



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated July 2015)

GREEN SPRING NEW SCHOOL

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:

[Redacted signature]

Position:

[Redacted position]

Print name:

[Redacted print name]

Date:

[Redacted 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 C: Education vision

C1: THE RATIONALE FOR GREEN SPRING NEW SCHOOL

C1.1 Overview

Green Spring Education Trust proposes to launch Green Spring New School: a fully inclusive 11-19, state-funded secondary school in the London borough of Tower Hamlets. The school will reach its target capacity of 1100 pupils in 2025 but will start with an initial cohort of 90 in 2017. The growth plan is aligned to the London Borough of Tower Hamlets' forecast for the growing demand for secondary school places.

Green Spring Education Trust is the Multi-Academy Trust that is responsible and accountable for running the 'Outstanding' Bethnal Green Academy, an 11-19 secondary school which is in the top 1% of schools for progress in English and Maths.

Green Spring New School will address the growing demand for high quality secondary school provision in Tower Hamlets that is truly accessible to all of the young people and their families within a disadvantaged community. The new school will serve a community where there is:

- a shortage of secondary school places;
- a lack of quality secondary educational institutions;
- schools which inadequately address community needs; and
- a limited number of schools which are fully inclusive.

Green Spring New School will take full advantage of the freedoms to innovate that the Free Schools programme enables. The new school will offer a holistic education of academic excellence, cultural enrichment and social action that will develop well-rounded individuals who are empowered to pursue the university course and career of their choice. At the heart of the new school will be the following four pillars which will combine to offer an outstanding education for every student:

- Inclusion;
- Academic Excellence;
- Arts, Sports and Culture; and
- Global Citizenship.

We have identified parental demand for the proposed Green Spring New School of 104% for the 2017 opening cohort and 101% for the 2018 cohort. This demand exceeds the target Published Admissions Number (PAN) of 90 students per year and is expected to rise further by December 2015.

The Trusts expects that Green Spring New School will be graded as an *Outstanding* school by Ofsted in its first inspection. Students will be in the top 1% for progress and 100% of students will participate in enrichment activities and take part in social action projects.

C1.2 Proposer Background

Green Spring Education Trust is the Multi-Academy Trust which is responsible and accountable for running Bethnal Green Academy. The Trust's CEO, Mark Keary has been responsible for the school's improvement since he was appointed as principal of Bethnal Green Technology College in 2006. Mr Keary and his senior team's leadership led the school out of Special Measures in 2007. The school's rapid and sustained improvement enabled its conversion to academy status in 2012 and in the same year, Ofsted judged the school to be *Outstanding*. The academy has maintained an upward trajectory in public examinations and in 2015, 90% of students at Bethnal Green Academy achieved 5A* to C including English and Maths.

The Trust's growth is driven by the ambition to leverage the skills, expertise and strategy that enable success at BGA: what we describe as 'The Green Spring Approach' (this is described in more detail in D1). What makes our Trust unique is its commitment and success in delivering an outstanding education which improves the life chances for the young people of deprived communities. Therefore, the Trust's growth will be targeted at similarly disadvantaged communities.

The Trust has a vision for a family of around five secondary schools which will be run to deliver a high quality of education and directly address the needs of their local community based on four key principles:

- Equal opportunity for all students;
- Expectations of success for all students;
- Opportunities for cultural enrichment available to every student;
- Nurturing the personal development of each student.

C1.3 The need for Green Spring New School

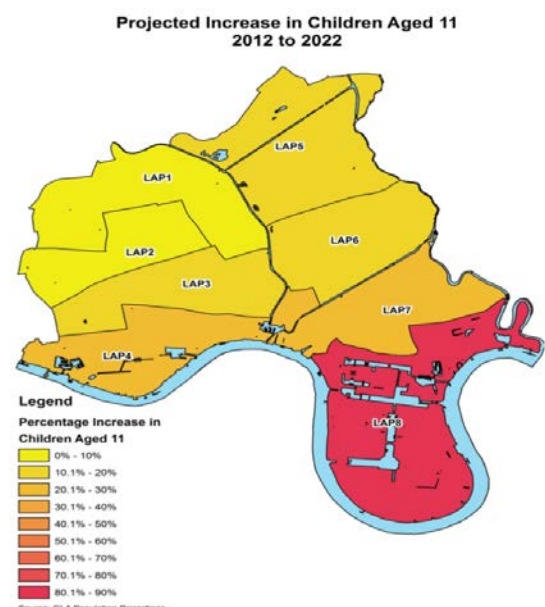
C1.3.1 Shortage of Places

The growing demand for secondary places in Tower Hamlets over the next 10 years breaks down as follows:

- 4FE needed by 2019
- 7FE needed by 2021
- 20FE needed by 2024

These projections of need, provided by the London Borough of Tower Hamlets cabinet on 8th September 2015 at their annual review of school places, take into account the already planned increases in school capacity (including Free Schools), making it clear there is a need for further educational provision.

As the demand for secondary school places is growing over time, the size of our new school in



September 2017 and its growth over the next 5 years will reflect the projected need for a new school. The school will open with 3FE in 2017 and will expand to 4FE in 2019 and will be 6FE from 2021 onwards.

The need for places in Tower Hamlets is further documented by the London Council (Do the Maths | September 2015). Their calculations show that the borough will see an increase in need of up to 12% for secondary places by 2020. This increase in population will not be evenly spread. Local Areas Partnerships 4, 7 8 (LAP 4, 7 and 8) are projected to have the highest growth in 11 year-olds ready to start secondary school (40%-90%) over the next 10 years. This is demonstrated in the diagram on the previous page, taken from the Tower Hamlets 'Planning for School Places – 2014/15 Review'.

It is proposed that Green Spring New School will be located in the E1W, Wapping postal code area in LAP 4. We have decided to locate the new school in Wapping, as there is currently no secondary provision in the area and secondary age students are forced to travel outside of Wapping. In addition to this, the local authority had a planning application approved in March 2014 for the establishment of a 6FE secondary school in the London Dock development (former News International site in Wapping), which makes a potential site available.

C1.3.2 Shortage of high-quality provision

The quality of secondary provision in the surrounding area to Wapping is weak. Sir John Cass Foundation School is judged by Ofsted as *Inadequate* and Wapping High School is judged *Requires Improvement*.

A full table showing the performance of the local state funded schools (from 2014 performance tables) can be found in E1.2.

With a student profile which is in line with other schools in the borough (73% FSM, 75%EAL and 12.2% SEN), Bethnal Green Academy performs significantly better. The borough average in 2014 for the 5ACEM measure was 57% and by contrast 80% of students achieved this measure at BGA. In 2015, provisional result suggests the borough average is likely to be similar to 2014 but outcomes at BGA have again seen a significant rise to 90% (provisional).

While the majority of students in the surrounding schools make progress in English and Maths only slightly higher than national average (2.5% more in Maths and 3.4% more in English), BGA students perform significantly better (22.5% more in Maths and 25.4% more in English making expected progress). These results place Bethnal Green Academy in the top 1% for progress in English and Maths in the UK.

By applying the key principles of The Trust and 'The Green Spring Approach' at GSNS we will provide a much higher quality of education than other local school. As at BGA, our students will consequently achieve in the top 1% for progress.

C1.3.3 Lack of provision for disadvantaged communities

C1.3.3.1 Extending opportunities for students from disadvantaged backgrounds

As well as the need for outstanding academic education, there is also a need in Tower Hamlets for a school that offers a safe and nurturing environment and the opportunities which students would otherwise not have access to. Of our expected cohort¹, 70.6% of students are expected to be eligible for FSM. According to the Tower Hamlets' Child Needs Poverty Needs Assessment (2010), beyond the risk of underachievement, some of the issues facing children from deprived backgrounds include:

- restricted opportunities at school (inability to pay for uniforms, study guides, trips);
- restricted chances to make and sustain friendships (costs of attending/hosting social events);
- tensions with parents (who have to work long hours or rely on childcare);
- low quality housing causing difficulty sleeping, studying or playing at home; and
- neighbourhood deprivation and lack of safe, local and low-cost leisure facilities

Our vision is to address these issues by establishing Green Spring New School as a safe, supportive and productive environment in Wapping where students from the surrounding area can enjoy academic and extracurricular opportunities not only during the school day but also outside of normal school hours during our extended school day and Saturday programmes. Our rigorous IAG programme and student tracking procedures will ensure that students are prepared to make aspirational choices for their futures. Our Global Citizenship Programme will ensure that our students become responsible citizens who contribute positively to their local communities.

At the centre of our vision is the imperative to provide the young people of Tower Hamlets with an exceptional curriculum and life chances, whatever their socio-economic background. Bethnal Green Academy delivers a challenging curriculum and extensive enrichment programme which ensures that pupils from disadvantaged backgrounds (73.1%) enjoy the same cultural opportunities and achieve the same outcomes as their peers.

C1.3.3.2 Widening opportunities for university entrance and high-level vocational destinations post-sixth form

A key unmet need in our area is support and guidance around post-16 destinations, evidenced by the 2014 destinations figures for Tower Hamlets: 3.4% NEET, 11% attending Russell Group universities, 0% Oxbridge.

Green Spring New School's curriculum, comprehensive 'Information, Advice and Guidance' (IAG), and focus on developing well-rounded individuals will focus on untapping the potential of all

¹ Given that there is no secondary school in Wapping, we have averaged the cohort data of secondary schools from LAPs 3, 4 and 7 and the two Primary schools in Wapping, to predict the likely characteristics of Green Spring New School's pupil cohort.

students and positioning them as competitive candidates for the university courses and careers of their choice. In 2015, BGA's IAG programme supported 91% of students to progress to University (20% Russell Group) and 9% to progress to employment or further training.

C1.3.3.3 Promoting Community cohesion

A key role of schools is to play an active role in promoting and enabling community cohesion including British Values. In 2014, a number of schools in Tower Hamlets were inspected by Ofsted and categorised as *Inadequate* because of failing to do so. The holistic education provided by Green Spring New School will prioritise the development of our young people into well-rounded 'Global Citizens' who embody British Values. Our social action program will further establish them as responsible citizens who unify and add value to their community.

C1.3.4 Parental and Student Choice: A Truly Inclusive School

We believe that an outstanding education should be accessible for all children. We wish to establish a high quality provision which is accessible to all students. Our admissions criteria will follow the Tower Hamlets Admissions policy, which is non-selective and based on proximity to the school site.

C1.4 Evidence of Parental support

As demonstrated in Section E, our holistic educational offering is a highly attractive choice for Tower Hamlets parents who wish to give their children the very best start in life. We have 104% demand for 2017 and 101% demand for 2018. This demand exceeds the target PAN of 90 students and is expected to rise further by December 2015.

This indicates the demand in the community for a school which addresses a shortage of places, satisfies the need for a quality education, meets community needs and is accessible for all.

C2 THE VISION AND PLAN FOR GREEN SPRING NEW SCHOOL

C2.1 Green Spring Education Trust's Vision

C2.1.1 Trust's Key Principles

The Trust's vision is to offer every student the best opportunity for academic achievement, individual success and personal development. Underpinning this vision is the belief that every student has the ability and the right to achieve outstanding outcomes regardless of their starting point in life or their current circumstances. The success of Bethnal Green Academy, which serves one of the most deprived communities in the UK, shows this to be true. In 2015 a BGA cohort where 77% of students were categorised as *disadvantaged*, 90% of BGA students achieved 5ACEM with no difference between disadvantaged and other pupils.

We recognise that to enable students to make the most of the opportunities which surround them, we must develop in them a sense of self-worth and the ability to make well-judged choices.

This focus on individual is embedded in the following key principles of the Trust which contribute to the development of young people and improve their life chances.

Equal opportunity for all students

- All students should be supported to obtain outstanding outcomes, enjoy enrichment opportunities and develop into well-rounded and responsible citizens.

Expectations of success for all students

- High expectations and personalised learning ensure that all pupils are in at least the top 1% for progress nationally
- A range of engaging and challenging subjects offered in the curriculum
- Clear outcomes and rigorous and transparent reporting systems
- Curriculum planning backwards from KS5 and destinations targets, to KS4 and KS3 targets.
- Outstanding Teaching and Learning

Opportunities for cultural enrichment available to every student

- GSET schools create opportunities for all students to explore their talents and broaden their horizons.

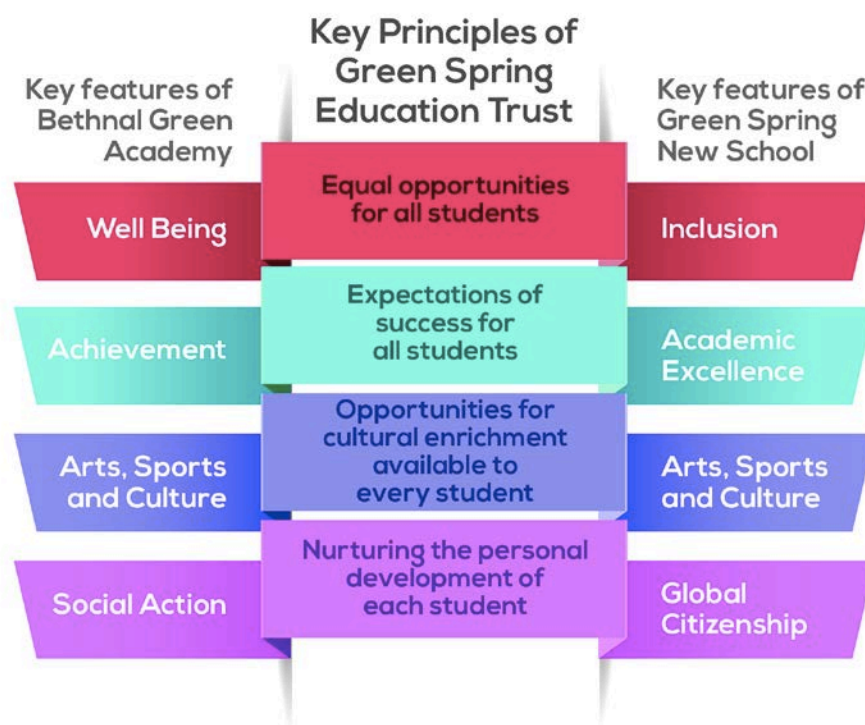
Nurturing the personal development of each student

- Provide a supportive and inclusive ethos where every member of staff and the student body feels collective responsibility for the welfare and success of others
- Developing British Values: Tolerance, Respect, Empathy, Democratic Values
- Equipping students with critical thinking skills to help them to make informed and responsible decisions
- Developing student independence and collaboration

The focus on the individual is also at the centre of the Green Spring Education Trust Approach: a methodology for securing the development of individuals with self-worth who make well-judged choices. (Section D)

C2.1.2 Creating a family of unique schools

It is Green Spring Education Trust's aim to create a unique family of schools which is bound by these shared principles to improve the life chances of students from disadvantaged backgrounds. Each school will be a unique manifestation of these principles, tailored to the needs of its local community.



C2.2 The Plan

At Green Spring New School we will seek to achieve The Trust's vision and principles by offering a holistic education which focuses on the development of the whole child through an outstanding educational and enrichment offering. We aspire not only to secure students with the qualifications they need to succeed but to prepare them with the knowledge skills and values to become personally fulfilled and responsible citizens.

Operating an extended school day will enable us to offer a curriculum that will secure our students with between 9 and 11 GCSEs and at least 3 A Levels or equivalent qualifications; provide opportunities to express themselves artistically; and contribute to their community.

C2.2.1 Pillar One: Inclusion

Our school is underpinned at all points by the belief that every student, no matter their background, should have access to a wide range of academic and cultural experiences that will broaden and enrich their lives and foster a love of learning of all types. We believe in creating an educational institution that offers exciting and accessible learning as well as character development to every student regardless of his or her specific or additional needs.

Our Faculty, Pastoral and Inclusion teams will work collaboratively to ensure that every individual student is supported to achieve outstanding outcomes and access opportunities for wider

achievement and personal development. Students who face greater challenges will be supported to develop a sense of self worth and manage their own learning and behaviour more independently. See D1.3 for how our curriculum is designed to be accessible to students who are at risk of underachievement and see D1.7 for specific strategies to support these students.

To support all students in leaving our school on the journey towards a successful future, we will provide rigorous career information, advice and guidance. This IAG will also be mapped back from our targets for pupil destinations post 16 and post 18 and will begin from Year 8 to ensure that our students are prepared to make and fulfil aspirational choices for their future beyond our school.

C2.2.2 Pillar Two: Academic Excellence

Key to delivering academic excellence are the following four components:

Challenging Curriculum: Our curriculum will be broad and challenging and designed to be inherently accessible and supportive of the most vulnerable students to ensure success for all.

High Quality Teaching and Learning: Wherever possible, to enable pupils to capitalise on teacher expertise, curriculum content will be delivered by specialist teachers in History, Geography and each of the three sciences. Stringent recruitment and high quality CPD will aim to ensure that all staff are *Good to Outstanding* with a target of 60% of lesson observations being rated *Outstanding*.

Literacy: Advanced academic literacy is essential for students to succeed across the curriculum but many students arrive at secondary school with a low reading age which holds them back from accessing and making the most of a challenging curriculum. Through timetabled reading interventions and extracurricular reading clubs we will ensure that all students maintain a chronological reading age to ensure they have the skills to excel in all subjects. The explicit modelling and teaching of literacy will be embedded in all lessons across the school to ensure that all students are masters of the specialist vocabulary, phraseology and text structure required in their written answers for each subject.

Assessment: All students, no matter their specific and additional needs, educational history, ethnic background or point of entry to our school, will be expected to be in the top 1% nationally for progress in all their subjects. Throughout students' time at the school we will ensure rigorous and thorough assessment and target setting at every stage of the learning process combined with transparent and regular communication with parents. Skills, knowledge and understanding will be clearly mapped out as 'can do' statements so that any underachievement can be communicated clearly and effectively to students, parents and stakeholders, and followed-up with effective intervention to ensure every student succeeds.

C2.2.3 Pillar Three: Nurturing Arts, Sports and Culture

Our focus on Arts, Sports and Culture will provide our students with opportunities for wider achievement which they otherwise might not have access to. Pursuing extracurricular activities and passions builds character and self-worth in students and has been found to increase attainment in all subjects and increase students' chances of pursuing a university degree (The Case for Cultural Learning, The Cultural Learning Alliance, 2011).

By drawing on the unique skills, experiences and passions of our staff, by collaborating with local organisations we will develop a unique and fulfilling Arts, Sports and Culture offering across the curriculum and through extracurricular clubs and activities.

We will employ specialist Arts and Sports teachers for PE, Art, Music and Drama. In addition, one member of staff will have a TLR to oversee the implementation of both Arts, Sports and Culture and Global Citizenship across the curriculum. They will take ownership of our ambitious targets that 100% of pupils will attend one extracurricular club and 80% will attend more than one.

As we have seen at BGA, with the implementation of an extensive range of extracurricular clubs and activities over the past two years (student choirs, Street Dance Club, Debate Mate, Chess Club, Cooking Club, Gardening Club, Summer of Learning Festival, Winterfest) we expect to see participation in cultural enrichment having a positive impact on students' attainment and on their self-confidence and general wellbeing.

