, there is forecast to be a shortfall in provision which will need to be met either by new schools or by expanding existing schools.

The local authority, Enfield Council, has commissioned detailed and accurate forecasts of pupil place planning figures. These forecasts use Greater London Authority (GLA) figures which, in addition to considering demographic trends, make adjustments for known trends for 'conversion rates' from primary to secondary school at 11+ transfer. A 3% spare capacity is added to these figures to allow for parental choice. (3% extra

capacity is considered sufficient in London to enable parental choice as compared with the 5% normally allowed elsewhere.) The forecasts break down the overall Enfield figures into four planning areas and so provide an accurate local picture of the supply of and demand for school places. Our proposed school is in the western Enfield district. The projections for western Enfield (see table below) show demand exceeding capacity creating a shortfall of places beginning in 2018 and rising sharply for the following two years. The latest figures available (2015) show the upward trend for demand continuing to 2025 at around +14 f.e. (forms of entry) above current capacity. It is clear, therefore, that our proposed 8 f.e. school will be needed in western Enfield and it is highly likely to be over-subscribed from the start.

West Area Capacity and Demand													
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Planned Capacity (2014)	1902	1902	1902	1902	1902	1902	2142	2142	2142	2142	2142	2142	2142
GLA	1814	1711	1722	1787	1785	2009	2071	2176	2125	2198	2294	2235	2282
Demand (2015 stats)	1868	1762	1774	1841	1839	2069	2133	2241	2189	2264	2363	2302	2350
GLA +5	1905	1797	1808	1876	1874	2109	2175	2285	1333	1368	1474	1398	1440
Demand (2014 stats)	1910	1795	1861	1937	1901	2135	2300	2570	1549	1621	1634	1635	1636
Diff GLA +3 - Capacity	34	140	128	61	63	-167	9	-99	-47	-122	-221	-160	-208
Proj Demand above capacity -	-34	-140	-128	-61	-63	167	-9	99	47	122	221	160	208
Proj Demand above capacity -	-2%	-7%	-7%	-3%	-3%	9%	0%	5%	2%	6%	10%	7%	10%
Figures from Enfield Council, July 2015.													
Shading shows Enfield Council's assumption that 8 f.e. will be added on the Enfield Road site													

This data is represented graphically below. The blue line shows Enfield Council's assumption that 240 (8 f.e.) places will be added by September 2018 to keep pace with rising demand. This is the school that will provide these places.



This data is supported by the trends in catchment areas in western Enfield. The figures in the table below show that the distance offers in local schools have fluctuated with changes in cohort size, school capacity and, to some extent, popularity. The trend,

however, is clear: parents in western Enfield are now finding it more difficult to secure a place at the local schools as the 'offer distance' shrinks.

Maximum Distance of Offers									
School	2008	2009	2010	2011	2012	2013	2014	2015	8 year Average
Chace Community	1.46	1.36	1.25	1.11	1.22	1.46	1.63	1.39	1.36
Edmonton County	1.07	1.21	1.25	1.11	1.30	1.31	1.67	1.21	1.26
Highlands	1.35	1.25	1.32	1.27	1.10	1.09	0.95	1.09	1.18
Southgate	2.44	1.36	1.34	1.69	2.32	2.30	2.40	2.49	2.04
Winchmore	1.52	1.45	1.43	1.33	1.27	1.24	1.18	1.13	1.32
Source: Enfield Council Red shows offer distance below the 8-year average.									

Three out of the four nearest schools show 'catchment areas' which are already shrinking as rising rolls in primary schools move through into secondary. The exception is Southgate School where an increase in the Pupil Admission Number has expanded its area.

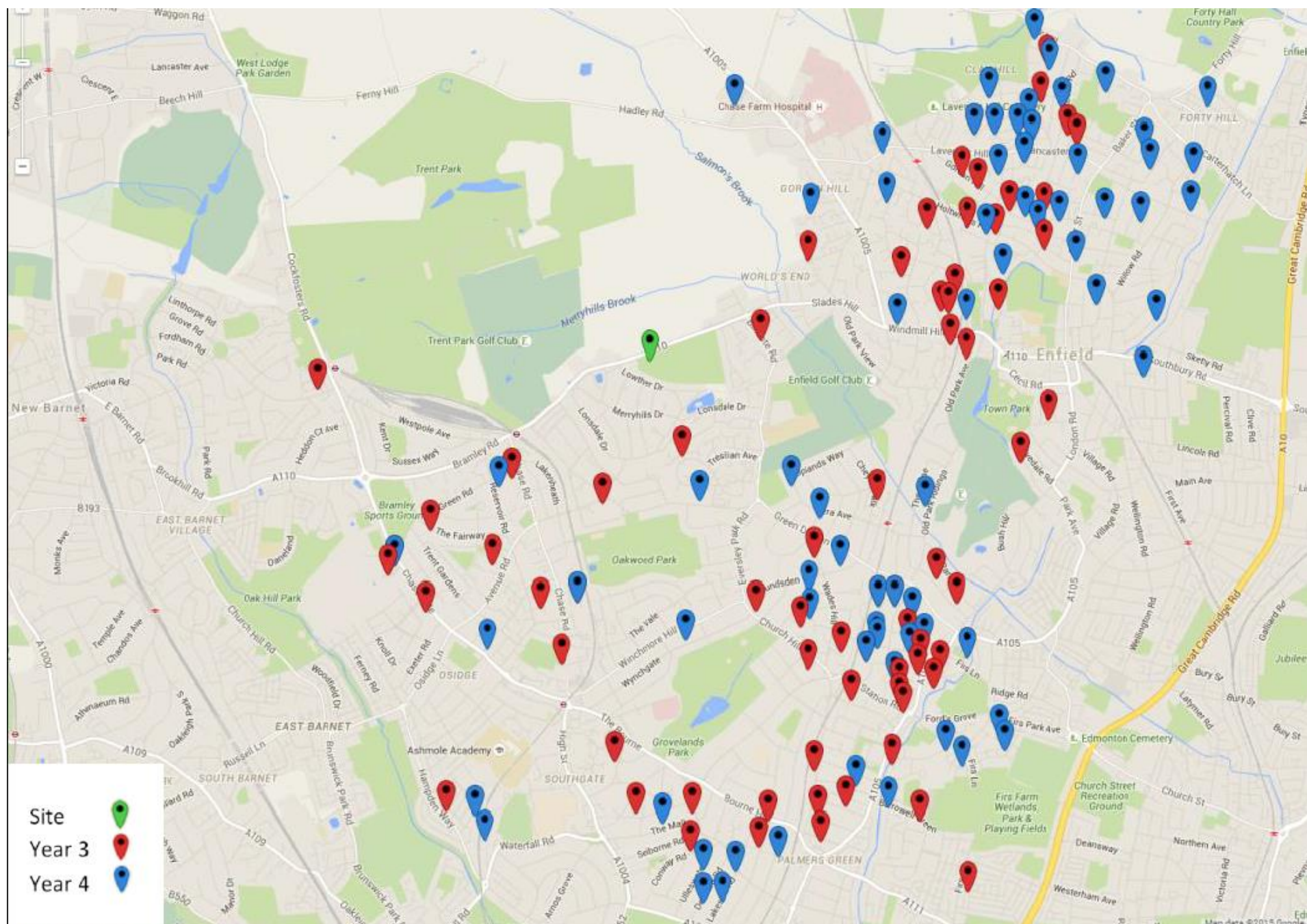
Parental Demand for Wren Academy at Enfield

Since 2011 there has been significant interest expressed by local parents for a Church of England school in the west of Enfield. LDBS research showed that in 2011 there was no pressure on secondary school places and that most parents obtained a school of their choice. As this position changes the clamour is increasing for a school with high standards which is also going to add to parental choice as regards the character of the school.

In the four weeks since the start of the Autumn Term we have distributed leaflets and met with parents of Year 4 and 3 pupils in six of the 16 local primary schools. We have distributed leaflets to five of the remaining schools and expect to arrange the parents' meeting shortly. Some local primary schools are wary of engaging with us because an existing secondary school has announced their intention of making a free school bid. Nevertheless, we will continue to try to reach those parents.