C2.2.4 Pillar Four: Global Citizenship: Cultural understanding and Social action

'Global Citizenship' is a concept that will underpin the ethos of GSNS and will be seen through everything we do. It is the notion that our choices and actions may have repercussions for people and communities locally, nationally or internationally. It is inherently tied to The Trust's vision of developing collaborative, critical thinkers who internalise British Values. Across our curriculum and through PSHE, the teaching of Philosophy and Ethics as a discrete subject and our exciting Global Citizenship Programme, we will seek to embed the skills, knowledge and values that will develop our young people into responsible global citizens who have a positive impact on their community.

Through these different strands, our school will shape pupils' understanding of their place and role within the local and international community, and equipping them to have a positive impact on that community. This entails: educating pupils about their rights and responsibilities in the wider world; developing their tolerance and cultural understanding by highlighting the connections between different places and people; encouraging students to think about how difficulties can be resolved through compromise and cooperation; equipping them with communication and teamwork skills; and nurturing their critical thinking skills to support their own decision making (see D2).

Weekly two hour sessions of our 'Global Citizenship Programme' will take the form of one session of learning about local and global current affairs and social issues (through talks from external speakers and workshops) and one session where these issues are either debated through oracy workshops (such as Debate Mate and Model United Nations) or are addressed through social action projects. This exciting program is designed to ensure that our young people are knowledgeable and passionate about the world around them and equipped with the skills and values to make a positive impact. We will harness the skills and passions of our staff body as well as using external agencies such as The Bridge Project and Debate Mate to deliver these sessions.

A member of staff will receive a TLR for coordinating the Arts, Sports and Culture and Global Citizenship Programmes and the overseeing their implementation across the curriculum.

C2. 3 Measures of Success

The Trust will have the same high expectation of success for GSNS as it does for BGA and will have a common framework of measures for success for both academies. For our academic

targets, these measures will be linked to the performance of the very best schools across the country, rather than absolute measures.

Focus	Green Spring New School Targets	Bethnal Green Academy Actual
Attainment and Progress Targets		
KS4	<ul style="list-style-type: none"> - All students to achieve in the top 1% for progress nationally. - A Best 8 Average Point Score in the top 1% at KS4. 	<ul style="list-style-type: none"> - All students to achieve in the top 1% for progress nationally. (In 2015, our score of 88% 5ACEM gave us a VA score of 1047.5 and placed us in the top 1% for progress.) - Best 8 Average Point Score in the top 1% at KS4.
KS5	<ul style="list-style-type: none"> - APS per entry is 240. - Level 3 Value Added (L3 VA) will be significantly above the National average. - 0% NEET - 85% to University - 50% to Russell Group University - 15% apprenticeships/ employment and further training 	<ul style="list-style-type: none"> - Average Point Score (APS) per entry is 200 (2014), 191 (2015). - Level 3 Value Added (L3 VA) is in line with National Average. - 0% NEET - 91% to University - 20% to Russell Group - 9% apprenticeships/ employment and further training
Other Targets		
Arts, Sports and Culture	<ul style="list-style-type: none"> - 100% of students to attend 1 extra curricular activity or club. - 80% to attend 2 extracurricular activities or clubs. - 75% to attend our Saturday Arts and Sports Academy. 	<ul style="list-style-type: none"> - 100% of students attend at least 1 extra curricular activity or club. - 80% to attend at least 2 extracurricular activities or clubs.
Social Action Target	<ul style="list-style-type: none"> - 100% of students to take part in one social action project per term. - 100% of students to make and uphold an IWill Pledge 	<ul style="list-style-type: none"> - 100% of students take part in one social action project per term. - 100% of students make and uphold an IWill Pledge

Section D: Education plan – part 1

	2017	2018	2019	2020	2021	2022	2023	2024	2025
Year 7	90	90	120	120	180	180	180	180	180
Year 8		90	90	120	120	180	180	180	180
Year 9			90	90	120	120	180	180	180
Year 10				90	90	120	120	180	180
Year 11					90	90	120	120	180
Year 12						100	100	100	100
Year 13							100	100	100
Totals	90	180	300	420	600	790	980	1040	1100

Section D: Educational Plan- Part 2

Subject/other activity (eg. Enrichment)	Hours per week KS3	Hours per week KS4	Mandatory/Voluntary		Comments
			KS3	KS4	
English	3.67	4.58	M	M	
Maths	3.67	4.58	M	M	
Chemistry	1.83	1.83	M	M	
Biology	1.83	1.83	M	M	
Physics	1.83	1.83	M	M	
French or Spanish	2.75	2.75	M	V	Students must pick one language GCSE option.
Latin	2.75	2.75	M	V	
History	1.83	2.75	M	V	Students must pick one Humanities GCSE option.
Geography	1.83	2.75	M	V	
Philosophy & Ethics	0.92	0.92	M	M	
Technology/Programming	0.92	2.75	M	V	
Business/IT	0	2.75	N/A	V	
P.E.	1.83	1.83	M	M	
Music	0.92	2.75	M	V	
Art	0.92	2.75	M	V	
Drama	0.92	2.75	M	V	
Academic Tutoring	1.83	1.83	M	M	
Global Citizenship	1.83	1.83	M	M	
Total Hours	32.08	32.08	M	M	

D1: THE EDUCATIONAL PLAN

D1.1 The Green Spring Approach

The Trust has a clear vision for the Green Spring New School based on the four key principles of equal opportunity for all students; expectations of success for each individual student; opportunity for cultural enrichment for every students; and the nurturing of each student.

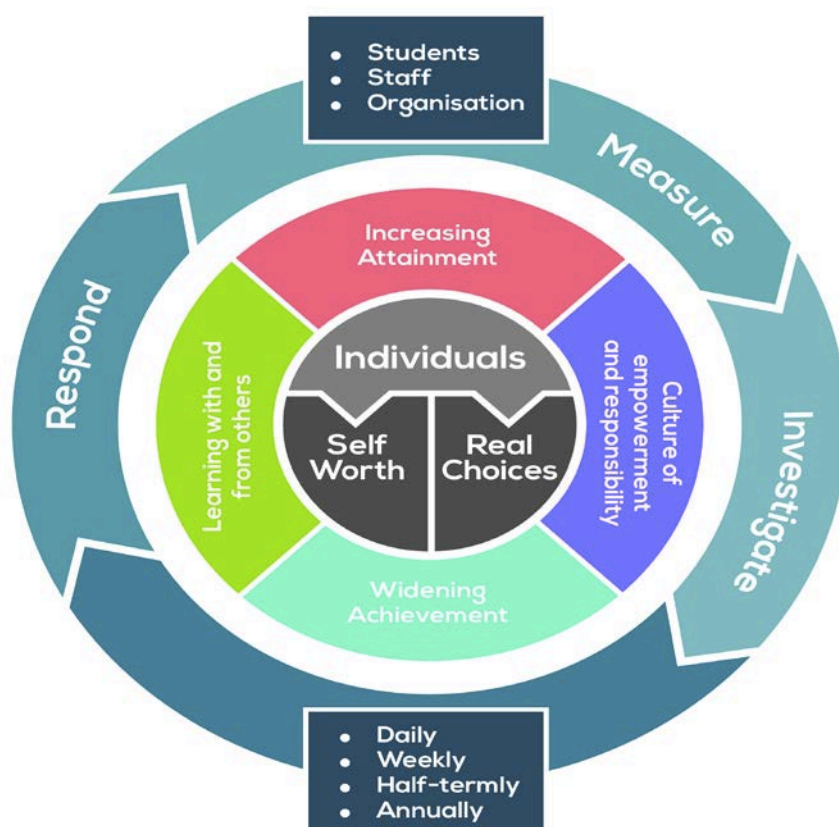
At the heart of this vision is the belief that every student should develop a clear sense of **self-worth** through their range of experiences at school combined with being able to make **real choices** about their learning, their further education and career during their time at school. Part of this is also about supporting students to make well-judged everyday choices about how they conduct themselves at school and in the wider community.

To ensure the vision and principles are fulfilled in the proposed Green Spring New School the Trust has developed a robust framework of measures of success (see Section D2.1).

The Trust has also spent much time considering what it is that Bethnal Green Academy does to secure the outstanding outcomes for students from such disadvantaged backgrounds. A clear understanding of the 'methodology' is fundamental to being able to replicate the successes of Bethnal Green Academy in a new school serving a different community or, indeed, to support an under-performing school as a sponsor.

The Green Spring Approach is a distillation of the range of strategies and programmes developed at Bethnal Green Academy, summarised in the chart below. It is the framework the Trust leadership would implement for the new Green Spring New School and any subsequent schools.

Chart D1.1: The Green Spring Approach



The Green Spring Approach has four key strategies that, in combination, are designed to enable the development of students.

D1.1.1 Strategy 1: Increasing Attainment

This strategy starts with early and meaningful identification of student potential including the risk of under-achievement and opportunity for high achievement. The curriculum is then designed to meet the needs and aspirations of all students. There is an absolute focus on ensuring high-quality learning is taking place at all times with rapid and appropriate intervention with students and staff when the robust tracking and monitoring systems identify both risk and opportunity.

D1.1.2 Strategy 2: Widening Achievement

While enabling academic success is a fundamental part of the Green Spring Approach, it also recognises that achievement can come in many forms. Therefore this strategy is about widening the range of opportunities for students to learn new skills, take risks and experience the joy of tackling the new and unknown. A major part of this is about the curriculum and the range of qualifications open to students but, as importantly, it is about activities and enrichment programmes outside the classroom. There is consistent and public recognition of individual and collective achievement with high levels of student participation expected and encouraged.

D1.1.3 Strategy 3: Learning From and With Others

A key part of the Bethnal Green Academy success has been the culture of 'persistent curiosity' about what works, what doesn't and why. This strategy formalises the process of partnership working internally and externally. Within the school, staff are expected to research, develop and share best practice with colleagues as part of their professional development. Staff will work with feeder primary schools on programmes to enhance the progress and attainment of pupils through Year 5 to 8. Every organisation that the school will work with will be regarded as a learning partner because it is recognised they will have valuable insights, expertise and approaches. The strategy also includes leveraging the resources and expertise of the school often for the benefit of other organisations, including the local community.

D1.1.4 Strategy 4: Creating a culture of empowerment and responsibility

Integral to the Green Spring Approach is the creation of a culture, systems and processes for students and staff to come together as the school 'family'. The school is to be a safe, caring and supportive environment because students and staff develop and commit to shared values. Diversity is to be recognised and valued without becoming a barrier to harmony. Risk-taking and the development of personal insight and self-awareness are to be encouraged. The strategy also creates specific opportunities for the school 'family' to come together to share, celebrate and, where necessary, address issues in school life.

D1.1.5 The forensic use of data in strategic planning

One factor in Bethnal Green Academy's success has been the almost 'forensic' use of data, which has been made a fundamental part of the Green Spring Approach. It is designed to enhance the effectiveness of the four core strategies by the on-going measurement, investigation and response to progress. This is described in more detail in sections D2.2 and 2.3.

Measurement: A clear framework of measures is developed that triangulates student, staff and organisational performance. Clear targets and a timetable of review are set with the involvement of appropriate staff. Appropriate targets are also woven into the performance management and professional development of staff to create direct accountability.

Investigation: Key to the Green Spring Approach is the requirement that all staff monitor and investigate the data relating to their students. Again the starting point is progress by individual students but this is extrapolated to look at trends across teachers, classes, subjects and year groups. Part of the investigation is to understand the reasons and circumstances of any lag to inform how issues might be addressed, including constructive self-evaluation by teachers.

Response: What distinguishes Bethnal Green Academy is the speed and effectiveness of planning and implementation of strategies to address issues. Staff are expected to develop their own ideas and contribute to subject and faculty planning and are given the space to implement agreed responses.

Another aspect of Green Spring Education Trust strategic planning is the application of this forensic approach to new programmes. It is recognised that these need sufficient time to be planned, implemented, reviewed and refined. For example the Bethnal Green Academy Sixth Form is now in its third year and although there were interim targets the goal was to develop outstanding provision by the end of the third year. The curriculum, teaching and learning and organisation has evolved significantly during those three years towards this target through regular use of the three stage cycle described above.

D1.2 Understanding our expected pupil intake

D1.2.1 Socio-economic and demographic profile

The new school will be serving a catchment within the London Borough of Tower Hamlets that mix areas of high social deprivation with pockets of high wealth. This is illustrated by the fact that similar sized two bedroom flats within a one mile radius could be rented social housing or purchasable for £800,000: a consequence of the proximity of the City London.

The new school is expected to have a student intake with a similar profile to Bethnal Green Academy, which is characterised by high or higher than average proportions of students;

- that are eligible for Free School meals (FSM) : 70% v 20% nationally
- who speak English as an additional language (EAL): 62% v 10% nationally
- have special educational needs and disabilities (SEND): 9%
- that are of urban White British origin (WBRI): 53%

D1.2.2 Risks associated with the expected pupil intake

Each of the profile characteristics is a key indicator of under-achievement from Key Stage 1 through to Key Stage 4 and beyond. This creates a double-jeopardy because students arriving in Year 7 having not made expected progress are less likely to make the current target of three levels of progress by Key Stage 4 and yet need to make greater progress to achieve the current national benchmark of 5 A*-C GCSEs including English and Maths.

For example, national data suggests that White British students are on average 30% less likely to achieve 5ACEM than other ethnic groups.

An intake that combines these four characteristics is also prone to four additional risks.

1. **Lower expectations:** Gillborn (2008) identifies that these groups continue to suffer from a stereotyping of expectations. These led teachers to expect and accept a lower rate of class-room contribution from these students, with high rates of these pupils following vocational routes rather than EBAC and lower rates of progress.
2. **Language, Literacy and Learning Needs:** A high proportion of students in these groups are found to face literacy needs as a result of both learning and language needs and a lack of reading for pleasure.
3. **Low engagement** of parents/carers of WBRI students and looked after children (LAC). It has been suggested that this is often linked to a lack of confidence in the school and inaccessibility to school.
4. **Complex learning needs** which negatively affect students' self worth and expectations of themselves and their engagement with school, leading to poor behaviour and attendance issues.

D1.3 Educational Strategies

D1.3.1 The Trust's track record with disadvantaged pupils

Bethnal Green Academy has a strong track record in achieving outstanding student attainment and progress despite a cohort where an even greater proportion of students face these potential barriers to achievement.

In 2015 a BGA cohort where 77% of students were categorised *disadvantaged* (76% pupil premium, 60% FSM, 79% EAL and 15% SEN), 90% of BGA students achieved 5ACEM with no difference between disadvantaged and other pupils. This compares to a national picture where 27% pupils are considered disadvantaged and only 52.6 achieve 5ACEM, around 15% less than other pupils. 100% of WBRI students achieved 5ACEM. The key is that we consistently identify and respond to each individual pupil's needs, enabling them to make outstanding progress in English and Maths. This inclusive and personalised approach to learning is in line with the Trust's emphasis on inclusion and success for all.

In 2014, BGA were awarded with the Gold Inclusion Mark in recognition of how we support and ensure the achievement and progress of our vulnerable students. More recently in 2015, we were also awarded the Pupil Premium Award for the attainment and progress of our FSM students. Some of the strategies we have used to secure this outstanding progress of our FSM students by using our yearly Pupil Premium grant to: recruit outstanding Graduate Achievement Coaches (GACs) to support individual students in classes where there is a high degree of need and an individual to coordinate the Tutor Me programme through which 200 students receive one to one support on a weekly basis.

D1.3.2 Tackling low expectations

The new school will have a culture of high expectations, which will require teachers to be accountable for their expectations for these groups of pupils (as evidenced by Personalised Learning Plans and classroom data) and CPD will focus on the sharing of best practice for motivating these students and enabling them to make outstanding progress in line with the school vision for achievement. Our ambition is that all of our students make aspirational choices for their futures, with 0% of NEET students and 85% of students progressing to higher education.

Pupils who struggle to internalise these high expectations will be identified by classroom teachers and offered mentoring and coaching to promote and develop self-belief.

Our KS4 timetable is designed to ensure that all students obtain the EBAC and five other GCSE qualifications. Our curriculum is structured for progression, which means that all pupils will have been adequately prepared from KS3 to meet these high expectations.

D1.3.3 Improving literacy

Students that have not made expected progress in literacy will have been identified before their arrival through communication with primary schools and nurseries and with parents through Home Visits. Once pupils start with us, we will monitor and assess their needs on an ongoing basis, drawing up support plans as required. Before students start Year 7, following information gained from Primary schools and parents, we will conduct further assessment and teacher observation during our Secondary Induction Phase (the summer before arrival). This will consist of a week of induction activities to aid social and academic transition and identify student needs and draw up individualised support plans. Such support plans will include attendance at Reading Intervention and Maths Clinic. This will ensure that these students are able to close learning gaps from their primary education and access secondary curriculum alongside their peers.

As part of our focus on academic excellence, literacy will be at the heart of our curriculum. Outstanding teaching of literacy (i.e. teacher literacy modelling and scaffolding, training pupils to self and peer assess for literacy, daily reading sessions) will underpin learning across this curriculum. This will promote reading for pleasure and ensure that pupils make gains in their reading ages. These sessions will also enable intervention in small groups for pupils who require more support with becoming independent readers, ensuring that all pupils and especially those with literacy needs are not left behind and are equipped with the skills, knowledge and understanding that will enable them to excel in written and oral work in all subjects.

From Year 7, pupils' reading ages will be rigorously monitored using the Renaissance Reading programme, as well as 'reading for meaning' being assessed by teacher observation of pupil reading. For pupils who do not have a chronological reading age (and/or are judged by their teacher to be unable to 'read for meaning' in line with their age and stage) reading intervention will be put in place until the child's reading age surpasses their chronological age or is judged by their teacher to be appropriately confident and accurate.

D1.3.4 Engaging with parents

It is our imperative to build trusting and meaningful relationships with the parents and carers of our pupils to ensure that they believe that our school is the best place for their child and want to support us and work in partnership with us to secure the best outcomes for their child. Our strategy for liaising with parents and carers, making our school inclusive and accessible to them and building trusting and meaningful relationships with them to support their child's learning is laid out in D2.

In relation to particularly ensuring high rates of parental engagement with these specific groups, we will endeavour to make our school accessible to them through organising targeted coffee mornings where we collaborate with parents to develop strategies for supporting their children and share helpful home learning resources. The use of this strategy at BGA has been successful in building positive partnerships with parents, which have contributed to improving their child's engagement in school.

Where pupils from these groups find meeting work and behavioural expectations challenging, we will also aim to ensure a greater proportion of positive communications with parents to build parental confidence in our school.

D1.3.5 Supporting the engagement of students with complex needs

Our parental engagement strategy (D2) is designed to ensure a trusting relationship with parents and carers whereby they believe and support that their child's attendance at our school is a prerequisite for giving them the best opportunities in life.

Our strategy for monitoring attendance is laid out in D2. This is based on the strategy we use at BGA, which secures 97% attendance, the top attendance rate in the borough.

Our rigorous monitoring of student needs will ensure that any underlying learning difficulties are identified and catered to. Our SENCO will also initiate an on-going dialogue with parents and carers (along with relevant agencies) to devise and evaluate strategies to support their child, to reassure them that their child's needs are being met and that the school is the right place for them.

Pre-emptive strategies for pupils with behavioural difficulties (such as high expectations, clear boundaries, positive reports and rewards systems, mentoring and counselling) will aim to ensure that pupils learn to regulate their own behaviour, reducing the likelihood of exclusion. Where pupils would benefit from a period of greater support and supervision and removal from other students, the SEN faculty will offer one to one learning and behavioural mentoring. This procedure has been effective for nurturing and reintegrating vulnerable students at BGA.

D1.4 Curriculum Plan and Timetable

D1.4.1 The School Day

Time	Period	Length
7:30am-8:20am	Breakfast Club	50 mins
8:20am - 9:15am	Period 1	55mins
9:15am - 10:10am	Period 2	55mins
10:10am - 11:05am	Period 3	55mins
11:05am- 11:25am	Break	20mins
11:25am-12:20pm	Period 4	55mins
12:20pm- 1:15pm	Period 5	55mins
1:15pm- 2:00pm	Lunch	45mins
2:00pm- 2:20pm	Tutor Time/ Reading	20mins
2:20pm-3:15pm	Period 6	55mins
3:15pm-4:10pm	Period 7	55mins
4:10pm-4:20pm	Break/ Refreshments for students participating in after school clubs	10mins
4:20pm - 5.30pm	End of the Day - optional enrichment (Choir, Advanced Programming, Music session, Duke of Edinburgh, Orchestra, off-site Sports, Sports matches, Debating, etc.)	

Operating an extended school day at Green Spring New School will enable us to deliver our broad curriculum and provide a supportive and productive environment where students can enjoy academic and extracurricular opportunities not only during the school day but also outside of normal school hours.

D1.4.2 Curriculum overview

The Key Stage 3 and 4 curriculum will be based on the National Curriculum principles, preparing our students for the national qualifications in England, which are respected and valued by further education institutions and employers.

There will be a strong focus throughout on numeracy and literacy so that students can achieve the national benchmarks for attainment at Key Stage 4, which will seem likely to always include English and Maths.

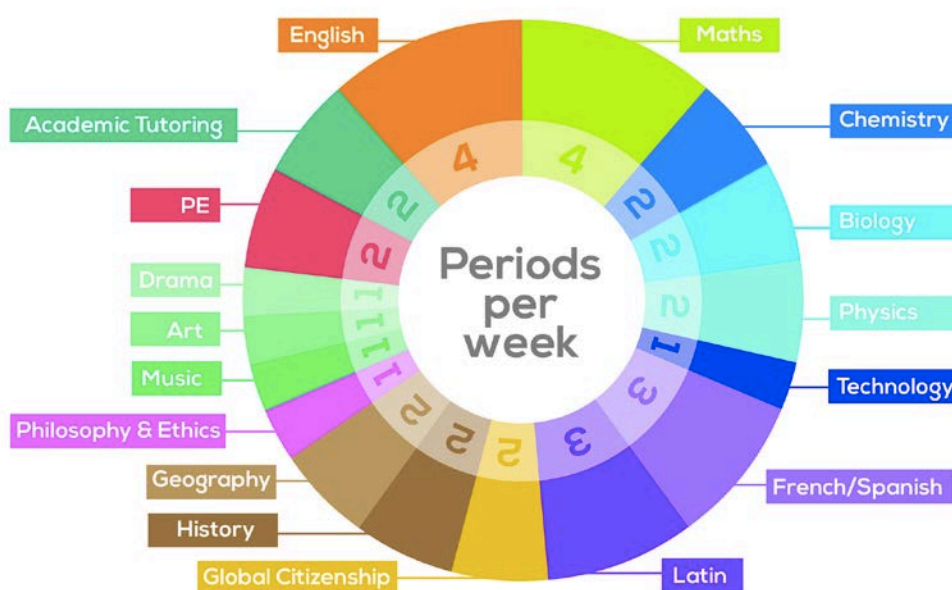
Our curriculum is designed to be inherently accessible and supportive of the most vulnerable students to ensure success for all. Additionally, we will take further measures to ensure that all of our students who are at risk of underperformance or who face personal challenges have the same enjoyment of their school career and make the same outstanding progress as other students.

D1.4.3 Key Stage 3 Curriculum

The aim of the Key Stage 3 curriculum is to enable students to experience a wide range of subjects and develop early strong interest in several subjects. This will be helped by the fact that each subject will be taught by specialists who, through their passion for the subject and deep knowledge, will inspire students. Students will develop the core numeracy and literacy skills they need. The introduction of Latin, Global Citizenship and Philosophy & Ethics will broaden students' experience of learning, promoting problem solving and critical thinking skills. Two academic intervention periods per week will ensure that students are supported to make progress in the subjects they find most challenging.

The proposed curriculum is summarised in the chart below.

Key Stage 3 Curriculum Model



D1.4.4 Key Stage 4 Curriculum

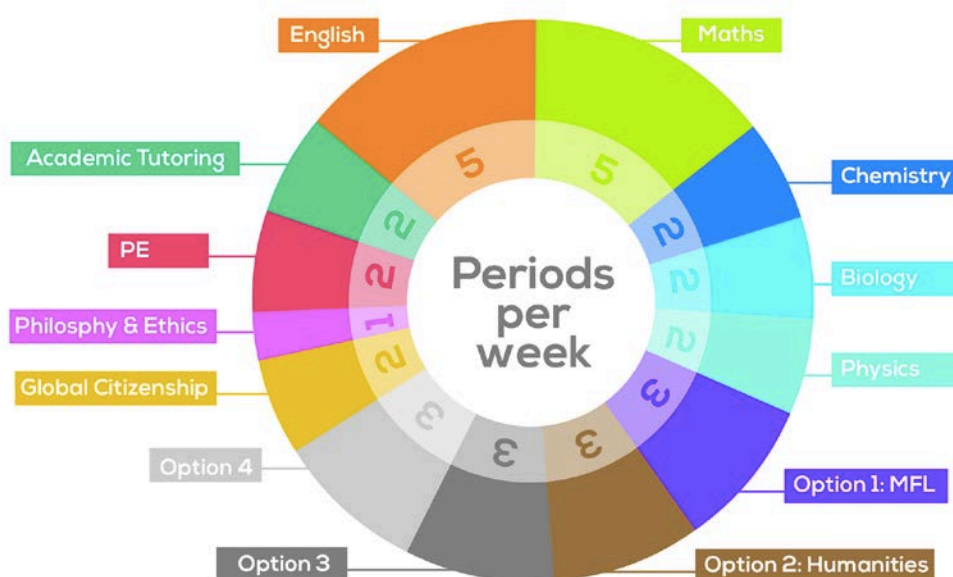
The Key Stage 4 curriculum is designed to give every student the opportunity to take a minimum of 9 GCSEs including English, Maths, a compulsory Foreign Language, a compulsory Humanity and a Science qualification equivalent to two GCSEs.

The time devoted to English and Maths will increase from 4 to 5 periods per week to ensure that students are adequately prepared for their GCSEs. Science and Humanities will continue to be taught as three separate subjects by specialist teachers and students will take either double science or triple science.

Students will be able to choose four options each of three periods per week including the two compulsory MFL and humanities options.

The ongoing study of Global Citizenship and Philosophy & Ethics will ensure that our KS4 students continue to develop as well-rounded critical thinkers at a time when many other schools begin to focus solely on exam preparation. The continuation of two periods of Academic Tutoring per week will ensure that students are supported to close any gaps in their learning in the subjects they find most challenging.

Key Stage 4 Curriculum Model



D1.4.5 Enabling students to fully access the curriculum

In summary, our mainstream curriculum will be tailored to the needs of our cohort and supplemented by a range of pre-emptive, personalised strategies to ensure that all pupils make outstanding progress. Those students who emerge as not making progress will be identified by our rigorous assessment procedures and this will be followed up by intervention (in class, withdrawal groups, booster sessions and using home support resources), further contact with parents and a review of personalised learning plans.

D1.5 Curriculum Areas

D1.5.1 English

In Years 7 to 8, the English Department will fulfil and exceed the National Curriculum needs and requirements for Key Stage 3. Our Schemes of Learning will develop key skills of Speaking, Listening, Reading and Writing in a manner that demands increasing sophistication and grammatical accuracy from our pupils. We are keen to foster a love of learning through the study of engaging texts and using careful planning and differentiation to devise a diverse range of learning activities that will make them enjoyable and accessible for all pupils. A focus on mastery of accuracy and expression in KS3 learning will prepare pupils to transition into Key Stage 4 where there will be a greater focus on extended creative and analytical writing in preparation for GCSE. The English Department will champion a love of reading and the importance of literacy for academic success and will have high expectations for pupils' effort and progress in improving their reading ages. All English teachers will be models of Outstanding literacy practice.

English teachers will be responsible for monitoring the reading ages of the pupils in their classes using the Accelerated Reader Programme and will be responsible for making the pupils accountable for their own progress in this area as well. In addition, one member of staff will act as the Literacy Coordinator responsible for devising and implementing literacy strategy and interventions across the all-through school in accordance with our curriculum principles.

D1.5.2 Maths:

The secondary Mathematics curriculum will follow the Singaporean mastery structure, where students focus on depth before breadth, going deeper into a given topic before progressing onto the next. Secondary learning will build on their content from previous years across the four key mathematical areas: Handling Data, Algebra, Number and Shape. In addition, the content will be taught and assessed in such a way to encourage the development of problem solving and functional skills. In addition, one member of staff will act as the Numeracy Coordinator responsible for devising and implementing Numeracy strategy and interventions across the all-through school.

D1.5.3 Languages:

From opening, all students will study two languages: Latin and one option choice of French or Spanish.

D1.5.3.2 Modern Foreign Languages: In order to provide the best opportunity for language acquisition, modern foreign language classrooms will aim to be immersive wherever possible, with teachers and pupils communicating mainly through the target language. According to age and stage, teachers will tailor the speed and complexity of oral communications, and make use of visual resources and kinaesthetic activities to ensure that pupils feel comfortable with and can make the most of these immersive learning experiences.

To support students with adjusting to their new language-learning environment, they will be provided with lists of the top frequency classroom words and these will provide the focus of the early lessons in each target language.

To foster the rapid development of language proficiency, lessons will focus on the explicit teaching of literacy in the target language and broad opportunities for oral work. As part of our Global Citizenship ethos, links will be made with classrooms across the world, so that pupils can communicate with native language speakers. For example, a languages project in Y7, 'What I love most about my community', will involve pupils preparing a presentation to deliver to a native speaking peer over video link, will allow pupils to practise their language skills with native speakers and share cultural understanding and build a relationship with a global peer.

Our immersive approach to language learning will develop strong literacy and oracy, enabling students to use modern foreign languages in real life situations and begin an A-Level course of study.

D1.5.3.2 Latin: The opportunity to study Latin (and Classics) from Y7 adds breadth and challenge to our curriculum, developing students' analytical minds, language skills and mastery of grammar, equipping them to succeed in all subjects. building and consolidating language and problem solving skills that will benefit them in all subjects and in languages particularly. Studying this subject as a GCSE option will provide an insight into and lay foundations for a broad range of subjects studied at Russell Group and leading international universities such as Classics, Ancient and Modern History, Linguistics, Art History, Architecture, Archaeology and Anthropology, Philosophy and Medicine.

3 lessons in each of these language options per week at KS3 and the opportunity to continue both at KS4 (3 lessons per week), will ensure that, no matter their prior exposure, all pupils are prepared to achieve one or two language GCSEs at a high level.

D1.5.4 Science:

The Science curriculum will be accessible to all students, ensuring each individual can achieve their aspirational progress targets. All three sciences (Biology, Chemistry and Physics) will be taught and assessed at every Key Stage with the outcomes of each topic broken down and displayed at the start of every lesson.

Alongside or within these lessons there will be opportunities to improve the *process skills* such as classifying, predicting, collecting data and *critical thinking skills* such as analysing, evaluating and applying knowledge. This will be achieved through practical based lessons, APP assessments (Assessing Pupils' Progress), longer-term projects and debates around global and controversial issues such as genetic engineering.

Some of the strategies that will be used to develop pupils' academic literacy in Science include: Visual learning resources for EAL learners, modelled writing and text marking, lists of key terminology and writing frames.

The concept of Global Citizenship will be embedded within the Science curriculum. Within the study of topics such as the water cycle, disposal of waste, nutrition, human reproduction and genetic engineering, students will have the opportunity to think about the impact of their actions and the importance of making responsible choices.

D1.5.5 Humanities:

The Humanities faculty will teach History, Geography and Philosophy and Ethics at KS3 and KS4.

The KS3 curriculum will be designed to give appropriate time to the teaching of all three disciplines (History 3 periods, Geography 3 periods, Philosophy and Ethics 1 period per week), with the intention of coordinating topics in order to demonstrate to students the interconnectivity of these three areas of study as well as their relevance to daily life.

At KS4, students will be expected to select at least one of History or Geography as a GCSE option. The study of one period of Philosophy and Ethics per week will continue at KS4.

As part of our focus on academic excellence, each of these subjects will be delivered by specialist teachers throughout KS3 and KS4, in order to enable students to capitalise on teacher expertise in the individual subjects from the outset of their secondary education.

This combination of subjects at secondary school will provide students with a breadth of knowledge and appreciation of their immediate environment but also the wider world.

D1.5.5.1 History

There will be a focus on British history, as required by the National Curriculum, which will instil in students an appreciation of how Britain today has come to be and of shared British values. The study of topics such as the 'History of East London' will also equip students with historical knowledge about the development of their local community. There will be a simultaneous commitment in the faculty to the study of world history and the experiences of different ethnic communities to ensure students leave KS3 with a global perspective as envisaged by the school's ethos, irrespective of what subjects they select for KS4.

D1.5.5.2 Geography

Geography study at KS3 will include learning about the geography of the UK, world cities, the environment, natural disasters, as well as concepts such as Fairtrade and sustainable energy. Schemes of Learning will introduce students to technical concepts and explanations for the human or physical world around them.

D1.5.5.3 Philosophy and Ethics

Philosophy and Ethics will focus on delivering content and developing skills that enable our students to think critically about various global political, religious and ethical issues.

Schemes of Learning will include exploration of different faiths, as well as topics such as religious and spiritual experience, human relationships, teleology, epistemology and medical ethics,.

This subject will be studied for 1 period per week by all students at both KS3 and KS4. Although it will not lead to a formal qualification, Schemes of Learning will be based broadly in line with NC standards and students' progress will be assessed regularly and rigorously.

The content and skills acquired through this curriculum subject will support students to take full advantage of the opportunities to debate and develop their views in Global Citizenship sessions. KS3 and KS4 study will be planned to lay strong foundations for those wishing to take A-Level Philosophy in Sixth Form.

D1.5.6 Arts, Sports and Culture

Expressive Arts in the Curriculum: In order to nurture a love of the arts in all students and a broad range of opportunities for artistic expression, the school curriculum will offer students considerable opportunity to engage in the arts within the curriculum. At KS3, students will spend a total of 8.5 hours per week on creative technology, programming, PE, Music, Art and Drama (see below). At KS4 students will have the option of pursuing any of these subjects as GCSE options.

Extracurricular Expressive Arts opportunities: To ensure that 100% of students are able to participate in at least one extracurricular activity, we will harness the passions and talents of our staff body to put on a range of extracurricular clubs throughout the extended school day.

Students will also be encouraged to experience the benefits of representing the school or performing, both inside and outside school. These character-building activities are shown to raise confidence, self-esteem and enthusiasm for school, which can result in improved attendance and higher attainment.

Our Saturday Arts and Sports Academy will offer further opportunities for students to enjoy extracurricular activities. The staffing and offering of this program will grow alongside our school, allowing for 50% of the school's cohort to attend.

To offer these activities, the school will not require any facilities beyond a normal school as we will use a multi-purpose hall, classrooms and local sports facilities that can be easily accessed.

The Saturday Academy will open from 10am-1pm. Classes will rotate through different disciplines including: Performing Arts (Dance, Singing and Theatre), Visual Arts (Art club, fashion, photography and printmaking) and Media Classes (writing, filmmaking and radio). In addition to this our Sports programme will offer students the opportunity to have access to top quality coaching and our gifted and talented sports players will be able to develop their elite skills. Sports will include: football, hockey, cricket and tennis, netball, rounders, athletics, badminton, basketball, fencing and volleyball with opportunities for students to represent the school in fixtures against other London Schools and clubs.

The Arts and Sports Academy will also be open to students from our local primary schools.

D1.5.7 'Global Citizenship':

The value of 'Global Citizenship' will be embedded across the curriculum. Through the teaching of these values, students will challenge misinformation and stereotyped views about Majority World countries; counter ignorance and intolerance; and learn how the world is unfair and unjust whilst promoting ways of changing this. For instance, 'Global Citizenship' values will be instilled through the teaching of Maths where students will be given real-life scenarios and statistics relating to world issues which will not only provide them with the opportunity to analyse data but also investigate the context and validity of such data. In English, students will be able to analyse texts about Global Citizenship issues such as sustainable development or fair-trade in order to develop their comprehension skills and persuasive writing; meanwhile in History; for example, students will be able to consider overarching topics through time such as education, conflict resolution, or social equality.

In addition to the embedding of this ethos in everything we do, students will have a two hour, timetabled 'Global Citizenship' session every week. This will take the form of one session of learning about local and global current affairs and social issues (through talks from external speakers and workshops) and one session where these issues are either debated through oracy workshops (such as Debate Mate and Model United Nations) or are addressed through social action projects. This exciting program is designed to ensure that our young people are knowledgeable and passionate about the world around them and equipped with the skills and values to make a positive impact.

Each term will lead up to a final celebration of the projects that pupils have been working on, whether it be a debating competition or a presentation of the impact that their projects have had on their community. Parents, staff and other community stakeholders will be invited to attend these celebrations.

'Global Citizenship' will also go beyond the classroom and into the corridors and wider life of the school. School initiatives designed to educate and mobilise the entire school on a key global issue will be promoted. For instance there will be fundraising events for international disasters or crises, campaigns to raise awareness for issues such as climate change or world poverty, and initiatives to increase social action in the school.

This 'Global Citizenship' programme will empower our students as international citizens who are knowledgeable about their local and international community and equipped with the oracy and teamwork skills to work together to have a positive impact on the world around them. As students progress through the school, this programme will provide greater opportunities for developing student voice, with some of the older students supporting in or leading certain sessions for younger students.

A member of staff will receive a TLR for coordinating the Arts, Sports and Culture and Global Citizenship Programmes and the overseeing their implementation across the curriculum.

D1.5.8 Academic Tutoring

Two periods of Academic Tutoring per week will ensure that students are supported to make progress in the subjects they find most challenging. Tutoring sessions will be held in groups with high staff to student ratios, supported by faculty staff and Tutor Me tutors. Faculty leads, supported by classroom teachers, will be responsible for nominating individual students for tutoring in their subject areas. The overall responsibility for assigning students to each area of intervention will lie with the Key Stage Progress Manager who will use overall student data and teacher recommendations to determine the best option for individual students. This will be re-evaluated on an ongoing basis.