The parental demand table shows that, as of 5th October, there is a total of 211 parents of Years 3 and 4 who have signed to say they will make it their first choice. (We have a further 38 signatures from parents of younger children.) To secure so many signatures in such a short period of time is highly encouraging. We expect this percentage of just under 50% will increase significantly as we continue our marketing to the remaining ten target primary schools.

The map below shows the position of the preferred site and the postcode plots of the Year 3 and Year 4 parents who have signed to say they will make the school their first choice. The majority of these are within 2 miles and the good bus network serving Enfield Road will enable their children to reach the school easily. As yet, there are relatively few near the site because we have not yet been allowed to hold parents meetings at those schools. The land immediately to the north is Green Belt land with no housing.



Marketing and Informed Parental Choice

The proposers have marketed the new school extensively in the area by:

- Meetings for parents in primary schools
- Distribution of leaflets to doctors' surgeries, libraries, cafes and churches
- Use of a website and Facebook
- Direct marketing through e-mails to parents of Year 3 and 4 pupils
- Press coverage
- Public exhibition and meeting

To ensure that those signing up to send their child to the school are fully informed, we have used leaflets, a website, Facebook and face to face meetings with our [REDACTED]. We have consistently and openly described the character of the school we wish to open as:

- having a Christian ethos
- open to all and welcoming all faiths and none
- using the Wren model to achieve very high academic standards
- promoting students' well-being through firm discipline and self-responsibility
- an inclusive institution with learning at its heart.

By our involving primary headteachers in the project as far as possible, they have been able to describe our proposed school to parents from a position of knowledge. Most have visited Wren Academy and know the type of school we will found. The text of the initial consultation leaflet and sign-up sheet are given in the annexes B and A respectively.

Standards in Local Schools

Standards in local secondary schools are good; all are popular and over-subscribed. Our case for Wren Academy at Enfield is that it will increase diversity and provide additional places of similar (or better) quality to meet the growing shortfall in school places.

The tables below summarise the local schools' performance.

Performance at 16

Performance at 16 in 2014						
School	Performance Measures - GCSE					
	%5A*CEM	%5A*C	%EBac	% Prog E	%Prog M	Closing the Gap*
WREN ACADEMY	77	85	50	89	82	67:81
Highlands	69	74	35	81	72	39:74
Southgate	61	75	36	77	71	31:69
Enfield Grammar (B)	63	78	34	68	72	51:66
Enfield County (G)	63	77	34	72	68	52:68

Ashmole	79	84	61	90	88	54:84
LA Average	60		28	80	69	
England Average	57		24	72	66	
* Comparison of % 5 A*CEM Disadvantaged Pupils:Other Pupils						

The table shows that the five nearest schools to the proposed site are all performing well compared with LA and national averages. Wren Academy, however, generally outperforms them which should help to drive up standards locally. This is particularly true of Wren's extremely good performance at 'closing the gap', between disadvantaged students and others.

Performance at 18

Performance at 18 in 2014			
School*	Performance Measures - A Level		
	Ave Pts /Entry	Ave Pts /Student	Value Added
Highlands	207.1	729.6	-0.02
Southgate	219.1	714.7	+0.11
Enfield Grammar (B)	200.7	700.7	+0.02
Enfield County (G)	219.8	762.6	+0.03
Ashmole	227.5	812.5	+0.08
LA Average	215.7	739.9	
England Average	211.1	772.8	
* Note: No A Level results available for Wren Academy until 2015			

The table shows that performance is generally good at A Level in local schools, most having a positive value added score. Note that Ashmole is a Barnet school and, therefore, not included in the LA average. As Wren Academy's first cohort of students did not reach A Level until 2015, no comparative data is yet available.

Ofsted Inspection Reports

Ofsted Inspections		
School	Grade	Year of Inspection
WREN ACADEMY	1	2011
Highlands	1	2014
Southgate	1	2009
Enfield Grammar (B)	2	2014
Enfield County (G)	1	2012
Ashmole	1	2007

The table confirms that standards are high in local schools and that on this basis Wren Academy will be at least as attractive to parents as existing local schools.

Section E2

Engagement with the Local Community

LDBS and Wren Academy have been discussing the possibility of a new secondary school for about four years, mainly through local churches and primary schools, awaiting the time when increasing demand for school places would make a new school viable.

Since the announcement of a new round for free school applications, we have rapidly started the process of engagement with the wider local community by:

- Establishing a reference group with members representing local primary schools (both Church of England and community schools), local residents associations, parents of children in Years 3 and 4;
- Meeting with Western Enfield Residents Association and Enfield Road Watch to explain our plans and hear their comments and concerns;
- Informing the local ward councillors and Joan Ryan MP of our plans and invited their active involvement;
- Meeting with primary school headteachers and briefing them on Wren Academy and the principles that will underpin the new school. Several have chosen to take an active role and have joined the Reference Group;
- Holding five meetings for parents of children who will make up the first two cohorts;
- Distributing our consultation leaflet (see annex) through primary schools and through doctors surgeries, libraries, cafés and street leafleting;
- Holding a public meeting for residents local to the preferred site;
- Taking part in the public consultation held by the developer, Fairview New Homes Ltd, for whom we are now the preferred partner in their development proposal for Enfield Road.

Our presentations and the consultation leaflet have made clear the faith school status of the new school. We have set out explicitly that the school will have an ethos based on Christian principles and this will underpin its policies and practice. At the same time we have stated that, as at Wren Academy, we welcome families of all faiths and of none to the school. Our expressed purpose is to found a local school for local people, both those who are Christian and others. This is reflected in the proposed admissions criteria which are being discussed by the Reference Group before being finalised. The Reference Group is, and will remain in the pre-opening stage, the main body for discussing and shaping the nature of the school, its curriculum, pastoral system, admissions policy, etc.

Given the period of only five weeks between the start of the school term and the application date, the number of parents hearing about the proposal and signing up to support the new school has been substantial. We have done extremely well to secure over 50% of the first two cohorts so far. We will continue to market the school and secure more signatures after the application date. The LDBS, as an experienced partner in new free school proposals, will lead the marketing and we are confident that the school on opening will be over-subscribed as have been all the LDBS free schools to date.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

Complete table and provide a short commentary on your plans.

You must complete a separate line for each member, trustee and anyone else that is part of your project group. Please include CVs for all named individuals in the annex.

Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

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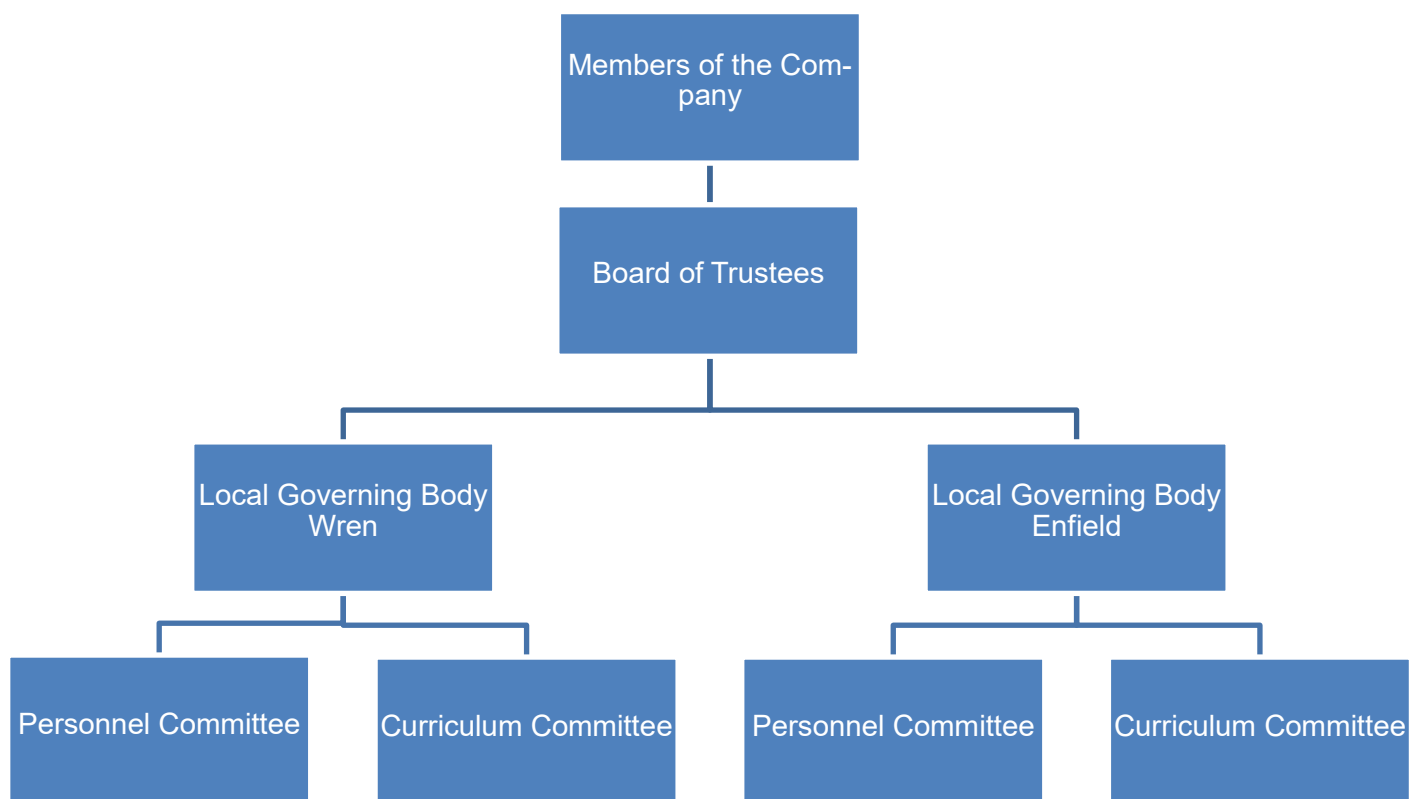
F1 (b) Skills gap in pre-opening