D1.5.9 PSHE and SMSC

PSHE objectives will stem from our vision of developing individuals with a sense of self-worth who are prepared to make well-judged choices. PSHE will be taught through a wide variety of curriculum topics and learning programmes as well as being covered through tutor time activities. Exploring the social, moral, spiritual and cultural aspects of learning with every child will be central to the student experience at Green Spring New School.

As part of this, the school will prioritise the promotion of British values all through school and will follow strictly the government's 'Prevent' strategy for having due regard of the need to prevent people from being drawn in to terrorism. This strategy will be integral to the curriculum with students educated on citizenship and the importance of community cohesion, tolerance and anti-violence from Year 7 to Year 13. This work will be done in the classroom but enhanced further through 'tutor time', assemblies, Global Citizenship sessions and in-house workshops, some of which will be led by the School's Safety Police Officer in order to make best use of staff expertise. In particular the strategy will be achieved through: anti-bullying work, including homophobia and violence against women; opportunities for positive engagement in the community, for example the fostering of links with local charities; and the provision of access to youth clubs and holiday programmes. Green Spring New School will also work with external agencies and parents to build community networks of support for the school.

Hand in hand with this, there will be also be a whole-school approach to e-safety.

The school will ensure that all school policies, including behaviour and safeguarding policies are relevant to the digital world. There will be a commitment to training staff to deal with e-safety incidents in a consistent manner and e-safety systems will be evaluated regularly to ensure they are working effectively. Staff will be supported in their role by contributions from pupils, parents and the wider community.

There will be a clear and identified procedure for referral in cases involving suspicious or concerning student behaviour. All staff will be aware of, and trained in, this referral system to ensure early intervention and prevention of violence or extremism.

D1.6 Sixth Form

To meet our aim of enabling all our students to pursue the university course and career of their choice, our Sixth Form students will be offered the full range of A Level 'facilitating subjects' making them competitive applicants to Russell Group and leading international universities and BTEC qualifications to support progression into apprenticeships, employment and further training.

D1.6.1 Subject areas

The table shows a possible option blocking though a final structure will be guided by student demand:

A	B	C	D	E	F
Biology	Chemistry	Physics	Maths	English	GCSE Maths (3 x hours)
History	Maths	Economics	Philosophy	Drama	GCSE English (3 x hours)
MFL	Art	Psychology	Music	Geography	
Business (Level 3)	Business (Level 3)			Business (Level 3)	

Our Sixth form will be inclusive. There is a possibility that there may be approximately 15% of students for whom A-Levels are not the appropriate course of study. To cater to these students we will, as we do at BGA, offer an alternative provision such as BTEC Level 3 (Business in above table) qualifications, which will enable students to make aspirational choices about their next steps into employment, further education and training or apprenticeships. The acquisition of the Core GCSEs in English and Mathematics is an essential building block and any student who has not achieved a grade C in either of the core subjects during their secondary education will study it in the Sixth form. The group most likely to benefit from this provision are those on the Vocational Level 3 course.

BGA has already had success with opening a sixth form. Having expanded our Secondary provision in 2011 to open a sixth form, we were graded Good by Ofsted in 2012. Bethnal Green Academy Sixth form had an overall ALPS score of 3 with its first set of A Level Results in 2014. ALPS measures the position of schools against other providers therefore providing an indication of the performance of the school in relation to national performance. A score of 3 out of 9 on the ALPS thermometer places the school in the top 25% in the ALPS national database for

progression from KS4 to KS5. This is a very good result for a sixth form that has so recently opened and current projections (based on this year's 12 and 13 internal assessment data) lead us to expect that this score will rise this year and beyond as our Sixth Form continues to evolve and strengthen.

Our priority for our Sixth Form students is to continue the foundations laid in secondary school preparing them for a successful future. See Section D1.8.7 and D2.1.5 for how we will support our sixth formers to make aspirational choices for their further study and careers IAG programme.

'Nurturing Arts, Sports and Culture' and 'Global citizenship' will remain as key values underpinning the ethos of our sixth form, supporting our students' development as well-rounded individuals who are positioned to contribute to and enjoy the wider world. There will be some more age appropriate clubs for Sixth Form students only such as... Sixth Formers will also enjoy the opportunity to contribute to our school and develop their leadership skills by leading younger students in extracurricular activities. These proactive and well-rounded students who pursue their own passions and lead on their own projects will be competitive candidates for Russell Group Universities and employment.

D1.7 Qualifications and Assessments

GCSE/BTEC Level 2: Our Key Stage 4 curriculum and timetable will provide students with the opportunity to study a broad complement of at least 9 GCSE or equivalent qualifications. All students will achieve a GCSE in English Language and Literature; Maths; at least two Science GCSEs; at least one language GCSE; at least one Humanities GCSE; and two further creative, vocational or academic options. Some students will have the opportunity to obtain 11 GCSEs through taking Triple rather than Double Science and through taking further Maths.

A Level/BTEC Level 3: See previous page.

For our aspirational targets for pupils sitting these qualifications and why we believe these are deliverable, see D3.

D1.8 Identifying and meeting the needs of all pupils

D1.8.1 Identifying each pupil's needs

It is our priority to ensure that all pupils are appropriately supported and challenged. Given the high proportion of our student cohort who are EAL, WBRI, FSM and SEN and these groups are identified as being at risk of underachievement, we will take a 'whole school approach' to meet these pupils' needs in that we have chosen a curriculum that we feel will benefit these groups specifically and plan to tailor it to meet their needs. We recognise however, that there may be some pupils for whom this 'whole school approach' is not sufficient to ensure that all their needs are met.

We will implement a system for identifying needs and devising and implementing personalised plans for teaching and learning which takes into account the SEN Code of Practice; involves the

pupil, parents, school staff (at our school and the pupil's former school) and other appropriate external organisations; and is regularly monitored and reviewed. This system will ensure that any struggling pupils are identified early and are appropriately supported through strategies such as classroom differentiation, GAC support, withdrawal groups, and additional therapy or mentoring sessions.

The responsibility for meeting the needs of individual SEN students and Looked After Children (LAC) students will be the classroom teacher's, although the collection of holistic data will be centrally coordinated by the SENCO and the SENCO will be responsible for delivering appropriate CPD to support staff in maintaining outstanding practice in meeting the needs of SEN and LAC pupils.

Once identified, SEN students will be given clear and achievable targets, personal to their needs. A plan will be drawn up, setting out: short-term targets set for or by the student; teaching strategies to be used the provision to be put in place; a date for review of the plan; and a success criteria.

All teachers will have easy access (through the student tracker software) to details of a student's need and personalised plan in order to ensure all classroom teachers are meeting these needs. The progress of SEN students will be monitored, and provision regularly reviewed and amended if necessary, by teachers, Directors of Learning and the designated SENCO.

D1.8.2 The role of the SENCO

The SENCO will be a member of full-time staff who will undertake the duties of SEN co-ordination in addition to their teaching timetable. The SENCO will play a key role in determining the strategic development of SEN and LAC policies in order to raise the achievement of students with SEN and LAC.

Key Responsibilities will include:

- Overseeing the implementation of school SEN policy on a day to day basis
- Collecting information and developing transition plans for children with special educational needs and LAC prior to their arrival at the school
- Liaising with the parents and carers of children with SEN and LAC
- Coordinating provision for children with SEN and LAC
- Managing learning support assistants and devising their timetables
- Overseeing the records of SEN and LAC children
- Contributing to staff CPD best practice in teaching SEN and other vulnerable pupils
- Liaising with external agencies including the Local Education Authority, CAMHS and voluntary bodies
- Intervening when a child does not make sufficient progress in spite of extra support from their classroom teacher

D1.8.3 SEND, EAL and Below Expected Levels of Progress

As at BGA, GSNS will offer a range of additional support structures in school that operate collaboratively between the curriculum team, progress managers and the inclusion team to support students with greater levels of need. Each method of support is personalised to the individual student and situation. The Academy recognises that there is no one approach and is innovative and willing to try a variety of methods to foster success for all learners. Some of the strategies we use are overleaf.

SEND	EAL	Below expected level of progress
Assess, review, do, plan	Assess, review, do, plan	Assess, review, do, plan
Individual target reports: students can be placed on a target report that provide both the student, home and school with lesson based feedback.	Developing English vocabulary and word-level skills, phonics and alphabetic knowledge for struggling readers (e.g., reading recovery) and developing book reading activities with appropriate explicit instruction of vocabulary together with comprehension strategies.	Lexia: a computer based programme that supports students who find literacy challenging.
Mentoring: we have a range of adults that work with students to support their social, emotional and academic progress. This can be through weekly meetings, in class observation and support or report tracking.	Focus on alphabetic knowledge, phonics, phonological awareness and other such word-level skills supported by classroom teacher and teaching assistant.	Reading Club: an intervention lead by the literacy team that seeks to foster a love of reading and improved comprehension and decoding skills using student-selected texts. Progress is monitored through Accelerated Reader: an ICT programme that builds comprehension skills through text specific quizzes and point scoring.
Teaching Assistant support: our TA team closely monitor all of our students with Statements/EHCPs. The support they provide is tailored to individual student needs and targets.	Explicit (academic) vocabulary instruction, and strategy training to enhance student abilities to analyse words through their morphological structure.	Academic Tutoring sessions with Tutor Me tutors. High staff to student ratio provides high level of support and challenge for students with a high level of need. For targeted students, one-to-one support with a literacy specialist.
Learning Support Unit: a small group environment for curriculum support and intensive personalised mentoring for our Key stage 3 students.	Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.	Numeracy: weekly interventions that target particular areas for development with groups of students run alongside the Maths department
Pastoral Support Centre: a small group environment to support Key stage 4 students whose behaviour is impacting on their academic progress.	Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.	Handwriting: a weekly support for students who have an identified need in this area. Laptop access: a provision for students who benefit from using typing as a way of recording their learning in key subjects or across the curriculum.
Assess, review, do, plan	Assess, review, do, plan	Assess, review, do, plan

D1.8.4 G&T

Informal teacher observation will be crucial to identifying giftedness in pupils through every Key Stage. Meeting the needs of G&T pupils will form part of our staff CPD and all teachers will be provided with this table of likely characteristics of G&T learners to help them to identify which children may need greater stretch and challenge or other personalised support to nurture their talent. It is important for teachers to consider the suggested characteristics of Primary students as a means of supporting some of our G&T Years 7s during their Transition Phase and ensuring that there is no dip in their progress.

Primary	Secondary
Needs fewer steps in process	Questions rules/authority
Enjoys increased pace	Non-confirmity
Needs less instruction & practice	High ability/ low motivation
Thrives on independent study	Keen sense of justice
Copes with abstract tasks	Divergent thinking/creativity
Likes open-ended situations	Excellent sense of humour
Needs to learn to fail	Growing self-determination
Needs to be encourages to take risks	Intellectual curiosity stands out
Needs to develop self-esteem in supportive environment	Exceptional powers of concentration/stamina
Whatever the intellectual level must remember actual age	Needs to work with learners of similar ability in/out of school

Teachers will be accountable for meeting the needs of pupils of G&T status and will be expected to have detailed personalised learning plans detailing their strategies for supporting and further developing these pupils such as classroom leadership responsibilities, stretch tasks, differentiated high order questioning and building greater classroom and home learning independence. The leadership skills, critical thinking and proactivity of these gifted students will further be nurtured through the exciting opportunities offered by our Global Citizenship Programme.

D1.8.5 Year 7 starters

We will endeavour to support pupils through the challenging period of transition when beginning our school at Reception and Year 7. Prior to a child's arrival at our school, we will gather as much information about them, their previous academic achievement and their personal needs as possible to establish personal support plans for their transition. This information will be gathered through liaising with previous educational providers, through parental meetings prior to starting and through our Transition days and Summer School Programme.

The KS3 Progress Manager and the SENCO will work closely with classroom teachers throughout the first two terms at our school to ensure that all pupils adjust healthily to the demands of the new phase of their education.

Transition days in the final summer term prior to transition will provide a crucial opportunity for students to become familiar with the environment and expectations of our school. These will involve assemblies introducing students to expectations and senior members of staff, ice-breaker activities to support students with getting to know one another and reading age and CATS tests to provide further data to support the planning of classroom teachers from the first lessons with these students. High staff to student ratios on these days will provide opportunity for teacher observation of student needs and the opportunity to pick up on any needs that have not been identified by primary schools.

For students who have been identified as vulnerable by their primary schools, there will be additional transition sessions prior to the whole cohort days to ensure that these pupils are prepared to make the most of their transition days. These will take place in small groups and will support students with finding their way round the school and forming positive relationships with key members of staff who will be working with them in Year 7 (SENCO, form tutor, GACs).

For these students with a higher level of need, we will also run a Summer School Programme to give these pupils a head start in closing gaps in their literacy and numeracy and to give them time to adjust to their new environment and develop trusting relationships with staff.

D1.8.6 Mid-phase admission

MPAs will be invited to the school with their families before they begin. This will provide an opportunity to gather information about the student, to allow them to familiarize themselves with their environment and to meet a 'buddy' who will support them around school. MPAs will have a transition review meeting six weeks into their time at the school to discuss how they have adapted and any further support they may need.

Where pupils arrive who speak English as an additional language they will be supported through classroom differentiation and GAC support, through EAL homework club (supported by Graduate Achievement Coaches (GACs, see D3 for further details) and through Literacy Intervention at Secondary.

D1.8.7 Leaving School at the end of KS4 and KS5

We will begin preparing pupils for their departure from us from Y8 when we will begin the delivery of Information, Advice and Guidance about further and higher education and careers. This will be delivered both by the form teacher and by external agencies during 'drop-down' and 'away' days. This IAG will be characterised by up to date advice, the promotion of aspirational life choices and exposure to career and further learning experiences.

In Y11 and Y12 each pupil will have formal meetings with their form tutor and Progress Manager (see D3 for further details) to discuss their options and action plans for their next steps.

Through this rigorous IAG, we aim to ensure that 0% of our students are NEET and all make personally fulfilling choices for their future.

D2 SETTING & MEASURING PERFORMANCE

D2.1 Measuring Pupil Progress Effectively and Setting Challenging Targets

D2.2.1 Academic Targets

Our Academic targets are segmented into three performance indicators: progress, attainment and destinations. Our targets have been decided against the top performing schools in the country and have been chosen to put us in the top 1% of achieving schools in each category.

We realise that with accountability changes and the replacement of GCSE grades with numbers, and headline measures with Progress 8 and Attainment 8, that these targets will need to be translated once these changes have occurred. For now we have used national measures of progress and attainment currently in place.

Focus	GSNS	BGA
Attainment and Progress Targets		
KS4	<ul style="list-style-type: none"> - All students to achieve in the top 1% for progress nationally. - A Best 8 Average Point Score in the top 1% at KS4. 	<ul style="list-style-type: none"> - All students to achieve in the top 1% for progress nationally. (In 2015, our score of 88% 5ACEM gave us a VA score of 1047.5 and placed us in the top 1% for progress.) - Best 8 Average Point Score in the top 1% at KS4.
KS5	<ul style="list-style-type: none"> - APS per entry is 240. - Level 3 Value Added (L3 VA) will be significantly above the National average. - 0% NEET - 85% to University - 50% to Russell Group University - 15% apprenticeships/ employment and further training 	<ul style="list-style-type: none"> - Average Point Score (APS) per entry is 200 (2014), 191 (2015). - Level 3 Value Added (L3 VA) is in line with National Average. - 0% NEET - 91% to University - 20% to Russell Group - 9% apprenticeships/ employment and further training
Other Targets		
Arts, Sports and Culture	<ul style="list-style-type: none"> - 100% of students to attend 1 extra curricular activity or club. - 80% to attend 2 extracurricular activities or clubs. - 75% to attend our Saturday Arts and Sports Academy. 	<ul style="list-style-type: none"> - 100% of students attend at least 1 extra curricular activity or club. - 80% to attend at least 2 extracurricular activities or clubs.
Social Action Target	<ul style="list-style-type: none"> - 100% of students to take part in one social action project per term. - 100% of students to make and uphold an IWill Pledge 	<ul style="list-style-type: none"> - 100% of students take part in one social action project per term. - 100% of students make and uphold an IWill Pledge

Additional Academic Targets:

- **EAL, FSM, SEN and WBRI students to make the same progress across all stages as other students.** See D1 for how our curriculum is designed to enable the progress of these vulnerable groups and the further strategies we will employ to ensure that every student reaches their potential.
- **All students will have a reading age equal to their chronological age by the end of Y6 and maintain this as the progress through KS3, 4 and 5.** As detailed above, this will be rigorously monitored through the use of the Renaissance Reading Programme. The school will foster a love of reading as central to our ethos and an understanding that reading is the key to independent learning and wider discovery.

D2.1.2 Behavioural Targets

- **A fixed term exclusion target will be set at 0%.** This is considerably lower than the national average (3.5%) but in keeping with the achievements at BGA which is currently at 1.24%.

With a clear and well structured behaviour policy in place, students and staff will feel safe, secure and happy at school creating an environment where relationships between students and staff are based on mutual respect and prevent any boundaries that may stop either from achieving their full potential.

The school will have very high expectations of the way students conduct themselves. Praising students is an immeasurable tool in ensuring these expectations are met and therefore we will have an accessible and proven point system in place. Good behaviour will be rewarded using the Vivo Miles system.

The backbone of the behaviour policy will be a student pledge, consisting of positive values that establish the expectations required to allow learning and teaching to take place. These will be displayed prominently around the school and in the student planners. The secondary and Sixth Form student pledges will be based on the same expectations but phrased appropriately for pupils in the different phases.

Expectations regarding the conduct of students will be very high and this expectation will extend to staff who will not only enforce the rules but also be fantastic exemplars. Excellent behaviour will be further enforced throughout the school day by the senior leadership team who will be very visible. They will oversee the movement of the students between classes, supervise the entrances and exits as students enter and leave the building and alongside other members of staff will be present at all break times.

Students not adhering to the behaviour policy will have sanctions of relative severity. These will be well communicated to the students, staff and parents/carers. Incidences will be classified into three levels of seriousness (low level, high level and dangerous impact) and always logged. There will be a clear system of escalation and the monitoring of students' behaviour reports by their Progress Manager will ensure that any pupil who seems to be vulnerable to the risk of exclusion

will be flagged up in good time and appropriate next steps will be considered and implemented to help the student improve their behaviour.

Exclusion will be an absolute last resort. Where pupils are struggling to manage their own behaviour and learning in the classroom or around school, our internal Pastoral Support Centre and Inclusion Unit will provide a safe and supportive environment where students are able to continue to access high quality learning on site.

D2.1.3 Attendance Target

- **Attendance record of 98%.**

Due to the success of BGA's attendance record, 96.7% in 2014 and the award for best attendance in the borough for 3 years running, we believe that we have the tried and tested strategies that will enable us to achieve this target. Key to this high attainment will be a dedicated Attendance and Welfare Officer who monitors the students very carefully. In our experience, good relationships and ongoing dialogue with parents is essential. Our attendance expectations will be laid out in the home learning contract to ensure we have the commitment of parents from the start in this matter. As a first response to poor attendance there will be automated calls to parents/carers for late or absent students. If there is no response at this stage, personal calls and letters are sent. Attendance & punctuality reports and parent/carer meetings are held if the problem persists and finally an attendance and punctuality welfare officer (AWA) for the borough will be called.