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

Skills/experience missing	How you plan to fill the gap
Legal Services	Wren Academy buys in legal services and the Trust would do likewise. Our legal services are provided by Winckworth Sherwood with whom we have a long standing relationship. We would continue to use these services as required in the new school start up period. One of our recruitment aims for the Trust Board is to recruit someone with a legal background to give us additional expertise in this area.

Section F2

Governance Structure



Roles and responsibilities

Company Members

The company members comprise representatives from our co-sponsors the LDBS and Berkhamsted School, together with a representative appointed by the DfE. The Chair of the Board of Trustees will normally be invited to attend meetings of company members.

The role of company members is to hold the Trust to account for its strategic decision making. This to include key aspects such as financial performance and inspection outcomes.

Board of Trustees

The Board of Trustees is responsible for monitoring the Trust's strategic performance and for high level strategic decision making. The Board of Trustees will particularly focus upon budget planning financial performance and academic outcomes across the Trust.

We envisage that the Board of Trustees will have a minimum of five and maximum of seven members.

Local Governing Bodies (LGBs)

Each of the Trust's schools will have a LGB with powers set out in the Trustees' scheme of Delegation. Each of these bodies will have comparable responsibilities. The LGBs will have responsibility for overseeing development planning priorities within their school. These will include standards of teaching and learning, student behaviour and community relations.

We envisage that each LGB will have 10 - 12 members including representatives of parents and the local authority.

LGB Committees

Each LGB will have two committees, a curriculum committee and a personnel committee. These committees will compile reports which feed back into LGB discussions.

Executive Principal

The Executive Principal is responsible for the oversight of both schools in the MAT. The Executive Principal will be responsible for operational issues and will devise MAT strategy in partnership with the Board of Trustees. The Executive Principal will line manage the Principals of the two MAT schools. The Executive Principal will attend meetings of the Board of Trustees

School Principals

Each of the Trust's schools will have a Principal responsible for operational leadership and for setting development planning objectives with the LGB and the Executive Principal. School Principals will be ex officio members of their LGB.

Conflicts of Interest

We are aware of the need to ensure that decision making and financial transactions within the Trust are transparent and that all decisions are made in the best interests of students. To ensure that this culture prevails across the Trust's schools, the following approach will be implemented:

- Trustees establish and maintain a register of interests
- Ensuring there is sufficient challenge within the Trust with independent and expert members capable of providing challenge and holding colleagues and suppliers to account
- Ensuring all Trustees understand and comply with relevant protocols detailed in DfE guidance and in the Trust's own policies
- Ensuring all Trustees and LGB members are clearly aware that bodies sponsoring schools do not derive a financial profit from doing so
- Trustees and Members understand that all procurement must follow an open and fair competition

All of the above principles are already clearly established in our current Academy regime and are therefore familiar to key personnel taking on roles in the new Board of Trustees and to the Executive Principal.

The only area that we envisage as a possible conflict of interest for the MAT is the potential acquisition of services (such as HR advice) from one of our sponsors the LDBS. To avoid the possibility of any conflict, all transactions above a level of [REDACTED] are subject to competitive tender and awarded on an 'open book' basis. Any services provided by LDBS will be on an 'at cost basis'.

Trust Services

The Trust will provide the following centralised services to its schools; Finance, Premises Management, ICT, Marketing and Business, HR and Educational Standards. In each of these aspects, a small central team will support the leadership team in each school. The costs of these centralised Trust services are levied to the schools. We anticipate significant efficiency gains and economies of scale because of these arrangements.

Finance: each school is allocated its own budget approved by Trustees however financial services are overseen by a central finance team led by our experienced Finance Director.

Premises Management: The Premises Manager will work across both schools, leading a team in each. This person will oversee maintenance and improvement work,

manage any major projects on either site and co-ordinate contracts such as cleaning to achieve best value.

ICT: the Trust will have a single network enabling students and staff to access resources from either school and allowing the creation of a central resource bank. The schools will also share student information systems. A technician team will be based in each school with a Network Manager working across both.

Marketing and Business: a combined approach to the production of marketing materials such as prospectuses and website development will be built into our planning.

HR: The Trust will quickly reach a position where well over 200 staff are employed. This demands and allows for a dedicated HR team overseeing recruitment, payroll, contracts and providing guidance on staff welfare and performance issues.

Educational Standards: The Executive Principal will oversee a small team of teaching and learning experts whose responsibilities bridge both schools. Similar approaches to target setting, assessment and evaluation will be implemented to enable rapid comparisons of performance. This will enable the schools to share intervention strategies and compare outcomes on the basis of common data. The Trust's schools will also share the same challenging but supportive approach to staff performance management, ensuring that similar high standards apply across both institutions. A shared approach to professional development will facilitate the routine sharing of good practice and bring about shared standards so that teachers can move easily between the Trust's schools

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 (hours per week)
[REDACTED]	London	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	3
[REDACTED]	London	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	3
[REDACTED]	Great Missenden	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	3
[REDACTED]	London	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	2
[REDACTED]	London	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	2
[REDACTED] [REDACTED]	Aylesbury	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	2

F3 (b) Skills gap for board of trustees

NB: If you do not have a proposed chair of the board please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
MAT Board of Trustees Legal Experience	From amongst the professional contacts of our current Governors and co-sponsors, we will seek a legal expert to become a member of the Board.
MAT Board of Trustees Independent Educational Expertise	We will seek an external educational expert with current or recent experience at senior level in a MAT.
New School LGB	<p>We will establish a LGB for the new school from the following sources:</p> <ul style="list-style-type: none">• members of the sponsor reference group established in west Enfield.• at least three members of the current Wren Academy Governing Body brought over to Enfield to help oversee the new school's initial years. <p>We will ensure that the new school LGB will have a balance of experience and professional capabilities.</p>

Section F4

The leadership structure of the Trust has been planned to ensure that there is sufficient capacity of high calibre personnel to secure the new school's success. The new school will be led by a Principal whose work will be overseen by an experienced Executive Principal. The Executive Principal will have responsibility for strategic issues across both the new school and Wren Academy. The new school Principal will however have a high degree of autonomy, being responsible for operational matters and contributing to policy and strategic decisions.

The job description and person specification for the new school Principal appear below:

Wren Academy at Enfield Principal Job Description

Job Purpose

The Principal is responsible for curriculum and moral leadership and day to day management of the school.

Salary Scale

Leadership 34 - 38

Reporting

The Principal will report to the Executive Principal.