D2.1.4 Enrichment Targets

- **Arts, Sports and Culture:** 100% of students to participate in at least one extracurricular club per week and 80% to participate in two.
- **Arts, Sports and Culture:** 50% of students to attend our Saturday Arts and Sports Academy.
- **Arts, Sports and Culture:** For the school to obtain the Arts Quality Mark Gold Award by the end of 2018.
- **Social Action:** For 100% of students to participate in at least one social action project each year.

D2.1.5 Destinations Target

It is central to our vision that we prepare students to make fulfilling and aspirational choices for their future and enable them to pursue the university course or career of their choice. We have set destinations targets which are aspirational (in comparison with Tower Hamlets and national data from 2014) and which we believe will be achievable because of the current success we have with securing aspirational destinations for our students at BGA. Our ongoing IAG, along with our curriculum will ensure that students have the support and guidance to make aspirational choices for their futures and to secure the qualifications required to make these next steps.

Our IAG will also ensure that students and their parents are aware of the range of options available to them post-16 and post-18 and the steps to take to pursue these from a young age. It will be made clear that they will need to begin planning backwards towards their destination goals from Y8, when they select their Y9 GCSE options. We will ensure that students and parents are supported in making choices that will help our young people to pursue their future goals through

assemblies and drop down days and trips focusing on university and careers (for pupils) and literature, presentations and meetings for both parents and pupils. These will be targeted towards pupils at the end of Y8 making GCSE choices, at the start of Y11 making sixth form subject choices and at the end of Y12 making choices about higher education, employment and training. At the forefront of these communications will always be the emphasis that we are planning backwards to enable our young people to make aspirational choices for their futures. We expect at least 80% of our Y11 cohort to stay with us into the sixth form. Those pupils who choose not to remain with us for Sixth Form, will be identified and supported in Y11 through our IAG program to ensure that they secure higher education, employment or training. Also in Y12, there will be Destinations Mentoring for every one of our sixth form students.

- **0% NEET students (2% in LBTH and 2% nationally):** BGA does well compared to national and local education providers in managing to secure further education, employment and training to all of our students, through careful curriculum planning, rigorous assessment procedures and IAG mentoring for every student. We are confident that through the high expectations that will underpin our school ethos and our comprehensive IAG Programme, we meet this aspirational target.
- **85% progressing to Higher Education:** At BGA, of our first year of leavers, our high expectations and ongoing mentoring helped to ensure that 91% went on to Higher Education.
- **55% progressing to Russell Group Universities (11% in LBTH, 15% nationally and 20% at BGA), of which 3% progressing to Oxbridge (0% in LBTH and 1% nationally):** Our ongoing comprehensive IAG programme and the outstanding academic results our students will achieve will support us to meet these targets. To meet the high target of 3%, we will devise a criteria for targeting 10% of students for progression to Oxbridge from the end of Year 7 and ensure that these pupils are provided with the appropriate support to enable them to apply and secure a place at these top Universities or top international universities.
- **15% vocational destinations: 9% in apprenticeships, 6% in employment and other training destinations (7% in LBTH and 10% nationally):** We project that 15% of our cohort will study BTEC Level 3 qualifications. Through our IAG, we will provide the support and guidance to ensure that 100% of these pupils use these qualifications to secure the apprenticeships, employment or further training to which they aspire. At BGA, where 20% of our first cohort followed a BTEC Level 3 course of study, 20% of students progressed into apprenticeships (19%) and employment (2%).

D2.2 Teaching and Learning Targets

- **100% of lessons are Good to Outstanding.** According to our most recent BGA Self Evaluation Form, 94% of lessons were graded Good to Outstanding. This will be achieved initially through the recruitment of Outstanding classroom practitioners. A strong Teaching and Learning Culture will be established through CPD that will be informed by MER and the appraisal process and therefore tailored to staff needs. BGA has collaborated with consulting HMIs to quality assure our Teaching and Learning judgements, which we intend to continue at GSNS.
- **60% of lessons are Outstanding.** According to BGA's most recent Self Evaluation Form, 52% of lessons were graded Outstanding. Personalised CPD with a focus on moving teachers from Good to Outstanding will ensure that teachers are focused on moving their practice forward.

- **100% of Secondary books to be marked within a two-week cycle, containing meaningful teacher feedback and extended learner responses.** The impact of teacher marking will be regularly reviewed through termly book looks and feedback and targets will be shared with DoLs. As noted in our 2012 Ofsted report, this is strength at BGA- *‘The way that teachers give feedback to students – both in lessons and through the marking of students’ work – is highly effective. This makes a major contribution to students’ learning.’*²
- **For the school to obtain the CPD Quality Mark Gold Award by the end of 2018.** BGA was awarded this in 2012. Our high level strategy for CPD is laid out in D2.4.2
- **Develop partnerships with other schools to improve education outcomes across Tower Hamlets.**

D2.3 Assessment and Data Tracking

The Trust views rigorous assessment as crucial in securing student outcomes. Green Spring New School will endeavour to create a system that ensures that students, parents and staff will always have an accurate picture of where students are within a framework of ambitious and realistic targets that will drive students onto succeed within an educational platform that is comparable to any top institution in the world. All targets will be set to ensure that students make more than the progress expected of them nationally, with the aim of Green Spring New School being in the top 1% of schools for Value Added. Designed to ensure an ambitious curriculum plan can be implemented, the assessment structure will take into account the differing needs of individual learners without sacrificing ambition for what they can achieve. This system will allow students and parents to lead the learning process and give staff the accurate analytical information they need to identify underachievement and put appropriate intervention in place. It is this assessment structure that will provide the skeleton to ensure our rich curriculum leads to academic success.

Our approach is based on the key information parents, students and the school need to be able to gather from a successful assessment structure.

- What is pupil X currently able to do in this subject?
- What does pupil X need to improve on in this subject?
- What can we do to support the learning of pupil X?
- What does pupil X current learning and targets translate to in grades?
- What is the learning plan for pupil X?

Our assessment system will be designed to answer these questions for each of the key stakeholders.

D2.3.1 Grading Systems and Baseline Assessment

Our Key Stage Three grading will be based on the new GCSE (1 – 9) grading system mapped clearly onto the new GCSE assessment criteria and also broken down into clear ‘can-do’ statements. Each grade will be broken down into three sub grades and a progression map will

² BGA Ofsted, 2012

show the progress that is expected from each student (from Year 7-13) and will take into account his or her starting point. On arrival at the school in Y7 or any point of mid-phase entry, pupils will be assessed according to our procedures of internal assessment. These results will be used to set challenging targets to ensure that all pupils make outstanding progress. We will look to our Partner Secondary School BGA to moderate these assessment procedures.

Our grading in KS4 will be based on the new GCSE grades introduced from 2016, but broken down into transparent 'can-do' statements. The 'Can-do' statements will be clearly graded using the new Key Stage 4 grades. Students will only progress up to a higher grade when they have shown sufficient proficiency in a particular 'can-do' statement. This system removes any arbitrariness in the assessment made by the teacher and provides students, parents and carers and SLT with an accurate picture of where each student is in their learning.

D2.3.2 Student

All students will have a personal 'Pupil Tracker' that depicts the content for that term. This will break down the content into 'can-do' statements, making it easy to understand what tasks the student can and cannot do. These 'can-do' statements will act as targets for the student to focus on, taken from the National Curriculum. Teachers will regularly update this based on progress in class, in books, from homework's set and from assessments conducted. The colour green will indicate that the student has achieved that target, whilst amber and red will show more work needs to be done. If a student does not reach the required standard they will be supported through the 'Academic Tutoring' sessions as well as an after school 'clinic' on that topic with their classroom teacher, where they will work in a smaller group to review the fundamental parts of the topic. If a student reaches 75% of their target topics they will progress on to the next sub-grade. This will give a clear and accurate indication of the grade the students is working at.

Once they have been taught how to use the 'Pupil Tracker', students will be able to access it from their login to the school intranet, online at home and through a hard copy in their folders. This will also allow these students to do additional work in each of these topic areas if they feel they need more support on work covered in class, through accessing the 'Online Lesson'. Students can also access their 'Online Homework' and review and re-do their assessment outside of lesson. This puts students in charge of their learning. Students without internet access will receive a hard-copy of these resources.

D2.3.2 Parents

Parents will also have access to the pupil tracker so they know where their child is and what they need to do to improve. This includes having full access to their child's homework, class lesson material and learning plan, so they can actively support in leading their child's learning. The tracker also tells parents when students are expected at after school intervention. This will be supplemented through email updates and individual reports sent home in the post each term. Face-to-face Parents' Evening events will occur twice a year, but also at the request of a teacher of parent, and will give a chance to add context to the 'Pupil Tracker'. Students' class books will be

an essential part of these learning conversations, giving clear evidence of progress and areas for improvement.

D2.3.3 Classroom Teachers

The class teacher will use the 'Class Tracker' to monitor and support the progress of the class as a whole. As they update this, this will automatically export the data into the individual 'Pupil Tracker'. This tracker will show progress over the course of the year in each subject unit, making where intervention is necessary easy to identify. As mentioned, underperforming students will be invited to an additional 'clinic' to get support from the classroom teacher. For some students, these support sessions will take the form of GAC or teacher-led withdrawal groups. The DOL's and Progress Managers will also put additional layers of support in place if consistent underachievement occurs.

The classroom teacher will maintain accountability for the class. For example, if a number of students underperform in a subject area, the classroom teacher may use revision/review time built into the annual curriculum plan to go over these topics again.

D2.3.4 Whole school Strategy – faculty, pastoral and leadership

From the whole-school perspective, senior, pastoral and faculty leads will be able to instantly review all students across the school and quickly be able to drill down into the individual learning map of each student. This will be combined with targeted learning walks looking at underachieving students and groups, whole-school and faculty 'Book Looks' to review the quality of marking practice across the school and the lesson observation cycle to build a picture of the performance of classes and individual students.

This information will feed into the schools Inclusion and Intervention strategy. The school's Special Educational Needs Coordinator, Faculty Directors of Learning and Progress Managers, will all have access to this information for their respective groups. They will be the next line of support. This support will include among other things the use of GACs to support individual student needs and 'Academic Tutoring' sessions.

In addition, we will continue the Tutor-Me programme as established at Bethnal Green Academy, our partner school. The Tutor-Me programme works to attract volunteers to come and work with our students one-to-one on topics of concern as highlighted by the 'Pupil Tracker'. At Bethnal Green Academy we currently recruit from a number of professional institutions, including Action Tutoring, Queen Mary University, Lloyds PLC and Deutsche Bank, to come in before school, after school and on the weekend to support our students. At Bethnal Green Academy we have nearly 50 tutors in every week to give 1-2-1 or small group support to students.

D2.4 Monitoring, Evaluation and Review and Monitoring and Improving the Quality of Teaching

Having an effective Monitoring, Evaluation and Review (MER) system is fundamental to the success of a school that aspires to see outstanding teaching in all classrooms across all key stages. This system builds on the successful structure we have in place at Bethnal Green Academy; including learning from the latest teaching pedagogy and the clear expectation for consistent *Outstanding* practice. In addition, this objective will be driven within a climate of professional support and respect so that all teachers are able to take risks and work collaboratively to learn and grow as practitioners.

The aims of our MER cycle are to:

- Allow the school to have an accurate picture of its present practice and what to improve next and how.
- Create a set pattern of monitoring that is feasible, useful and appropriately informative.
- Allow all staff to grow professionally and to have a clear focus for their development.
- Ensure the progress made by students is outstanding and in line with the ARR plan.
- Maintain the positive and motivation environment we want our students and staff to work with-in by highlighting successes and progress
- Provide the Directors of Learning, the Leadership Team, Governors and Parents with evidence-based information that gives a robust overview of progress, standards, issues, strengths and areas for development. This will inform targets laid out in the School Evaluation Form (SEF).
- Inform the individualised target-setting process, the continuing professional development (CPD) cycle, performance management and School Improvement Plan (SIP).

D2.4.1 MER timetable

The graphic below shows the MER Cycle that will be implemented at the Green Spring New School.



D2.4.2 MER Methodology

Monitoring Evaluation & Review Cycle Area	What evidence? / Collected by whom? / How will it be used?
Planning	<p>DOL's and LAM's will monitor the planning of all staff including GAC's.</p> <p>The data collected will provide support and direction to colleagues with regard to their planning and areas for development. It will also inform developments in Schemes of Learning.</p>
Lesson observation cycle	<p>DOL's will be responsible for organising the observation schedule. At least 50% of the lessons will be jointly observed with a member of the SLT (Line Manager) to quality assure the process.</p> <p>The observation process will;</p> <ul style="list-style-type: none"> ▪ be constructive and positive for both the observed teacher and the observer. ▪ be against a structured criterion. ▪ will last 30 minutes minimum ▪ ensure each class is observed once in each cycle. ▪ ensure feedback is given soon after the observation. <p>The information gained will be utilised to support the process of subject monitoring and staff development by DOL's and the leadership team. It will inform the CPD needs of individuals, departments as well as the whole school.</p>
Learning Walks	<p>DOL's, LAM's, Progress Managers and the Senior Leadership Team will conduct learning walks. There will be regular unannounced visits to lessons, always with a focus linked to the school improvement priorities.</p> <p>Learning walks will be used to focus on specific aspect of teaching and learning and will complement other information gathering processes. It will be used as a snapshot judgment of the effectiveness of INSET (CPD), curriculum innovations or developments in teaching and learning styles.</p>
Pupil Progress (Data Entry Points 1, 2 and 3)	<p>Assessment by teachers will be on going and regular without being an unmanageable, distinct process in itself. There will be a data entry point (DEP) once a term but students will not be assessed only once a term just before a Data Entry Point (DEP). Assessment will be regular and based on a number of different sources:</p> <ul style="list-style-type: none"> • Test on content and skills covered. • Homework • Book work • Class contributions <p>Are all valid forms of assessment; it is the standardisation of these methods of assessment between teachers that will be important.</p> <p>The DEP information will be used by teachers, middle leaders and Senior Leaders to improve teaching and learning to:</p> <ul style="list-style-type: none"> • Identify pupil underachievement and set intervention strategies. • Challenge expectations of staff, pupils, and parents. • Enable evidence-based discussions with staff and students. • Monitor the effectiveness of initiatives and strategies.

Work Sampling/talk with pupils	<p>Book sampling will be a regular ½ termly focus across the school. It will be led a member of the leadership team with the support of the progress managers.</p> <p>The book analysis will look at the following:</p> <ol style="list-style-type: none"> 1. Is the marking up to date? 2. Do teachers set formative targets that are student friendly? 3. Do students respond to it? 4. Are students being stretched? 5. Is there evidence that students are making the required progress? 6. Are students being given adequate support to develop their literacy? <p>This information will be used to identify strengths and areas to improve for individuals as well as development required on departmental and whole school level. As part of the process the views of the learners will also be collected.</p>
Subject Reviews	<p>There will be regular subject reviews that will be led by a member of the Senior leadership team. However, when possible external experts will be brought in to lead the review and will be supported by an internal middle leader outside of the Faculty being reviewed.</p> <p>The purpose of these reviews will be to give DOL's an "outsider's" view of the teaching and learning in the department and to identify areas that need developing. These points will be outlined in a report from which DOL's will be required to write an action plan to show how they will address them so that in the follow up there is evidence of progress. The review will not be a lengthy document and the action plan shouldn't be more than clear bullet points outlining the strategies DOL's will put in place.</p>
Department SIP + SEF	<p>Each DOL will write a FIP (Faculty Improvement Plan) and complete a termly Self Evaluation Form (SEF). These will feed into the School Improvement Plan (SIP) and SEF.</p> <p>These two key documents will be used to drive School Improvement across the school. The SIP will sets out a three year strategic plan for the school, with targets that everyone works towards and the SEF will set out how well the school is doing and where we aim to make improvements.</p>
Homework	<p>We believe that homework is an important part of school life helping students to achieve their potential and develop crucial learning habits. Teachers will be expected to set homework in line with Faculty policy and it will be monitored by LAM's, KS coordinators and DOL's on a regular basis. This information will be reported to line-managers once a term.</p> <p>Homework will be designed to be an effective and beneficial part of and aid to the learning process and will reinforce the achievements of the child. It will be an integral and important part of the school's home liaison strategy and the partnership between teachers, students and parents.</p>

The important point will be the flow of information. The school's performance, judged by its academic results, SEF and SIP will set the Agenda for what staff and faculties will focus when setting their targets for their performance management, and, in an equal, but opposite way, the performance management will inform the SEF, SIP and academic targets. The fact that individual performance management targets come from the whole school objective will mean that when these targets are aggregated for the whole school they will equate to the whole school target. For example, the ARR cycle sets the expectation of pupils being on track to be in the top 5% for progress nationally that will sit in the SIP; performance

management targets for progress in each class will in turn sum to this whole school target for Progress 8.

The Performance Management programme will be visited in the first autumn half term and reviewed in each term to check progress towards targets and additional support will be provided to ensure these targets are met. It will be led by the person being reviewed, so they are choosing their targets in line with their interests and ambitions as well as the whole-school target. The line-manager will act as a coach in this relationship, ensuring the ownership and drive always comes from the staff member being coached. Developments and changes to the performance management document will in turn fuel the review of the SIP and SEF.

Supplementing the School SIP and SEF, each middle leader will also have an 'Improvement Plan' and 'Evaluation Form' for their area of responsibility. This will ensure they take a strategic oversight in choosing a direction for their faculty or year group. Again, these will feed in to whole school targets and objectives for the middle leaders area of accountability.

This MER cycle will be fuelled by triangulated evidence that attempts to capture every aspect of the learning process for students.

Continuing Professional Development (CPD) will play an important strategic role and will be informed by the school's, the faculty's, the pastoral's, and most importantly, individual staff members' self evaluations. The foci for CPD will come from these targets to ensure it is relevant in terms of the whole school and individual staff member's objectives. For example, if differentiation in the classroom came up as an area of concern amongst staff from the lesson observations, then this would be their inset focus, whilst other staff members might look at advanced methods for Assessment for Learning if this target arises from a significant number of the other performance management reviews. Furthermore, if some members of staff need some specialised training, they will be able to request these. The aim of CPD will always be to support staff in reaching their performance management objectives they identified in their review, which in turn leads in to the school-wide targets. We will strive to be evaluative in our implementation of CPD, taking regular feedback from staff about how they feel individual trainings have impacted on their teacher learning whilst also measuring the effectiveness of insets through follow-up book looks, learning walks and

CPD will be delivered through four main mechanisms:

- Alternating weekly meetings between: Faculty Teams, Pastoral Teams and Staff Professional Learning. Faculty and Pastoral meetings will focus on driving these areas forward and development of staff in relation to these objectives, whilst the professional learning session will focus on the skills gap identified from the performance management of staff members.
- Five whole-staff INSET sessions each year. These will be day-long events where new initiatives in line with the school SIP will be launched and longer, extended professional development can be delivered. These will both ground teachers in learning theory and provide them with the opportunity to share and devise a range of strategies for best practice.
- Each staff member will have a mentor assigned to them in school that will be from outside their direct line-management relationship. This will be to support staff development outside of their current area of accountability and support them in realising their long-term development goals. Time will be allocated for these mentoring conversations at least once per term.
- Weekly Professional Development briefings to all staff will be used to share and highlight best practice from across the school. This will usually take a literacy or numeracy focus, but will also take the foci identified from the SEF and SIP.