Supervisory Responsibility

Academy Leadership Team:
2 x Vice Principal
Assistant Principal – Student Progress
Assistant Principal – Inclusion
Assistant Principals – Curriculum x 5

Indirect Supervisory Responsibility

All staff employed within the school

Internal Relationships

Students, Local School Governing Body, Executive Principal, Academy Leadership Team, Middle Leaders, Teachers, Student Services Team

External Relationships

Parents, Sponsors (LDBS and Berkhamsted School), Business Partners, Educational Service Providers, Local Head-teachers, Local Authority Staff, Central Government and Related Agencies (EFA, DfE), School Improvement and Collaboration Networks

Key Responsibilities

Academic Progress

- to ensure a curriculum is in place which best meets the needs and aspirations of all students attending Wren Academy at Enfield
- to ensure that all students make the best possible academic progress leading to outstanding outcomes for the school
- to ensure that levels of academic achievement in external examinations are high at Key Stages 4 and 5
- to ensure that data is used effectively to raise achievement for all groups of students by teachers at all levels of seniority

Governance

- to ensure that the Local Governing Body (LGB) and its principal committees are appropriately resourced and to attend meetings as necessary
- to meet regularly with the Chair of the LGB to provide operational and progress updates
- to oversee the election of Governors at school level
- to contribute as required to the work of the Board of Trustees

Teaching and Learning

- to ensure that teaching and learning are of the highest quality
- to ensure that the school is at the forefront of innovative and effective developments in teaching and learning practice

Students

- to ensure the health, safety and well being of students in the Wren secondary phase
- to ensure that standards of behaviour for learning are outstanding
- to ensure that student recruitment numbers to Year 7 in the Academy are at a healthy level
- to maximise student recruitment to the sixth form

- to ensure that the Christian ethos is central throughout the school and that an inclusive environment is developed and maintained

Staffing

- to ensure that all staff are performance managed to the highest standard
- to be responsible for the recruitment of teaching and student services staff to the school, ensuring that the school is fully staffed and that an effective range of recruitment strategies is in place
- to oversee the school's continuing professional development programme for all staff
- to ensure the presence of effective self evaluation and intervention systems which make a positive impact upon student progress

Other

- to ensure a wide range of enrichment and extracurricular activities is in place
- to ensure Wren Academy at Enfield students are educated to become articulate, conscientious and well informed young citizens
- with the Finance Director, to manage the school budget including seeking out income generation opportunities
- to ensure that communication with parents is regular and effective
- to successfully engage parents in supporting their children's learning
- to have a proportionate teaching timetable and to take part in staff duties and other student related supervision activities as necessary

Person specification – Principal

	Essential	Desirable
Professional Experience	<ul style="list-style-type: none"> • At least five years successful experience as Deputy Head within a high achieving secondary school • A proven record of success in raising standards • Experience of curriculum development and monitoring delivery at Middle Leadership and whole school level • Successful experience of managing whole school change • Successful experience of team leadership & management of staff 	
Professional Skills/Attributes	<ul style="list-style-type: none"> • Demonstrable leadership and organisational skills • Commitment and capacity to lead a Church of England institution with a distinctive Christian Identity • Is committed to the highest standards in all areas of school life (behaviour, academic, enrichment). • Strong grasp of contemporary educational issues • A proven team worker with a very strong commitment to collaboration • Outstanding communication and inter-personal skills • Knowledge of and is committed to developing leadership of a school within a Trust operation • Capable of PR and public speaking • Financial literacy 	
Personal Skills/Attributes	<ul style="list-style-type: none"> • Moral purpose • Clarity of vision/strategic thinker • Able to set challenging and achievable targets and ensure their delivery • Good time management/ able to multi task • Respected internally and externally 	

Given the new school's projected 2018 opening date, we will advertise for the role of Principal in January 2018 with the appointment taking effect from April 2018.

We will seek to appoint a colleague with experience as a deputy head within the secondary sector. This new colleague will be given structured support and coached by [REDACTED]

As well as integrating themselves into the west Enfield community, the Principal Designate will spend time at Wren Academy becoming familiar with the systems and structures upon which the new school's organisation will be based.

In the event of not appointing to the Principal role on the first advertisement, an interim Principal will be identified from within the Wren Academy leadership team.

Section F5

School Improvement Support

The key colleagues providing school improvement support to the new school will be:

[REDACTED]

[REDACTED] in London secondary schools for over a decade. He has been [REDACTED] in 2008 and [REDACTED] in achieving outstanding Ofsted judgements in 2010 and 2011. In the Section 5 inspection undertaken in 2011, Ofsted described teaching at Wren as 'stunning' and student behaviour as 'impeccable'.

[REDACTED] has significant expertise in applying effective strategies to ensure the following:

- Systems and structures to ensure continual improvement are in place prior to opening.
- All staff joining the school are thoroughly inducted into its systems so that standards are always high and consistent across the institution.
- An ambitious and supportive school culture is rapidly established. This facilitates an open and healthy dialogue about school improvement with all teachers feeling confident to express their ideas.
- A comprehensive system of monitoring and evaluation involving not just senior leaders but teachers at all levels in the school. Evaluation is part of each teachers daily practice and this ongoing approach is supplemented by formal evaluations (eg lesson observations, student interviews and learning walks) at least termly. This approach results in rapid identification of specific areas of practice which could be further improved.
- Putting in place targeted and cost effective interventions to meet the learning needs identified through the school's evaluation processes. These include strategies such as additional classes, small group work and one to one support from specialist tutors.
- The forensic use of data to identify areas which could be improved. A particular challenge exists in the early years of a brand new school when only the lower year groups (Years 7, 8 and 9 are in place). In order to ensure outstanding

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]

Monitoring and Evaluation Cycle

Our school improvement work is underpinned by a monitoring and evaluation cycle which methodically identifies areas in need of intervention. Here is a summary of our annual activities (this pattern will form the basis for quality assurance in the new school):

Autumn term

- Exam review meetings with heads of department
- Compilation and analysis of baseline assessment data
- Academic target setting
- Performance management observations and target setting
- Updating departmental evaluation folders

Spring term

- Challenge Partners review
- Updating departmental context statements
- Development plan interim review and evaluation
- Building Learning Power review

Summer term

- Development plan review and evaluation
- Preliminary development targets set for next academic year
- Departmental context documents reviewed
- Review of staff development activity

Termly

- Tutorial learning walks
- Lesson learning walks
- Reports to parents
- Formal student assessments
- Lesson observations for all teachers
- Student evaluation of their learning
- Review of attendance and punctuality
- Review of behavioural incidents and exclusions
- Performance management review
- Marking and assessment review

Ofsted

Wren Academy has twice been inspected by Ofsted since opening in 2008. On both occasions the school was deemed to be outstanding. Our most recent report from 2011 can be found at <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135507>

Performance Data

Our most recent validated performance data can be found at <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=135507&superview=sec>

Wren Academy results compare very favourably with national averages in terms of attainment and value added :

GCSE 5 x A*-C with English and maths

2013

Wren: 80% National : 60%

2014

Wren: 77% National : 55%

2015

Wren: 83% National: to be confirmed

Wren value added performance (1000 = national average)

2013: 1029

2014: 1049

2015: 1039 (unvalidated)

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

Insert text and provide evidence

F6(a) Shared services

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

Name	Role in central service team by area(s) of expertise (eg. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
██████████	██████████	████████████████████ ████████████████	█	██████ ████████
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F6 (b) Shared services

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

Name of school	Budgeted contribution to MAT shared service	
	2018/19	2019/20
Wren Academy	████████	████████
Wren Academy at Enfield	████████	████████
	████████	████████

Capacity and challenge

The Trust central services model we have designed will allow the Trust to manage its initial two schools effectively. The centralised leadership functions will be supplemented by local colleagues working within each of the two schools. The role of the central leaders will, in part, be to ensure that staff at local level are working effectively. We calculate that the central function has sufficient capacity to manage both Wren Academy and the new school to its full size. As stated in Section C however, it is the aspiration of Governors that the Wren Academy MAT increases by 2020 to a size of approximately 5000 students. This level of growth would necessitate additional schools joining the Trust. Wren Academy and the new school in Enfield will, in due course, contribute approximately 3,200 students to the Trust's numbers. This capacity can be managed within our existing plans for central services. Should there however be the addition of more students on further sites, then the central function will be increased proportionately to accommodate this. Whilst the leadership roles and responsibilities of the Executive Principal, Finance Director, Network Manager and Premises Manager will remain discrete, more support staff will be added to the central services team as the MAT grows. This staffing growth will be financed by (and only as) student numbers increase.