D2.5 Liaising with and reporting to parents/carers

For pupils to have the best chance to succeed, their parents need to trust in and be supportive of their school from the outset. Striking up positive relationships with their families from the earliest stage is crucial to ensuring that our pupils are appropriately supported to succeed throughout their school career. Our strategy for liaising with parents is founded on the premise that in order to achieve the best outcomes for pupils, parents require support from school and school requires support from parents.

1. Making parents feel like a valued part of our community from the earliest stage

It is our strategy not only to make our expectations clear to parents and to support them to meet them, but also to make parents feel as though they are valuable members of our community who play a crucial role in supporting our young people. As one means of engaging hard to reach parents, we will offer a range of opportunities for parents to feel that they can contribute positively to our community and feel part of it- such as volunteering to support with clubs and school trips and organising parent events.

Our Saturday Arts and Sports Academy will also be open to Primary students. This will provide an opportunity to strike up positive relationships with families prior to their child's enrolment. Our school serving as a safe and productive environment for these young people could provide a particularly valuable opportunity to engage the families of ethnic backgrounds who are historically difficult to engage (e.g. up to 50% of our cohort may be WBRI).

2. Induction Procedure: Meeting Parents and Home Learning Contract

Green Spring New School will engage parents effectively in their children's education through an induction procedure which secures parental responsibility and involvement from the outset of their child's enrolment.

All Year 7 students and their families will be expected to visit the school prior to their starting to meet with Senior Leaders, the Key Stage 3 progress manager and the school SENCO where relevant. We recognise that this will be a considerable amount of work to be covered by our staff and we will plan in advance to manage this load effectively.

Through this visit we will set our expectations for parental responsibility through the signing of a Home Learning Contract (a working agreement) between the school and parents. The terms of this working agreement will include ensuring their child's attendance, parental participation in parents' evenings, school meetings and using strategies for educational intervention at home. For example, parents will undertake to make full use of the 'Pupil Tracker' discussed above, which enables parents to monitor their child's progress and provide interventional support at home.

This collaborative approach between parents and teachers will offer students a comprehensive and thorough support network in and outside school.

It will be a requirement for parents to complete this induction process in order for their child to enrol at GSNS because we feel that parental support is so crucial for enabling pupils to succeed.

3. Regular, Meaningful Parental Communication

It is central to The Trust's vision to empower our pupils to achieve and one of the most beneficial ways of doing this is to provide parents with the appropriate advice, guidance and resources to support their children.

Parents will have access to the 'Pupil Tracker' at all times, meaning that they are able to monitor their child's progress at any time. One feature of our 'Pupil Tracker' is the provision of appropriate learning resources to allow home learning. In addition to this we will hold coffee mornings for parents of different year groups to share further resources and open up further dialogue about the best ways to support our young people.

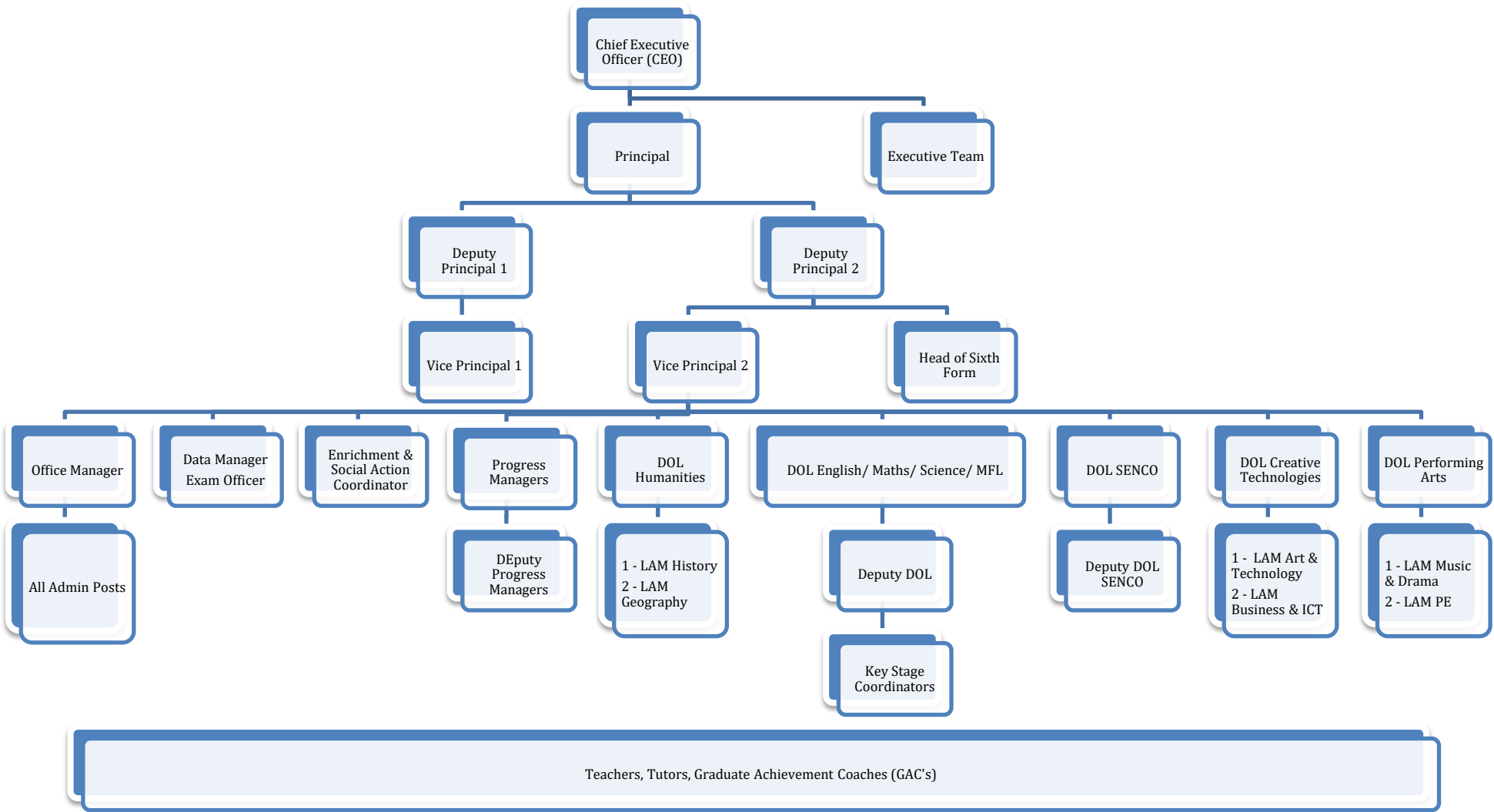
Teachers will be expected to report home with good news about a students' progress through phone calls and praise postcards.

There will be two parents' evenings for each year group every year, ensuring at least two formalized opportunities for parents and teachers to discuss a child's progress.

We will aim to ensure that our school is accessible to parents according to the needs of their child as and when they arise. If parents are unable to attend parents' evening, they will be expected to arrange a separate meeting or phone call with the relevant Progress Manager in lieu of this at their convenience. Parents will also be free to contact the school at any time to establish a meeting to discuss their child's progress and how to support them further.

D3: Staffing

Organisational Structure of GSNS



The staffing structure will comprise of the following:

- Senior Leadership team
- Middle Leadership Team (Directors of Learning and progress managers)
- Teaching staff
- Support staff

Senior Leadership Structure: The senior leadership of the school will be made up of the Principal, two Deputy Principals, two Vice Principals and the Head of Sixth Form. The Principal will lead the school with the Deputy Principals and Vice Principals reporting to him.

The Senior Leadership team will have clearly identified roles and will be responsible for developing and implementing the strategic goals of the Trust. Their responsibilities will be directly linked to key school priorities that enable outstanding outcomes for all students.

<p><u>Principal</u>- The Principal will report to the Local Governing Body (LGB) and be accountable to the CEO.</p> <p>Key responsibilities:</p> <ul style="list-style-type: none"> • Self Evaluation and School Improvement Plan • Standards across the school • Staffing • Quality of teaching and learning • Assessment and reporting to parents • Attendance • Behaviour and the pastoral system • Safeguarding • Community engagement • Line management of Senior Leadership team 		
<p><u>Deputy Principal 1</u> will be responsible for achievement and standards in the school.</p> <p>Key responsibilities:</p> <ul style="list-style-type: none"> • Learning and teaching • Raising Attainment • Continuous Professional Development (CPD) • Line management responsibility 	<p><u>Deputy Principal 2</u> will be responsible for behaviour and safety in the school.</p> <p>Key responsibilities:</p> <ul style="list-style-type: none"> • Behaviour and pastoral system • Child Protection and Safeguarding • Attendance • Line management responsibility 	
<p><u>Vice Principal 1</u></p> <p>Key responsibilities:</p> <ul style="list-style-type: none"> • Assessment, recording and reporting • Literacy 	<p><u>Vice Principal 2</u></p> <p>Key responsibilities:</p> <ul style="list-style-type: none"> • PHSE • Assemblies • Enrichment 	<p><u>Head of Sixth Form</u> will be a member of the Senior Leadership team and will have a whole school leadership input. She/he will have a vital role in leading the academic, pastoral</p>

<ul style="list-style-type: none"> • Parents evening • Gifted and Talented • Line management responsibility 	<ul style="list-style-type: none"> • Global Citizenship • Student voice & student leadership • Inclusion • Line Management responsibility 	<p>and extra-curricular development of the 200 students in the upper school.</p> <p>Key responsibilities:</p> <ul style="list-style-type: none"> • Sixth Form recruitment • Monitoring Learning & Teaching and academic improvement • UCAS application procedure including Oxbridge applications • Pastoral system including the tutorial programme • Sixth form Student Voice and leadership • Line Management responsibility
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School Structure

The middle leadership structure in the school will include the following:

Director of Learning – English
 Director of Learning – Mathematics
 Director of Learning – Science
 Director of Learning – Modern Foreign Language (MFL)
 Director of Learning – Humanities
 Director of Learning – Creative Technologies
 Director of Learning – Performing Arts
 Progress Managers – Y7, Y8, Y9, Y10, Y11, Y12 and Y13

All Directors of Learning will be classroom teachers with a 60% (21 out of 35 periods) teaching commitment.

The core subjects (English, Mathematics and Science) and MFL will have the same TLR structure with a Deputy Director of Learning (DDOL) who will lead on KS4, a KS3 coordinator and a KS5 coordinator.

Humanities, Creative Technology and Performing Arts will have Learning Area Managers (LAM) instead of a DDOL to ensure that outstanding subject specialists are recruited to lead in Geography, History, Business and ICT, Technology, Art, Drama, Physical Education (PE) and Music.

Progress Managers will be classroom teachers with TLRs and 3 hours of leadership time. They will have the responsibility of pastoral support and managing and supporting the progress of all students across their year groups.

KS3 progress manager will have the further responsibility of working together with the SENCO and local primary schools to manage the transition period.

Phased Growth

The table below shows an outline of the proposed staffing growth of the school, which will reach its maximum capacity of 1100 students in 2025. The numbers in the table represent actual members of staff.

Staff/Year	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023	Sept 2024	Sept 2025
Students on Roll	90	180	300	420	600	790	980	1040	1100
Leadership Team	2	3	3	5	6	6	6	6	6
Principal	1	1	1	1	1	1	1	1	1
Deputy Principal 1	1	1	1	1	1	1	1	1	1
Deputy Principal 2	0	0	0	1	1	1	1	1	1
Vice Principal 1	0	1	1	1	1	1	1	1	1
Vice Principal 2	0	0	0	1	1	1	1	1	1
Head of Sixth Form	0	0	0	0	1	1	1	1	1
Middle Leadership	4	4	7	7	7	7	7	7	7
DOL – English and Humanities	1	1	0	0	0	0	0	0	0
DOL- English	0	0	1	1	1	1	1	1	1
DOL- Humanities	0	0	1	1	1	1	1	1	1
DOL – Mathematics and Science	1	1	0	0	0	0	0	0	0
DOL – Mathematics	0	0	1	1	1	1	1	1	1
DOL- Science	0	0	1	1	1	1	1	1	1

DOL – MFL	1	1	1	1	1	1	1	1	1
DOL – Creative Technology and Performing Arts	1	1	0	0	0	0	0	0	0
DOL- Creative Technology	0	0	1	1	1	1	1	1	1
DOL – Performing Arts	0	0	1	1	1	1	1	1	1
Main Scale teachers	4	10	14	20	35	43	50	53	53
English	0	1	2	3	6	7	8	8	8
Mathematics	0	1	2	3	6	7	8	9	9
Science	1	2	2	3	6	7	8	9	9
MFL	0	1	2	3	4	5	5	6	6
Humanities	1	2	3	4	6	7	9	9	9
Creative Technology	1	1	1	1	2	3	4	5	5
Performing Arts	1	2	2	3	4	6	6	6	6
Total Teaching Staff	8	14	21	27	42	50	57	60	60
Inclusion Staff	2	5	8	10	14	19	22	22	22
DOL – SENCO	0	1	1	1	1	1	1	1	1
DOL- Deputy SENCO	0	0	1	1	1	1	1	1	1
GAC's	2	4	6	8	12	17	20	20	20
Support staff	3	5.9	9	13	20	28	35	35	35
Office Manager	1	1	1	1	1	1	1	1	1
Deputy Office Manager	0	0	0	0	0	1	1	1	1

Data & Exam Manager	0	0	0	1	2	2	2	2	2
Data & Exam Assistant	0	0	0	0	1	1	1	1	1
Cover Supervisors	0	0	0	0	0		2	3	3
6 th Form Supervisors	0	0	0	0	0	0	2	2	2
Finance 1	0	0.5	0.5	1	1	1	1	1	1
Finance 2	0	0	0	0	0	1	1	1	1
Office Receptionist	1	1	1	1	1	2	2	2	2
Principal PA	0	1	1	1	1	1	1	1	1
Admin/PA Support	0	0	0	0	0	1	1	1	1
Admin Support KS3/4/5	0	0	0	0	0	0	3	3	3
HR Assistant	0	0.5	0.5	1	1	1	1	1	1
ICT Assistant	0	0.5	1	2	2	2	2	2	2
Multimedia Technician	0	0	0	1	1	1	1	1	1
Caretaker	1	1	2	2	2	2	3	3	3
Reprographics	0	0	0	0	1	1	1	1	1
Attendance and Welfare	0	0.4	1	1	2	2	2	2	2
Librarian	0	0	0	0	0	1	1	1	1
Science Technician	0	0	1	1	1	2	2	2	2
Music Technician	0	0	0	0	0	1	1	1	1
Sports Coach	0	0	0	0	0	1	1	1	1
Cleaner	Cleaners will be centrally contracted								

Total Support Staff	5	10.9	17	23	34	47	57	57	57
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In the first two years, it is expected that all senior leaders will take on significant teaching responsibilities, which will reduce as the school grows.

The new school will open with the Principal and one Deputy Principal.

The table below shows the timeline for appointing key staff to GSNS in the first five years.

Year	Staffing structure
Year 1	<ul style="list-style-type: none"> - Principal and Deputy Principal appointed - DOL English will line manage Humanities in Year 1 and Year 2. - DOL Maths will line manage Science in Year 1 and Year 2. - DOL Performing Arts will line manage Creative Technology. - Progress Manager responsibilities will be taken up by one of the DOLs. - The role of SENCO will be taken up by one of the DOLs. - The office managers will have responsibility for attendance and welfare, HR and Finance in Year 1 and Year 2.
Year 2	<ul style="list-style-type: none"> - New Vice Principal (VP1) will be recruited. - Enrichment and Social Action Coordinator recruited. - Specialist DOL SENCO recruited
Year 3	<ul style="list-style-type: none"> - DOLs in Humanities, Science and Creative Technologies recruited. - Deputy DOL SENCO recruited. - A full time Attendance and Welfare lead recruited. - Progress managers recruited in Years 7, 8 and 9. - Curriculum Middle Leadership reaches full capacity.
Year 4	<ul style="list-style-type: none"> - New Vice Principal (VP 2) recruited. - Multi Media Technician recruited. - Deputy Progress Managers are appointed.
Year 5	<ul style="list-style-type: none"> - Senior Leadership reaches full capacity.

In Years 6 and 7 as the school reaches its maximum capacity we will recruit to the following posts:

- Deputy Office Manager

- Cover Supervisors
- 6th Form Supervisors (Finance allowing we will try to do this a year earlier)
- Dedicated Librarian
- Admin Support for KS3/4/5 pastoral teams
- Sports Coach
- Music Technician

Capacity as a Multi Academy Trust

As a MAT, there is capacity for staffing HR, ICT, Communications and Finance to be supported more centrally, in the sense that the responsibilities for the strategic elements of these roles will lie with the executive board of the Trust, see F2. This accounts for the levels of staffing for these roles at GSNS.

Section E: Evidence of need – part 1

	2017				2018			
	A	B	C	D	A	B	C	D
Year 7	90	94		104%	90	91		101%

Section E: Evidence of need – part 2

E1 THE NEED FOR SECONDARY PROVISION

E.1.1 Shortage of places

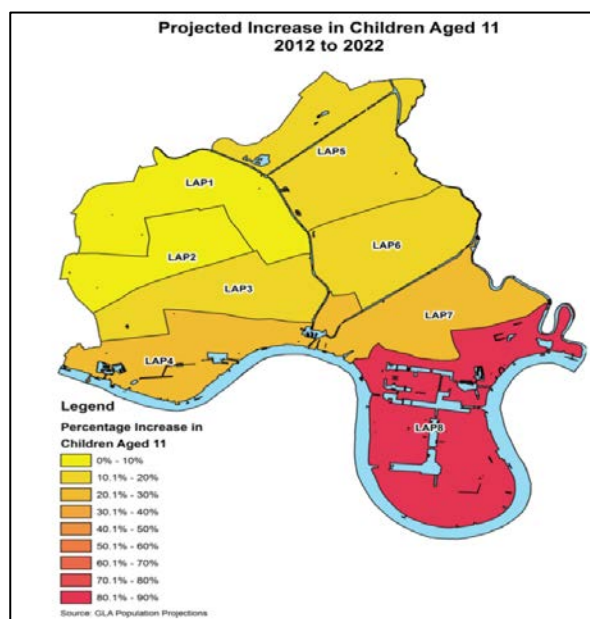
The growing demand for secondary places in Tower Hamlets over the next 10 years breaks down as follows:

- 4FE needed by 2019
- 7FE needed by 2021
- 20FE needed by 2024

These projections of need, provided by the London Borough of Tower Hamlets cabinet on 8th September 2015 at their annual review of school places, take into account the already planned increases in school capacity (including Free Schools), making it clear there is a need for further educational provision.