In terms of challenge, the central services team itself will be overseen by the Board of Trustees. Central Services will have its own strategic plan and annual performance targets. These will be set and reviewed each year by the Board. Local Governing Bodies (LGBs) will have a key role in assuring the quality of centrally provided services in their school and in providing the Executive Principal and the Board with regular and accurate management information. LGBs will submit a report twice annually on the performance of central service provision within their schools. The Executive Principal, with support from the Finance Director will have responsibility for the operational management of the central services team. The Finance Director will be line managed by the Executive Principal. In turn the Finance Director will line manage the Network Manager, Premises Manager and the HR and administrative teams.

Efficiencies and economies of scale

The Finance Director will monitor and evaluate the efficiencies being achieved through our central service arrangements. In essence, colleagues working in a senior or middle leadership position across both schools will negate the need to have these key roles and duties replicated in each of the schools. We also anticipate that because these colleagues will have wider experience than is usual in their roles, they will exhibit a greater degree of expertise and decision making capability. The quality of service provided to the schools will also be higher than the norm as we are able to train a relatively small group of people to a very high level.

Our structure will minimise the risk of inefficiencies or of any potential malpractice. The structured involvement of LGBs and the Board of Trustees in monitoring the central services function will result in high levels of vigilance and accountability across the team. Identification of underperformance and the implementation of remedial strategies will be rapid. Each school will be able to respond in a consistent and methodical way to any challenges which arise drawing upon support from the central team as necessary.

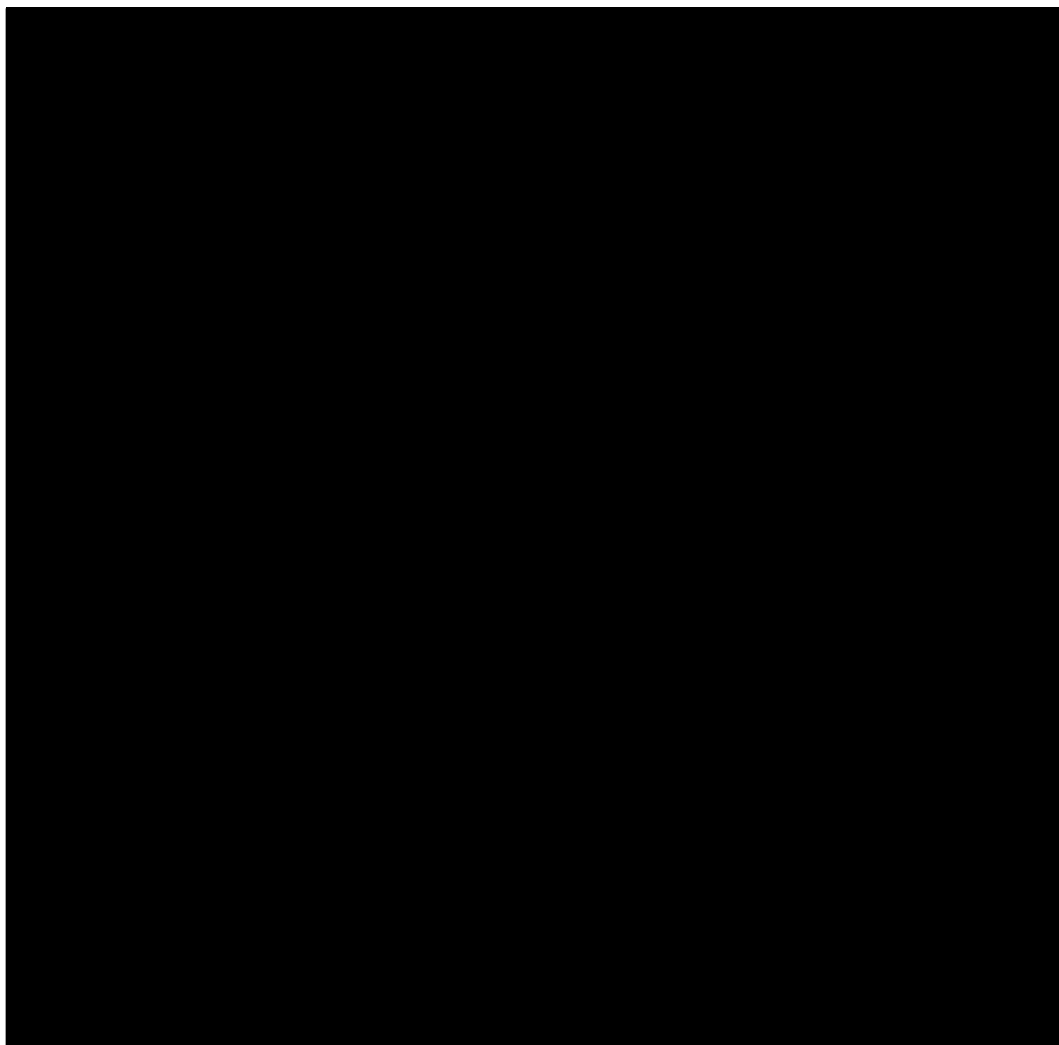
We will also achieve economies in purchasing and other aspects of resource provision. Significant cost savings will be available from suppliers when purchasing goods and services for two large schools rather than one. Joint purchasing will be one of the dedicated responsibilities of the Finance Director. Other economies will be available in areas such as staff training where, in some cases, we will be able to send one colleagues to be trained on behalf of both schools.

Four year financial history

Attached are summaries of Wren Academy's statements of financial activity for the last four years. These demonstrate that the Academy's finances have been managed efficiently and conscientiously. The Academy has always achieved excellent value for money as demonstrated by the combination of a balanced budget with high academic outcomes and outstanding Ofsted judgements. There have been no adverse audit opinions from any source.