As the demand for secondary school places is growing over time, the size of our new school in September 2017 and its growth over the next 5 years will reflect the projected need for a new school. The school will open with 3FE in 2017 and will expand to 4FE in 2019 and will be 6FE from 2021 onwards. Tower Hamlets Councillor, Andrew Wood has advised us, based on his calculations, that already in 2017 there is a need for at least one new Secondary school in Tower Hamlets.

The need for places in Tower Hamlets is further documented by the London Council (Do the Maths | September 2015). Their calculations show that the borough will see an increase in need of up to 12% for secondary places by 2020. This increase in population will not be evenly spread. Local Areas Partnerships 4, 7 & 8 (LAP 4, 7 and 8) are projected to have the highest growth in 11 year-olds ready to start secondary school (40%-90%) over the next 10 years. This is demonstrated in this diagram, taken from the Tower Hamlets 'Planning for School Places – 2014/15 Review'.



It is proposed that Green Spring New School will be located in the E1W, Wapping postal code area in LAP 4. We have decided to locate the new school in Wapping, as there is currently no secondary provision in the area and secondary age students are forced to travel outside of Wapping. In addition to this, the local authority had a planning application approved in March 2014 for the establishment of a 6FE secondary school in the London Dock development (former News International site in Wapping), which make a potential site available.

E1.2 Shortage of high-quality provision

The quality of secondary provision in the surrounding area to Wapping is weak.

Secondary Stage (Key Stage 3 to Key Stage 4)							
Schools nearest to the proposed Free School location	Distance from proposed location of Free school in Miles	% of pupils eligible for Free School Meals	% of pupils who speak English as an Additional Language	% of pupils School Action Plus or with a Statement	Progress 1 (Expected Progress in Maths)	Progress 2 (Expected Progress in English)	Attainment Measure (5A*-C including Eng and Mat)
George Green's School	4.5	78.5%	64.2%	10%	52%	73%	43%
Langdon Park Community School	3.8	84.2%	81.2%	11.9%	54%	74%	46%
London Enterprise Academy	1.3	N/A	N/A	N/A	N/A	N/A	N/A
Wapping High School	1.3	73.5%	6.8%	11.1%	N/A	N/A	N/A
Mulberry School for Girls	1.0	71.8%	92.0%	8.3%	75%	80%	68%
Bishop Challoner School (Girls)	1.4	55.5%	41.6%	7.0%	72%	75%	62%
Bishop Challoner School (Boys)	1.4	54.7%	34.6%	11.1%	60%	49%	39%
Sir John Cass Foundation School	1.9	71.9%	76.4%	4.9%	90%	87%	79%
Stepney Green School	2.0	70.1%	83.1	6.3%	74%	76%	60%
St Paul's Way	3.1	75.3%	78%	10.3%	68%	83%	57%
Average figures that may be applied to GSNS	N/A	70.6%	62%	9%	68%	75%	57%
National average	N/A	28.5%	13.60%	7.3%	65.5%	71.6%	56.6%
Bethnal Green Academy	2.2	73.1%	75.4%	12.2%	88%	97%	80% (90% in 2015)

Sir John Cass Foundation School is judged by Ofsted as *Inadequate* and Wapping High School is judged *Requires Improvement*.

The five other mixed, comprehensive schools and academies in the borough are also weaker than the Trust's Bethnal Green Academy despite having similar or somewhat stronger intake profiles. The proportion of students achieving 5 A* - C GCSEs including English and Maths ranging from 43% to 60% compared with 90% of students at Bethnal Green Academy in 2015.

E1.3 Lack of provision for disadvantaged communities

E1.3.1 Extending opportunities for students from disadvantaged backgrounds

As well as the need for outstanding academic education, there is also a need in Tower Hamlets for a school, which offers a safe and nurturing environment and the opportunities that students would otherwise not have access to. Of our expected cohort, 70.6% of students are expected to be eligible for FSM. According to the Tower Hamlets' Child Needs Poverty Needs Assessment (2010), beyond the risk of underachievement, some of the issues facing children from deprived backgrounds include:

- restricted opportunities at school (inability to pay for uniforms, study guides, trips)
- restricted chances to make and sustain friendships (costs of attending/hosting social events)
- tensions with parents (who have to work long hours or rely on childcare)
- low quality housing causing difficulty sleeping, studying or playing at home
- neighbourhood deprivation and lack of safe, local and low-cost leisure facilities

At the centre of our vision is the imperative to provide the young people of Tower Hamlets with an exceptional curriculum and life chances, whatever their socio-economic background. Bethnal Green Academy delivers a challenging curriculum and extensive enrichment programme that ensures that pupils from disadvantaged backgrounds (73.1%) enjoy the same cultural opportunities and achieve the same outcomes as their peers.

E1.3.2 Widening opportunities for university entrance and high-level vocational destinations in sixth form

A key unmet need in our area is support and guidance around post-16 destinations, evidenced by the 2014 destinations figures for Tower Hamlets: 3.4% NEET, 11% attending Russell Group universities, 0% Oxbridge.

Green Spring New School's curriculum, comprehensive 'Information, Advice and Guidance' (IAG), and focus on developing well-rounded individuals will focus on untapping the potential of all students and positioning them as competitive candidates for the university courses and careers of their choice. In 2015, BGA's IAG programme supported 91% of students to progress to University (20% Russell Group) and 9% to progress to employment or further training.

E1.3.3 Promoting Community cohesion

A key role of schools is to play an active role in promoting and enabling community cohesion including British Values. In 2014, a number of schools in Tower Hamlets were inspected by Ofsted and categorised as *Inadequate* because of failing to do so. The holistic education provided by Green Spring New School will prioritise the development of our young people into well-rounded 'Global Citizens' who embody British Values. Our social action program will further establish them as responsible citizens who unify and add value to their community.

E1.4 Parental and Student Choice: A Truly Inclusive School

We believe that an outstanding education should be accessible for all children. We wish to establish a high quality offering which is accessible to all students. Our admissions criteria will

follow the Tower Hamlets Admissions policy, which is non-selective and based on proximity to the school site.

E1. 5 THE DEMAND FOR GREEN SPRING PROVISION

E1.5.1 Registered Interest

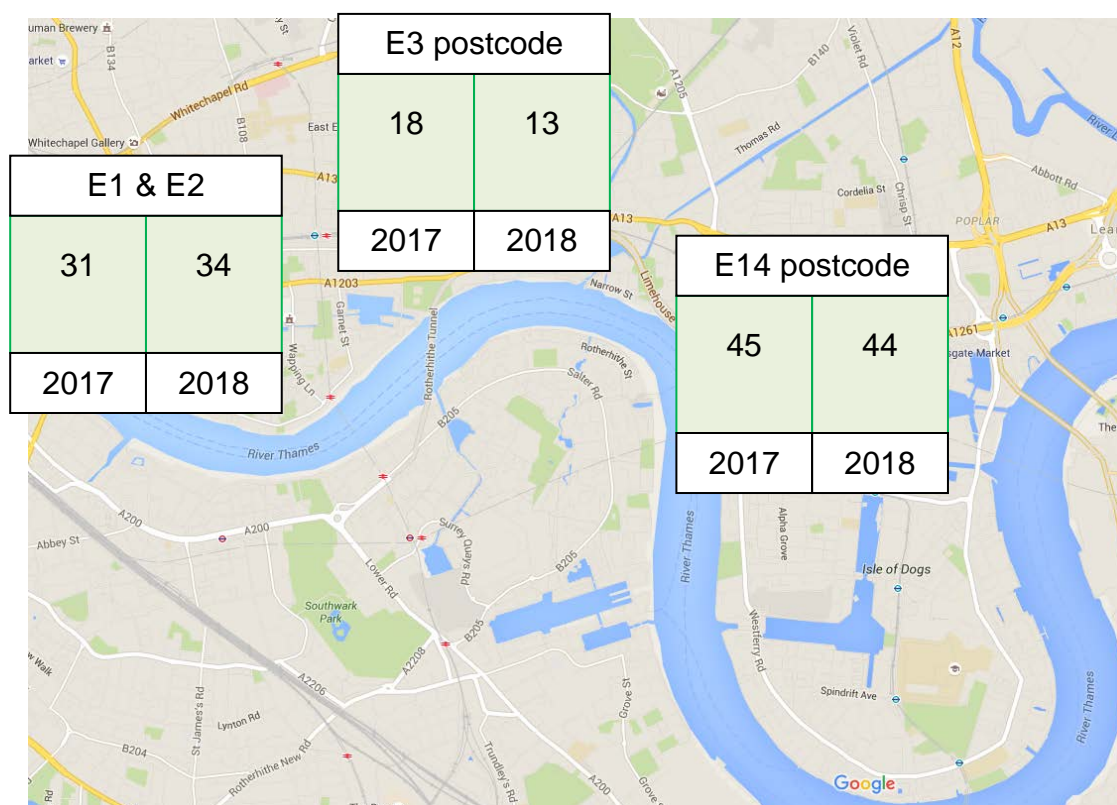
Green Spring Education Trust can demonstrate strong local demand from parents and carers for a new school run by the Trust in the London Borough of Tower Hamlets (see table E1).

The parents and carers of more than 90 students for each of 2017 and 2018 Year 7 intakes have indicated that the new Green Spring Education Trust School would be their first choice on application. This represents 100% of the target PAN.

DfE will be aware that the Trust submitted a Wave 9 bid for an all-through school in the south of the London Borough of Tower Hamlets. This location secured the equivalent of 120% of secondary PAN at the time of submission in May 2015 and 150% at the time of interview in July 2015.

The Trust re-contacted these parents to confirm their continuing interest if the school was re-located. The Trust also carried out further surveys of parents/carers in the west of Tower Hamlets during September and October 2015.

Approximately half the registered demand comes from parents/carers who re-confirmed their support for a Green Spring New School despite its relocation to Wapping. The other half of registered interest is newly generated, primarily in the E1, E2 and E3 postcodes where the shortage of high quality provision is so notably experienced.



The Trust will continue to survey parents and carers until March 2016 and is therefore confident that registrations of first choice interest will continue to rise to 150% as was the case in the Wave 9 bid.

E1.5.2 Admissions Over-subscription

Green Spring Education Trust has also identified that there will be further demand for places at Green Spring Academy from second choice applications to the Bethnal Green Academy.

The Trust's Bethnal Green Academy, which is judged Outstanding by Ofsted, has seen its 5ACEM score increase from 90% in 2015. This sustained improvement has been mirrored by the increasing number of first choice secondary applications each year.

For September 2015 entry there were 633 applications for 180 places for September 2015 entry, of which 165 places (92%) were for first choices. Only 15 places (8%) were offered to second choice applications within a borough where only 75% of students get their first choice.

For September 2016 entry it is expected that no second choice applications will be offered a place and a significant proportion of first choice applications will be unsuccessful. At the time of submission the Trust has already seen 80% increase in the number

For this reason the Trust contacted a sample of 25 parents/carers of Year 7 students to ask whether they would have listed a new Green Spring Education Trust school as a second choice school and taken a place if not offered a place at Bethnal Green Academy. 100% of the sample agreed

Therefore the Trust is confident that unsuccessful first choice applications to Bethnal Green Academy would result in students taking places at the second Green Spring Trust academy.

E1.5.3 Feeder primary schools and travel distance

Green Spring Education Trust has also identified two further factors that are likely to increase parental demand for places at the new Green Spring Education Trust Academy.

Bethnal Green Academy currently receives students from 49 different feeder primary schools across Tower Hamlets and two other neighbouring boroughs. The radius of applications is extending showing a willingness to travel across the borough and across borough boundaries to access an outstanding education,

Additionally, Bethnal Green Academy currently has 25% of pupils from outside of borough. So far the canvassing of parents and carers are focused on the London Borough of Tower Hamlets and therefore additional demand is expected from families in the London Borough of Hackney and the City of London Corporation.

E2 COMMUNITY ENGAGEMENT

E2.1 Understanding the Tower Hamlets community

The London Borough of Tower Hamlets is a truly multi-cultural area with over 90 different languages or groups of languages used by citizens. Indeed, Tower Hamlets is ranked as the fourth

most linguistically diverse area in England and Wales, and has the second highest proportion of residents with low levels of fluency in English in England (ie cannot speak English well or at all).

English and Bengali are the two most commonly used languages: 66% use English and 18% use Bengali. In fact, Tower Hamlets has the largest Bengali community by number and proportion number and proportion of Bengali speakers in the country. The largest language groups after English and Bengali are Chinese, French, Spanish, Italian and Somali, with each language being used by 1-2% of the population. Bangladeshi, White British and 'White Other' ethnic groups make up three-quarters of the Tower Hamlets population, with the Bangladeshi population making up approximately one-third (Source 2011 census

This is a community that Green Spring Education Trust, through the Bethnal Green Academy, knows how to engage effectively.

E2.2 Programme to engage the local community since September 2015

The Green Spring Education Trust has organised two phases of activity to engage the local community. The first was linked to Wave 9 application for an all-through school in the Isle of Dogs running from January to July 2015.

Following feedback from the DfE on September the Trust decided to submit a fresh application for a secondary, 11-19 school in Wapping. Since then the Trust has started the second phase which is expected to continue through to March 2016.

E2.2.1 Re-contacting parents/carers

All parents and carers that previously registered interest in the Green Spring New School were re-contacted by telephone during the last week of September and briefed on the proposed change of location. They were then asked whether the school would be their first choice for secondary application for 2017 and 2018. Details of the children of those parents and carers that re-confirmed were recorded.

Where it was felt that dialogue in Bengali would be appropriate, a member of staff fluent in the language carried out the interview.

E2.2.2 Street surveys

Members of the Bethnal Green Academy staff carried out street surveys. Parents and carers were briefed on the new school using a new information leaflet and then asked if they had children of the appropriate age for secondary entry in 2017 and 2018. They were then asked if the new school would be their first choice for application.

The street surveys were carried out by teams, again including Bengali speakers to ensure mutual clarity of understanding.

E2.2.3 Online engagement

Green Spring Education Trust created a website separate from Bethnal Green Academy in December 2014. It was used initially for the promotion of The London International New School and was updated regularly through to September 2015.

This has provided a useful forum for keeping the community abreast of the proposals for the school and for the school to obtain feedback from the community. There are also plans to send out a monthly e-newsletter.

The website has been updated to communicate the outcome of the Wave 9 application for an all-through school. Recently it has been updated to introduce the proposals for a secondary 11-19 school.

<http://www.greenspringeducationtrust.org.uk/proposed-schools-and-academies/>

E2.2.4 Leaflet distribution

The new leaflet has been bulk distributed in a number of community centres including;

- Idea Store – Council one-shop stop centre to enable residents to access a range of services
- St George's Leisure Centre, Wapping
- John Orwell Sports Centre, Wapping

The leaflet has also been distributed via 6 local mosques and 6 local Churches of Anglican and Catholic denomination. The team also distributed the leaflets to visitors to the Whitechapel and Watney Markets.

E2.3 Dialogue with London Borough of Tower Hamlets

Green Spring Education Trust has always sought to engage with the Local Authority on its proposal, wanting to help meet the local demand for high quality provision. It recognises that the Green Spring New School will be part of the local family of schools, like Bethnal Green Academy.

Tower Hamlets is unusual in having a directly elected Mayor and in May 2015 the leadership of the Council changed following local elections. The Trust is encouraged that the new Mayor has seemingly espoused a more neutral line on the academies and Free Schools. There appears to be a consensus on the importance of supporting and enabling a Tower Hamlets family of excellent schools, rather than concerns about the status and type of schools.

On November 9th the Trust will be meeting the Mayor, John Biggs, and Deputy Mayor Rachel Saunders who is also Cabinet Member for Education and Children's Services.

A new Chief Executive and Director of Children's Services have recently been appointed. It is hoped that a new partnership can be developed and a meeting will be set up as soon after the Mayoral meeting as possible.

On October 23rd the Trust will be meeting with the St Katherine's & Wapping Councillor Julia Dockerill to outline the proposals.

One particular area of discussion with the Local Authority is about the site given that planning permission in principle has been given for a secondary school on the former News International site in Wapping

The Trust is confident that continuing dialogue with the Local Authority will be positive and address any historic concerns about the Green Spring Education Trust proposal.

E2.4 Plans for the coming months

Green Spring Education Trust recognised the importance of continuing and extending the community engagement beyond the three weeks since the Trust received DfE feedback on the Wave 9 proposal. In particular the Trust will organise the following;

E2.4.1. Community meetings

The Trust will organise a series of open meetings for the local community to outline the proposals. In particular, the Trust would like to gather information on local views on the school facilities that would be ideally available for community use.

E2.4.2 Primary School briefings

The Trust CEO, Mark Keary, and the Trust leadership also want to meet with each of the likely feeder primary schools within Wapping and the postcodes E1, E2 and E3. Many are already know the Trust and vice versa and their input to the proposals will be invaluable.

E2.4.3 Parental engagement

The Trust wants to make more parents and carers aware of the proposal and develop a critical mass that support and advocate the new school. In part this can be done via the primary schools but also the community events. Within the parent community of Bethnal Green Academy there are also a number of community leaders that can provide links and introductions to other parent groupings. Social media will also be used to extend the reach of the engagement campaign.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

We are confident that we have the capacity in our organisation to establish Green Spring New School without impacting on the success of Bethnal Green Academy. In the preparation for Trust expansion, we have been growing leadership capacity at every level within BGA to ensure that the hours dedicated by senior staff to the pre-opening and opening of Green Spring New School will have no impact on the day to day running of BGA.

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

				[REDACTED]	
				[REDACTED]	
				[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
				[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
				[REDACTED]	

				[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
				[REDACTED]	

See appendices for CVs for the Pre-Opening Team

During pre-opening, [REDACTED] E. During this period [REDACTED]
[REDACTED] I. Given the wide-ranging project management and school leadership experience of our Pre-opening team, we have most of the relevant experience to take our project through pre-opening successfully. Our [REDACTED]
[REDACTED]

After developing our first detailed pre-opening project plan, we will evaluate it with a consultant. It is at that stage that we will identify an appropriate 'Project Manager' and determine to what extent further expertise will be required to deliver the project to completion. The individual chosen for the role of 'Project Manager' will have significant project management experience and will have supported other free school teams in opening a new school.

Our Steering Group will meet once a week to make key decisions and discuss project developments and will consist of the Executive Principal, Principal, Project Manager, Deputy Project Manager, Chief Financial Officer and Director of Marketing and Community Relations. Other interim communications between Steering Group members and other pre-opening members will occur as required. Members of the pre-opening team will continue to develop their skills and experience in preparation for the pre opening phase.