SOFA Summaries

Statement of financial activities Year to 31 August 2014

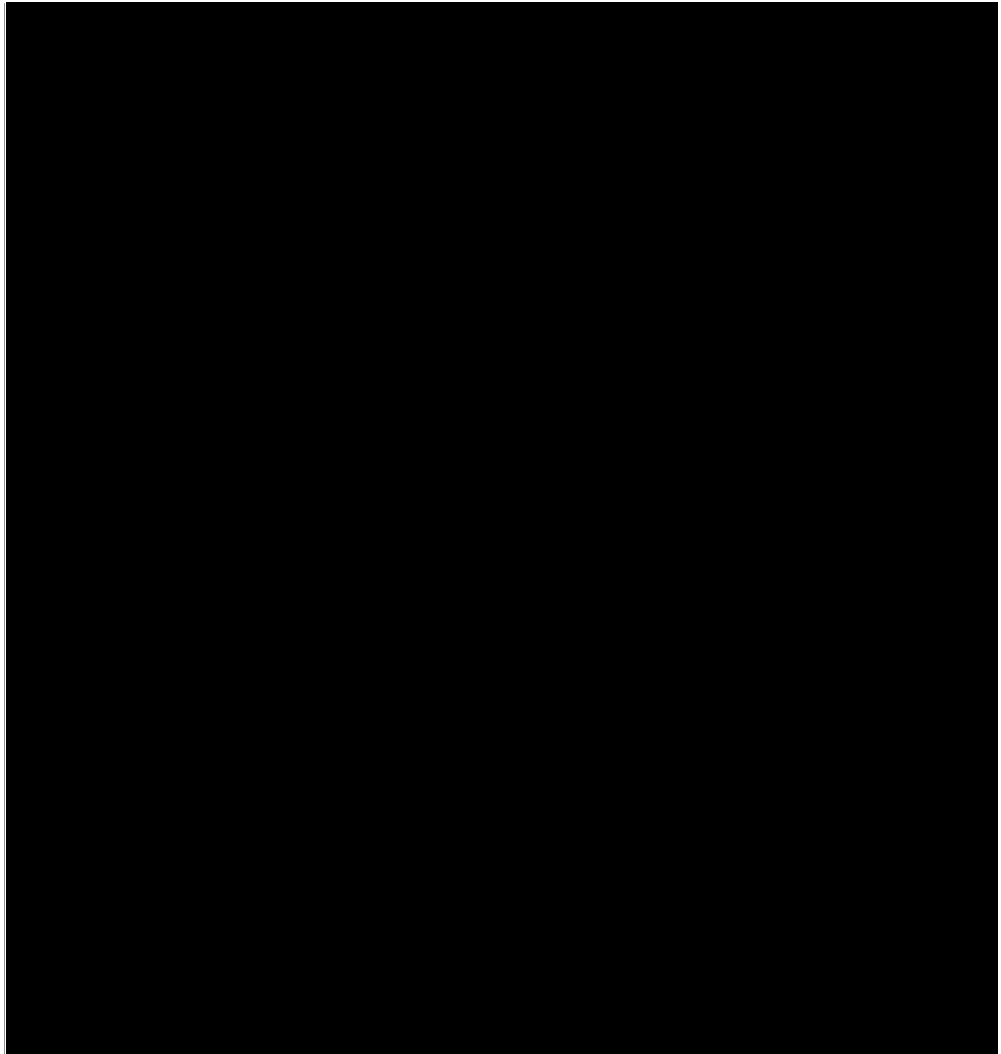


There is no difference between the net movement in funds stated above and its historical cost equivalent.

All the Academy's activities derive from continuing operations during the above two financial periods.

A statement of total recognised gains and losses is not required as all gains and losses are included in the statement of financial activities.

Statement of financial activities Year to 31 August 2013




There is no difference between the net movement in funds stated above and its historical cost equivalent.

All the Academy's activities derive from continuing operations during the above two financial periods.

A statement of total recognised gains and losses is not required as all gains and losses are included in the statement of financial activities.

Statement of financial activities Year to 31 August 2012




There is no difference between the net movement in funds stated above and its historical cost equivalent.

All the Academy's activities derive from continuing operations during the above two financial periods.

A statement of total recognised gains and losses is not required as all gains and losses are included in the statement of financial activities.

Wren Academy **20**

Statement of financial activities Year to 31 August 2011



There is no difference between the net movement in funds stated above and its historical cost equivalent.

All the Academy's activities derive from continuing operations during the above two financial periods.

A statement of Total Recognised Gains and Losses is not required as all gains and losses are included in the Statement of Financial Activities.

Section F7 (Independent schools)

N/A

Section F8 (Independent schools)

N/A

Section F9 (Independent schools)

N/A

Section G: Budget planning and affordability

Sections G1

Financial planning for Wren Academy at Enfield has been based on three key areas:

- Our previous experience in opening a similar new school (Wren Academy in Barnet)
- Our current and ongoing experience of running a school in a changed, and changing, financial climate
- The financial model provided as part of this process, which has helped to inform decision making.

As far as is possible our plans have developed in terms of providing an experience for students and staff in Enfield that is very close to that which our students have in Barnet. This is predicated on providing outstanding teaching, resources which enhance learning, and an extended day which maximises the opportunity for students to develop educationally and socially. Our results are outstanding, both in terms of academic success, and in the well-rounded young people who leave us to go on to further study, or the world of work.

The plan is based on 8 forms of entry (240 pupils per year group for KS3 and 4) and a Sixth Form starting at 220 in Year 12 but rising to 400 when both Y12 and Y13 are fully enrolled. Initially we expect to recruit 70-75% of these numbers from internal students (168 - 180) with the balance coming from other schools. Delivery of the KS3 and KS4 curriculum follows the staffing pattern developed for Wren Academy:

The grant funding shown in the plan is based on student numbers and is calculated by the spreadsheet model. FSM numbers (and Pupil Premium funding) are assumed to be lower than borough averages. Instead, we have taken deprivation figures from two nearby schools (Highlands and Southgate), and assumed that the deprivation profile for the new school will be somewhere between the two. This has provided lower funding than using the borough average would give, but is, we expect, more realistic.

It is anticipated that there will be some High Incidence SEN Top-Up funding, income from parents for school trips and individual music tuition and some income relating to the letting of premises. We have based all these figures on our experience at Wren. We have used our current budgeting model but have scaled this down to reflect the key stage and student numbers we are using in the model. The income generated is assumed to grow gradually over time. There is, of course, associated expenditure with some of these income streams and these are reflected in staffing, for the High Needs SEN and on expenditure on music and trips which is shown as higher than the income received to account for those students for whom funding must be provided in order that we remain an inclusive school.

Staff costs are based on Wren Academy pay and conditions which are generally in keeping with those in use by other maintained schools in Barnet and elsewhere, other than where Academy freedoms have been used to allow a longer school day. We have in place pay and performance management policies which provide for robust annual appraisals for both teaching and student services staff with outcomes linked to incremental progression. Forecast staff costs are based on what is currently known about pension and National Insurance costs.

The growth of the Leadership team is based on the formula adopted when opening the original Wren Academy, but which also reflects the changes in funding available for opening a new school. A number of leadership staff are therefore being employed later in the start-up process. The shared services provided by the Trust will compensate for this. They will provide additional leadership, support, policies and procedures which it will not be necessary for the new school to source, thereby creating significant savings in the leadership requirement. These include support from the Trust's Executive Principal, Finance Director and the ICT, Facilities, and Human Resources teams. Other support will be able to be made available if it is required, including curriculum support from department heads and support structures to ensure that teaching standards match our high expectations. This is reflected in the MAT costs shown under 'Other Costs' and detailed in section F.

The model includes two full time leadership team posts in Year 1 – a Principal and a Vice-Principal. Other Assistant Principals join the team as the Academy grows and there will be a Chaplain from the second year. All members of this team will be teaching in addition to their leadership roles in the early years, although they will not have a full teaching load.

Teaching staff costs begin with a process of recruiting a number of departmental heads and teachers so that the curriculum and teaching can be assured. It is not possible to employ all department heads from the first year but these will be brought into the structure as funding and recruitment allows. We followed a similar pattern at the original inception of Wren Academy in Barnet and know that this model works. It is expected that some of these earlier appointments will grow into our department leaders and the model includes an annual increase in salary costs of just over 5% to cover incremental increases and leadership and responsibility payments. Again, this reflects what has happened in Barnet over the seven years that Wren has been open.

Teaching Assistant posts are assumed to broadly match (in cost) the top-up SEN funding since they would provide support to pupils with statements and others deemed to be in need. Students for whom we receive Pupil Premium funding will receive targeted interventions, including small group teaching, additional focus on English and maths where required, and also help with trips and music tuition.

Other staff categories also follow the experience at Wren Academy in Barnet. The school starts with four administrative posts and two site services posts. Our experience is that this is the minimum necessary to run a school building for a full day. The numbers of these posts increase gradually as the number of evening events increases and the demands on the team due to increased numbers of staff and students grow.

Other staff costs and premises costs are based on our past and recent experience and current budgeting. Our experience is that use of supply teachers can be kept down in the first few years through use of senior staff and cover supervisors. Other staff include invigilators and technicians (also mostly term-time only). An example of how we will achieve good value for money with premises costs is through the use of energy contracts covering all Trust schools. The plan is based on the assumption that the school buildings and all necessary equipment will be in place for opening in September 2018.

ICT learning resources are assumed to increase over time as equipment from the initial capital investment needs replacing. Exam fees become a significant expense when the school starts delivering KS4 and KS5. Exam costs are based on the experience at Wren Academy, Barnet. The school will also benefit from access to a number of Trust contracts, for example for our ICT managed service, print management/reprographics, catering and others. The plan provides a growing allocation of contingency monies, which will increasingly allow the school to meet unexpected or changed demands.

As the school, and Trust, grows we expect to exploit economies of scale across all the schools in the Trust and thereby provide good value for money. For the purposes of this model the extent of these savings are unknown and have not been included here. The Trust has made the strategic choice to ultimately operate a cluster of up to six schools in close geographical proximity. This approach should enable greater centralisation of support functions than would be possible in a larger/dispersed federation of schools – and the potential for greater efficiency. HR related services – such as contract preparation and the maintenance of a single central record – will be covered in the central services provided. There will however, be some site specific HR functions which will be charged direct to the school, such as DBS processes and the use of Occupational Health services. HR resources will be bought in where required, for example, in cases where formal disputes occur.

In developing a school it is necessary to have in mind the long term goal of a thriving educational establishment together with an understanding of the stages that the establishment will go through as it grows. Our planning has therefore incorporated a growth structure which is scalable, which can be supported by an established school, and which in the early years understands that staff will be working in several areas of the school to get it established and who will then be able, increasingly, to specialise as it grows.

To facilitate this we have ensured that our planning includes:

- The recruitment of enough teaching and other staff to meet curriculum and pastoral need.
- A life-long learning approach which encourages flexibility and learning amongst staff (and students). It is already our practice to encourage a culture of learning amongst all staff at Wren
- A professional development system which enables the development of all staff, with a training budget to support this.
- A shared service team who have the experience to help lead and assist the school
- A resource management programme which encourages the use of technology over paper, and the creation of re-usable resources over single use items.
- The creation of a value for money culture amongst all staff.
- Financial management systems which monitor and quality assure the above.

In terms of achieving value for money we will put in place what we already have experience of using – policies and procedures, embodied in our financial handbook, which ensure that spending decisions are supported by estimates, quotes and a tender process where appropriate. We already have in place a list of preferred suppliers which is regularly reviewed and an online ordering and requisitioning system which is both efficient to use and which guarantees the appropriate segregation of duties, depending on the amount of spending proposed. This system is approved by our auditors and widely used in the Academy sector.

Our spending plan incorporates a slightly higher teacher to student ratio and additional spending on educational resources than is the norm indicated on the spreadsheet. This is based upon our experience at Wren, Barnet, where such spending allows for better student outcomes. There are some other elements of our planning which are also supported by our experience. We run a lot of trips; we believe them to be an excellent learning tool, and one which can support the curriculum very effectively. In order to do so we ask that parents make voluntary contributions, which in our experience, they are generally happy to do. This raises funding for us, and allows our trips programme to run. Another strand of income generation is the giving that parents do, which is then gift-aided, to maximise the income. In the financial plan we have allowed for just 20% of parents to do this – our current experience shows us that 40% or even 50% is achievable. Again this provides much needed additional income.

Where we use the freedoms available to an Academy or free school it is to add to the educational experience of the students, and we have previously been successful in fundraising and would expect to be so again. We use that fundraising in conjunction with our revenue income to support our educational vision. This extra funding provides additional, rather than core, resources.

Our financial planning enables us to provide sufficient staff, resources and the systems which support the aims and ethos of the Academy as a whole. It provides a sound basis, with additional flexibility. Experience and support will be provided across the Trust, which will be particularly important in the early years; this model both promotes that support but will also allow the Academy to develop as necessary as it grows.

Section G2

The financial plan shows a surplus for the school for each year, except for one, of the planning period. Surplus built up in earlier years is more than enough to cover the one year that is not showing such a surplus. In the following year an additional surplus will put the school back into a position where the accumulated surplus grows. By the final year of the plan the cumulative surplus is over [REDACTED].

The plan does not involve any borrowing. Third party income – for hire of premises – makes a contribution to the school's surplus but it does not make the difference between a surplus or a deficit. Income for school trips and music tuition does not make a net contribution to the surplus. As a consequence the school planning is a viable, and robust, model for the development of the school we wish to create.

Section G3

The 70% Reduction Model

Were our income to be reduced to 70% of the projected figure due to under-recruitment then we would anticipate that we would become aware of this through responses to our marketing and open evening and when offers were made in March of the preceding year. We would then have time to plan accordingly and make changes. We would then review our spending where it was directly affected by the number of students expected to be present. Consequently, in such a scenario we would reduce staffing through all departments to reflect the fact that there will be less demand for staffing, including leadership, teaching, student support and in other areas of the school.

Fixed costs (such as some premises costs, audit fees and the like) cannot be reduced to the same degree, either for reasons of safety or practicality. Nonetheless, fewer staff and students will generally mean that there is reduced overall maintenance required, as some areas of the school will not be used, either at all, or at least, as often. Catering costs would reduce, cleaning costs can also be cut. There is the opportunity, although not the certainty of letting more space, if it is available. Timetabling would need to be arranged to enable this to occur.

The cuts to staffing, particularly in leadership would have to be ameliorated through additional support from the shared services team, and other staff at Wren Academy in Barnet. This would be done at no additional cost to the new school; so whilst these

costs would not reduce, the provision would increase allowing the school to start, and grow, successfully.

We would also need to scale back our equipment and materials plans and use the contingency reserve to balance the budget. The reduced funding model still allows some contingency, and, again, only has one year where a surplus is not created. It very largely follows the same pattern as our original model, showing that it is scalable, and does not rely on any loans or lettings income to succeed. Should the lettings fail, this could be covered by the contingency allowed for. Full details of savings proposals are shown in the tables below.

G3 Financial resilience to reductions in income

You should include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

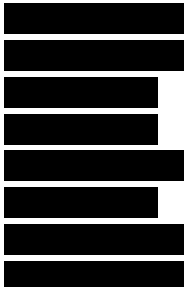
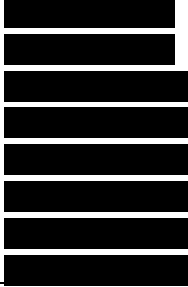
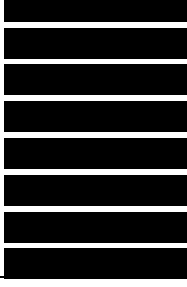
Please add additional lines as required. The boxes will expand as you enter text.

In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result.

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
SLT	Reduction in headcount – lower student numbers mean less need for an extended leadership team	2018/19 – 2025/ 26	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Teaching Staff	Reduction in headcount and shared subject teaching – lower student numbers mean less need for teaching/tutor staff due to the reduction from eight to six teaching groups.	2018/19 – 2025/ 26	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Pupil Support Staff	Reduction in headcount, and more sharing of support roles	2018/19 –	<div></div> <div></div>

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
		2025/ 26	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Administrative Staff	Reduction in headcount, and more sharing of admin roles	2018/19 – 2025/ 26	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Premises Staff	Reduction in headcount, and more sharing of premises roles	2018/19 – 2025/ 26	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Other Staff	Reduction in Exam Invigilators and cutting of desirable but not essential roles.	2022/23 – 2025/ 26	<div></div> <div></div> <div></div>

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Other Staff Costs	Reduction in staff overall means that other costs associated with staffing can be cut.	2018/19 – 2025/ 26	
Premises Costs	Lower staff and student numbers means less maintenance/development required. Some fixed costs will be unaffected.	2018/19 – 2025/ 26	
Educational resources	Lower student numbers means that less resource will be required.	2018/19 – 2025/ 26	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Professional Services	Some per pupil costs can be reduced but fixed costs will remain as they are.	2018/19 – 2025/ 26	
Other Costs	Reduced student and staff numbers would reduce some costs; contingency would be used to soak up some of the required savings to be made, whilst still allowing some flexibility.	2018/19 – 2025/ 26	
TOTAL			

Annexes

In this section you should provide CVs of key individuals, any letters of support and maps. The annex is excluded from the page limit but should be submitted as part of your application, ie as one word document.

This section will need to be completed by both route 1 and 2 applicants.

Annex A

Sign up leaflet

Front

Wren Academy at Enfield
Sign up now

Back

Are you a parent or carer of a child in Year 3 or 4 at primary school? If so, you can sign up now for Wren Academy at Enfield. Please complete your details below

Name of Child	
Name of Current School	
Current School Year eg Y3 or Y4	
Name of parents	
Address	
Postcode	
Email	
Phone number	
Religion (e.g. Christian, Buddhist, Hindu, Jewish, Muslim, Sikh, none or other)	

This question is asked to ensure that we are reaching people of all faiths and none.

DECLARATION: I have read the details about the proposed Wren Academy at Enfield and will make it my first choice for my child.

Signed

Date

The information collected here will be used in our free school application to the Department for Education to show support for the school. Individual personal details will be held by the London Diocesan Board for Schools and will not be shared with any third party.

If you are returning this form by post please send to:-

Annex B

Have your say leaflet copy.

Cover

Wren Academy at Enfield

Have your say

Page 1

A New Secondary School for Western Enfield

You may have already heard about our proposed new secondary school in Oakwood. This consultation brochure aims to show what this means to you, your children and your community. We will explain what's happened so far and what happens next. We will also tell you how to find out more about our plans and most importantly how you can have your say about our proposed school.

In 2008 Wren Academy opened as a brand new school in Finchley under its [REDACTED]. It quickly became the school of choice for hundreds of parents in the area and has continued its success with superb examination results and two successive Ofsted inspections grading it as "Outstanding".

Wren is massively over-subscribed and the many parents from Southgate and Oakwood who apply find they live too far away for their children to gain a place. Now we have the opportunity to open another Wren Academy, this time in western Enfield bringing a 'Wren type' education to more children and ensuring that many more parents can get their school of choice.

Wren Academy's partner is the London Diocesan Board for Schools (LDBS) which has an outstanding record in opening successful new schools. By understanding the government's system for opening new schools and engaging with local people, the LDBS ensures that local communities get the schools they want and helps avoid the pitfalls which affect some new schools in their first few years.

Page 2

What we are proposing

The proposed school will:

- be sponsored by the Wren Academy Trust and by the London Diocesan Board for Schools
- be a Church of England sponsored free school whose ethos is firmly based on Christian values
- welcome children of all faiths and none
- be built on the strengths of the existing Wren Academy in Finchley and the 150 schools supported by the London Diocesan Board for Schools
- ultimately offer 1200 places for 11 to 16 year old students plus 250 post-16 places to the children of western Enfield.
- open in September 2018 for 180/240 Year 7 students on a site in western Enfield and grow to reach its full size by 2024
- offer a wide and balanced curriculum, ensuring excellence in all aspects of learning
- meet the need for extra secondary school places in the area, as identified by Enfield Council
- give local parents more choice by providing an education based on distinctive Christian values which also celebrates other world faiths

Page 3

Why a free school

Free Schools are a new type of publicly funded, local academy, established by groups of parents or sponsors from existing schools, business, voluntary or faith organisations. Wren Academy at Enfield (our working title) will be part of the Wren Academies Trust, a multi-academy trust along with the existing Wren Academy in Finchley. Wren Academies Trust will enter into a 'Funding Agreement' with the Secretary of State for Education to run the new school. The school will work closely with Enfield local authority on issues such as admissions and provision for special educational needs students.

As an Academy our school will offer

- outstanding education for boys and girls of all abilities
- high standards of teaching, learning and behaviour delivered by well-qualified teachers
- a strong, academic core curriculum and innovative extended curriculum built on the model tried and tested at Wren Academy in Finchley
- state-of-the-art learning facilities and resources for students and local people – including sporting facilities, performance suites and art & design studios for evening and weekend community use
- an innovative extended curriculum allowing all students to develop strengths and interests

What happens next?

Wren Academy Trust and the LDBS will submit a Free School Application on 7 October 2015. If the application is approved, we will enter the pre-opening phase. In this period the governing body is formed, the principal and other staff are appointed, the detailed curriculum planning takes place and the Education Funding Agency finds a suitable site and builds a school for us. Before opening the Wren Academy Trust will sign a Funding Agreement with the Secretary of State for Education.

Page 4

About our school

A message from [REDACTED]
[REDACTED]

I am delighted that Wren Academy is bidding to establish a brand new school in Oakwood. Over recent months I have got to know the area well and I am very encouraged by the amount of support the proposal has already received from local residents.

For us at Wren, starting a new school in Oakwood is a logical next step. We have been privileged to experience the successful development of the current Wren Academy since it opened in 2008 and are keen to offer a Wren education to young people in Enfield. I am very aware that there is already a demand for places at Wren from families in the Oakwood area which we are currently unable to meet.

It is important to recognise that every area, school and child is unique. We will build the new school upon principles we have successfully established at Wren; I know local

families will want and expect us to do this. The western Enfield school will not, however, simply be a 'Wren Academy 2', it will take some of the best of our current practice to create something which is exciting, dynamic and suited to the particular needs and aspirations of children in Enfield.

If we earn your trust and support and if we are successful in bidding for the new school, I look forward immensely to working with you to make the project a resounding success. You can rest assured that the Governors and staff at Wren Academy recognise the responsibility that is placed upon us when parents choose a Wren education and we will do our utmost to fulfil your expectations of us.

Page 5

How can I get more information?

[REDACTED]

Consultation events timetable

Meet the proposers, have your say and ask any questions you may have.

Monday 14 th Sept	6.30 – 7.30pm	Parents Meeting at Trent Primary
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Tuesday 15 Sept Winchmore Hill	6.30 – 7.30pm	Parent Meeting at St Paul's Primary
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Tuesday 22 nd Sept Southgate	6.30 – 7.30pm	Parent Meeting at St Andrew's Primary
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Monday 28 th Sept	6.30 – 7.30pm	Parent Meeting at St Michael's Primary
Monday 5 th October	7.00 -8.00pm	Parent Meeting at St Andrew's Primary Enfield Town

Your views on the proposals for Wren Academy at Enfield

We hope that you have found this consultation booklet interesting and informative. We are keen to hear your views on our school and the proposal to sign the Funding Agreement to make our new school happen. Your views will be taken into consideration before final decisions are made by the proposers and the government. Please complete the questionnaire and return to the address given by Thursday 1st October 2015; alternatively you may wish to complete the questionnaire [REDACTED]

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Your questions answered

Here we have answered some of the commonly asked questions about the proposed school. [REDACTED]

What will be school be called?

We have yet to decide and would like to hear any suggestions you may have. 'Wren Academy at Enfield' is our working title.

Who will run the school?

The day-to-day running of the school will be the responsibility of the principal and staff. They will be overseen by the Local Governing Body which will include representatives from the proposers; local authority, parents, school staff, local residents and business owners. As [REDACTED] will provide leadership both to the new school and the Wren Academy in Finchley. He and the Local Governing Body will be accountable to the Board of Trustees of the Wren Academy Trust.

What about students with special education needs?

Like Wren Academy, the new school will make full provision for children with special educational needs. The school will apply with the special educational needs and disability code of practice: 0 to 25 years – January 2015. The school will be able to draw on the specialist SEN expertise from Wren Academy.

What about the school uniform?

As at Wren in Finchley, our new school will have a smart, formal school uniform for students which we will insist is worn properly. The style of the uniform will be developed in consultation with students, parents and carers and take into consideration the latest DfE advice. The uniform is most likely to be formal rather than casual.

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Where will the school be?

As with all Free Schools, the site will be found and acquired by the Education Funding Agency on our behalf. We are aware of a proposal for a development in Enfield Road to include a secondary school and will be naming this as a possibility for EFA to investigate.

Once we are in a position to reveal the site, we will communicate this to you and also work with local residents and Enfield Council to address any possible concerns.

What will the admissions policy be?

As at Wren, we want a local school for local people, both those of a Christian heritage and those from other traditions. Therefore, priority for up to half of the places will be given to those who attend church regularly and for others priority will be given to those who live locally. In both cases the tie-breaker will be distance from the school.

For more information and to see the full draft admissions policy visit www.wrenenfield.org

Wren Enfield Survey Questions

Your views on the proposals for Wren Academy at Enfield

Please complete this questionnaire and return it to the address on the back page by Thursday 1st October 2015; alternatively you may wish to complete the questionnaire

[REDACTED]

1. Do you support the proposal to open our new secondary school in Oakwood?

2. Do you think the values of our proposed school are the right ones?
3. Do you support the proposals to work closely with the local community, providing it with improved facilities and services?
4. Do you support our plan for a sixth form?
5. Do you support our proposed admissions policy? Details of the policy are given in this consultation leaflet and on our website.
6. The site of the school is being sought by the Education Funding Agency. Do you have any comments on a possible site?
7. Do you support Wren Academy Trust's intention to open the school and to sign a Funding Agreement with the Secretary of State so that the school can be publicly funded?
8. Any further comments
9. Can we ask about you? Are you...? (please tick all that apply)
 - A parent of a child in Year 3 or Year 4
 - A parent of a younger child
 - A local resident
 - A member of a local residents' group
 - A member of staff at a local school
 - A member of a school governing body
 - Other please specify

If you would like to be kept informed about our proposed school please enter your name and email address below

Name

Email Address

Home postcode

Please return the form to:-



Department for Education

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