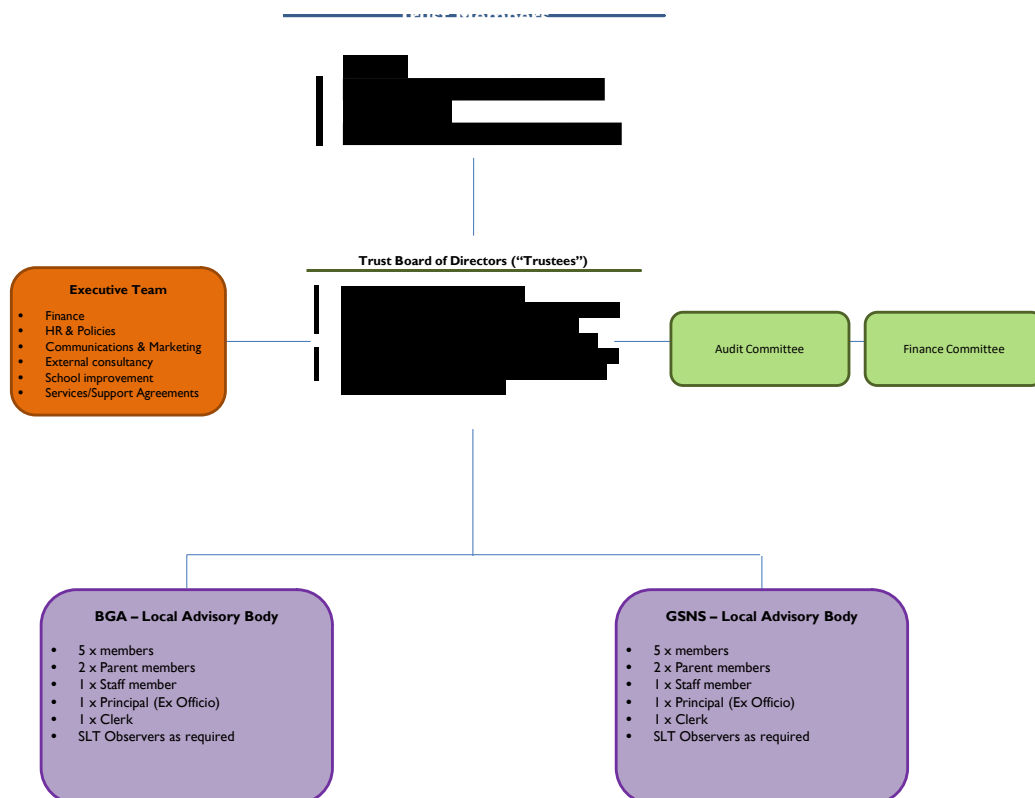
F1 (b) Skills gap in pre-opening

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
None	

F2 Accountability and decision-making post opening

Green Spring Education Trust Governance Structure



Green Spring Education Trust

Green Spring Education Trust ("the Trust") is a charitable academy trust company formed by Bethnal Green Academy upon its conversion to academy status in 2011. The Trust is now a Multi-Academy Trust with the capacity to sponsor additional underperforming schools and raise standards to those currently attained by the Trust's flagship school, Bethnal Green Academy. As a single legal entity and employer through its overarching Members and Trust Board of Directors ("the Trust Board or "Trustees"), the Trust is able to act strategically in the best interests of all students within the family of schools.

The Trust has recently undertaken a governance review, supported by Winckworth Sherwood law firm and the National Governors' Association, as part of its commitment to adopting best practice in governance. It has become clear through this process that the governance structure inherited by Bethnal Green Academy should be revised to enable the Trust to evolve and to better reflect developing best practice for the governance of academy trusts. This will enable more effective decision making and maximise the contribution to be made by fewer, more experienced Trustees, whilst at the same time continuing to harness the enthusiasm and

support for the Trust and its Schools from the local community. In this way, it is hoped that the Trust will increase both its leadership potential and capacity for school improvement through good governance.

As a consequence a governance structure was adopted by the Trustees from 1st September 2015; although it should be noted that this structure will develop further in the coming weeks and months in order to ensure continuous compliance with changing governance guidance. This plan for governance will allow the Trust a full academic year to work under this new structure before the opening of the Green Spring New School (GSNS) in 2016 and demonstrates that the Trust is committed to this process.

The new governance structure is intended to provide clear lines of accountability; with oversight by the Members, governance responsibility vested in the Trustees and local governance support provided by newly created “Local Advisory Bodies” for each School (to replace the existing local governing bodies). Decision making and governance will remain a Trustee responsibility.

Each component of the Trust’s new governance structure is expected to uphold the ethos and values of the Trust, namely to support students to achieve their absolute best whatever their ability or background; to deliver the greatest outcomes for young people and local communities; and to promote outstanding practice locally, nationally and globally.

Trust Members

The Trust Members are guardians of the Trust’s constitution and are responsible for holding the Trust Board of Directors (“the Trust Board”) to account. To exercise this power effectively, the Members will receive regular reports on the finances and strategy of the schools within the Trust from the Trust Board. These reports together with the annual Trustees Report will be considered at the Annual General Meeting. The Members are responsible for appointing and removing the Directors/Trustees from the Trust Board, though it is anticipated that appointments will be made in conjunction with the Trust Board who are expected to carry out regular skills audits and consider succession planning. The Trust Members will not have any management or executive responsibility and are not directly accountable to the DfE. The Trust Board is the accountable body.

There are currently three Trust Members

with two further independent Members being actively sought. The compact size of this current tier of governance ensures effective decision making. Trust Members are equipped with the requisite professional skills and experience to fulfil their duties: they each have a thorough knowledge of the Trust’s ethos and vision and of school performance, particularly given their experience as Trustees and prior to that as governors of Bethnal Green Academy.

Trust Board of Directors (“the Trust Board”)

Inherent powers and responsibilities

The Trust Board has strategic decision-making responsibility within the Trust. Day to day management responsibility is delegated to the Chief Executive Officer (CEO), and in turn to the senior leadership teams (SLTs) within the Schools. The CEO will report to the Trust Board, one of whose functions is to hold the CEO to account. The Trust Board’s strategic governance responsibilities include:

- setting the overall Trust budget;
- approving the Schools’ budgets put forward by the CEO/SLTs;
- curriculum assessment and development;
- allocation of resources;
- monitoring School progress and target setting;
- ensuring the proper maintenance of the school buildings;
- legal and statutory compliance and risk management;
- approving of pay and performance policies and HR policies generally;
- ensuring there is appropriate staff development and training; and
- with the assistance of the CEO, appointing the Principal of each school in the Trust and carrying out his or her performance management.

Central Services

The CEO will lead an “Executive Team”, which will be established to support the CEO in coordinating central functions and providing support and services to the Schools. The Executive Team will be focused primarily on payroll and HR, school improvement, procurement of services, PR and communications. The effectiveness of the Executive Team will be reported on by the CEO to the Trust Board and “key performance indicators” will be adopted (and formalised in a “service level agreement”) to ensure that any funds allocated for central support meet the strategic needs of the Schools and deliver value for money. To fund this resource, up to five per cent will be 'top sliced' from each School revenue stream. Centrally procured services will ensure cost savings across the Trust can be used to offset the 'top slice' effect.

All decisions taken by the Trustees will be informed by both the reports presented by the Chief Executive Officer and from objective data obtained from other sources (including professional advice from time to time), ensuring that the Trustees are empowered to ask relevant questions and challenge the CEO as appropriate. The Trust Board will also be informed by any recommendations and feedback received from the Local Advisory Bodies which means that they will have a complete picture of what is happening at both Trust and local level.

Trustees are required to adhere to statutory and regulatory frameworks at all times. These include: the Academies Financial Handbook; the Funding Agreement; the Companies Act 2006; the Education Act 2011; Accounting and Reporting by Charities (SORP 2005); Academy Schools: Guidance on their Regulations as Charities: Academies Accounts Direction. A separate audit committee will be established to ensure appropriate risk management, in compliance with regulatory guidance, setting the internal risk and control framework for the Trust, ensuring there is a robust process in place to monitor the financial activity of the Trust.

This is consolidated by external audit services, which provide additional oversight over the financial regularity and propriety of each School within the Trust.

Composition of the Trust Board

The Trust Board currently comprises of five Trustees who meet at least three times per year. Chair of Bethnal Green Academy Local Advisory Body and Trustee, Graham Taylor, is Chair of the Trust Board. This appointment ensures the values, ethos and standards of the Trust remain intact and act as a driving force for improvement across all Trust schools. According to the OFSTED inspection in 2012, Bethnal Green Academy Governors are *'highly effective'* and *'their management of the Principal's performance is rigorous.'*

[REDACTED]

The CEO will be an ex-officio Trustee and will have frequent interaction with Green Spring New School leadership and management representatives and provide the inspiration required to build on the successes of Bethnal Green Academy. [REDACTED]

[REDACTED] ent. The line management of the Principals will be informed by any recommendations or suggestions made by the Local Advisory Body but will ultimately be undertaken by [REDACTED]

[REDACTED] As well as line management, [REDACTED] As stated in the Bethnal Green Academy OFSTED report in December 2012: *'The Principal is an inspirational leader who has vision, passion and dedication. He expects nothing but the best for the students and he has successfully made sure that all staff buy into this vision. The academy has improved rapidly under his leadership'.*

The other Trustees are highly skilled individuals, with a range of professional backgrounds within Education, Law, Corporate Finance, HR, Government Policy and Planning. Together this is an appropriate size for the Trust Board at present. The frequency of meetings (at least three times per year) allows the Trust Board sufficient monitoring and accountability opportunities to enable them to carry out their duties effectively, without overburdening the Trustees.

Local Advisory Bodies

Local Advisory Bodies representing each School within the Trust will be established to ensure there is local accountability and dialogue with parents and the wider community. They will also provide the Trustees with an additional forum for the management and oversight of risk.

Responsibilities

The key responsibilities of the Local Advisory Bodies are:

- to support the development of a strategic plan for the School;
- to provide day to day support to the School's Principal and senior leadership team;
- to make recommendations to the CEO as to the performance of the School's Principal;

- to assist with the analysis of relevant data, thus supporting the Trust Board in determining suitable school performance targets and budget priorities; and
- to develop effective links within the School's community, communicating openly and frequently as appropriate and ensuring that the School meets its responsibilities to the community and serves the community's needs in relation to the safeguarding and education of its pupils.

Members of the Local Advisory Body will hear any appeals against exclusion and will be a front line response to parent complaints.

These responsibilities are set out in detailed 'Terms of Reference' put in place by the Trust Board in accordance with good governance practice, formal guidance and legal advice. Under these Terms of Reference, the role of the Local Advisory Body will be explicit as a body that provides 'support', 'advice', 'implementation', 'assistance' and 'approval' rather than a body that is involved in dictating policy or procedure or making management decisions.

Feedback from the Local Advisory Body will take the form of termly reports, supplemented by reports provided by the School's Principal to the CEO. It would be reasonable to expect that there will be regular, as much as weekly, interim communications between the Chief Executive Officer and Principal of GSNS in respect of progress against agreed targets. Through this, the Trust Board will ensure that GSNS' Local Advisory Body is delivering the Trust's vision.

Composition of the Local Advisory Body

Each Local Advisory Body (including that for GSNS) will be formed of up to 9 members, including the Principal, one staff representative, two parents elected in the usual way and up to 4 others appointed by the Trust Board. Transitional arrangements may be adopted in the early years to ensure the degree of change is managed sensitively and appropriately.

Whilst it is not envisaged that the Local Advisory Bodies will need to form regular committees to undertake specific functions, working parties may be established from time to time by the Local Advisory Body for specific projects, e.g. to undertake consultation in relation to a change or to carry out a building project. Other advisers including staff members may be invited to contribute to such working parties as a means to focus expertise and pool resources. There is nothing to prevent working parties being formed across the Trust i.e. involving representatives from more than School to encourage School to School collaboration. This is likely to be helpful when looking at subject led resourcing decisions.

Communication

One of the Chairs of the Local Advisory Bodies will be appointed to provide representation on the Trust Board in addition to serving on the Local Advisory Body and attending its meetings as required. This governance arrangement provides a link between the Schools within the Trust and the Trust Board and ensures accountability of the Local Advisory Bodies and the Trust Board in the discharge of their duties. It is envisaged that the Chair of the Trust will communicate on a regular basis with the Chairs of the Local Advisory Bodies as a way of maintaining good relationships and encouraging collaboration.

A clerk appointed by the Trust Board will also be present at all Local Advisory Body meetings to ensure consistency and provide governance support.

Management of Conflicts of Interest

It is clear that in any multi layered management structure where there is some overlap (as a minimum the Principal of Bethnal Green Academy is likely to serve both on the Trust Board and on the Local Advisory Body for Bethnal Green Academy) there is the potential for a conflict of interest or at least a conflict of loyalty. The Trust Board has adopted a formal Conflict of Interest Policy to recognise and emphasise the importance of acknowledging conflicts of interest within the Trust. The policy requires the Trust to hold a register of interests that acknowledges any interests of Members, Trustees and the members of Local Advisory Bodies, which will be published on the Trust's website to ensure transparency. The Trust also follows a formal procurement process for the placing of contracts and conducts appropriate due diligence on suppliers to reduce the risk of undue influence.

Where conflicts of interest arise, conflicted individuals will be absent themselves from any part of the decision making process relating to them. Except for staff members and the Principal, neither members of the Local Advisory Body nor the Trustees will work for or provide services to the Schools other than in exceptional circumstances.

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]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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See Appendices for CVs of trustees.					

F3 (b) Skills gap for board of trustees

Skills/experience missing	How you plan to fill the gap
Trust Board	
Human Resources	We are currently working with the East London Business Association (ELBA) to identify local businessmen and corporations interested in school governance who would be appropriate for this role. We are also using our own professional network to source individuals with experience in Human Resources.
ICT	In addition to using ELBA, we will use our personal and professional connections, including governors within the Trust governance structure, to assist us in recruiting individuals with the requisite ICT experience.

Skills/experience missing	How you plan to fill the gap
Green Spring New School Advisory Board	
Education	We will make enquiries within our own personal and professional networks to identify individuals with the appropriate level of secondary education experience.
Child Development / Young People's Issues	It is likely that the skills required for this area of expertise will be met by the individual recruited with expertise in education. In the event that this is not the case, we will approach organisations involved in young people's issues and child development. For example, we will approach other senior practitioners in education; local authorities' children's services; charitable organisations working with or protecting the interests of children; and child and adolescent mental health experts.
Finance (SGOSS)	We intend to draw on the guidance of the School Governors One Stop Shop (SGOSS) to recruit a governor with financial management expertise with particular experience in: budget setting, scrutiny of financial information, managing a school's budget and financial accountability systems.
Leadership and strategic management	We aim to recruit an individual with significant executive experience in either the private or public sector. To do this we will draw on the connections of the East London Business Association (ELBA) as well as our own personal and professional connections in the community. In our experience, local community businessmen/women have been keen to be involved with the Trust.
Performance Management	As with our Trust Board, it is likely that this role will be fulfilled by the individual responsible for leadership and strategic management. If recruiting separately for this role, we would draw on all our networks, including ELBA, to identify an individual with considerable experience of leadership, line management and quality assurance of services.
Human Resources	We are currently working with ELBA to identify local businessmen and corporations interested in school governance who would be appropriate for this role. We are also using our own professional network to source individuals with experience in Human Resources.

Skills/experience missing	How you plan to fill the gap
ICT	In addition to using ELBA, we will use our personal and professional connections, including governors within the Trust governance structure, to assist us in recruiting individuals with the requisite ICT experience.
Legal Knowledge	We will draw on the connections of our legal partner, Winckworth Sherwood, as well as our own networks to identify an individual that will have legal experience, either working in the legal sector or with legal knowledge acquired in association with another area of expertise.

F4: Recruiting a High Quality Principal

Summary of the Role: The Principal will report to the Local Governing Body (LGB) and be accountable to (and line managed by) the Executive Principal of the Trust. The Principal will have responsibility for the day to day running of the school, reporting to the Executive Principal as required. It would be reasonable to expect that there will be regular, as much as weekly, communications between the Chief Executive Officer and Principal of GSNS in respect of all KPIs and targets.

To achieve success, the Principal will:

- Provide the professional leadership and management and strategic direction that will enable Green Spring New School to achieve its founding vision;
- Implement and embed the school's ethos and values into everyday work and practice;
- Lead and manage teaching and learning, including overseeing the development and implementation of assessment procedures, to secure the highest possible levels of attainment for all pupils;
- Set and embody high expectations for everyone at, employed by, or connected with the school;
- Create a learning environment that is engaging, happy and fulfilling for all pupils;
- Secure the commitment of the wider community and encourage the involvement of parents and carers.

Key Responsibilities

The Principal will work closely with the Executive Principal to:

Shape strategic direction and future of the school	<ul style="list-style-type: none">• Ensure that learning excellence is at the heart of strategic planning and resource management;• Plan the opening of Green Spring New School and contribute to the design of any new or refurbished buildings;• Advise Green Spring Education Trust (GSET) Board and the Local Governing Body on the formulation and implementation of policies;• Ensure that policies and practice take account of national and local circumstances and initiatives;• Take on the role of Secondary Head until this position is appointed in 2017.
Lead Teaching and Learning	<ul style="list-style-type: none">• Ensure that staff deliver a curriculum based on the vision;• Ensure that teaching is of the highest quality;• Establish ambitious pupil targets and a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor every pupil's progress;• Set and maintain the expectation that all children are on track to be in the top 5% for progress nationally.• Implement strategies that secure high standards of behaviour and attendance;• Ensure pupils feel happy, safe, and supported, and that barriers to their learning and progress are addressed or removed.
Lead and manage staff	<ul style="list-style-type: none">• Recruit and deploy staff and assist them in managing their workload to achieve the school's vision and goals, including those around increased PPA and CPD time for teachers;• Provide effective induction, continuing professional development and performance management in line with GSNS's strategic plans;• Design and implement a school development plan that will enable governors to monitor the school's performance and facilities.
Financial and facilities management	<ul style="list-style-type: none">• Manage GSNS's financial and other resources for the maximum long-term benefit of pupils;• Be responsible for GSNS's buildings, equipment and grounds;• Contribute to the specification of any new facilities so that they will best support the objectives set out in the educational vision for GSNS;• Provide advice to the GSET and Local Governing Body on the formulation of the annual and projected yearly budget in order that the school secures its objectives and is managed in a cost effective manner;

	<ul style="list-style-type: none"> • Ensure effective administration and audit control; • Be accountable for health and safety requirements.
Partnerships	<ul style="list-style-type: none"> • Identify and develop partnerships and relationships with other local schools and other key community stakeholders; • Secure links with other key partners who are supporting GSNS's development; • Develop partnerships with one or more schools internationally to enhance teaching and learning and travel opportunities for pupils; • Collaborate with all relevant agencies to promote the well-being of pupils and their families; • Work closely with GSET and the local governing body to ensure that GSNS is a success that can be evidenced and reported quickly; • Work closely with other Academies and Free Schools sponsored by GSET, and engage across other areas of GSET's work.

Person Specification

Qualifications

- University Degree and UK Teaching Qualification
- NPQH qualification desirable.

Leadership skills and experience

- Currently holds or has recently held a senior management position in a secondary school setting.
- Has successfully managed monitoring and evaluation strategies relating to: quality of teaching and learning, pupil outcomes, quality of provision and efficiency.
- Has successfully led whole school and individual performance improvement strategies.
- Able to make effective use of pupil and school level data to evaluate all aspects of school life and use the evidence generated as a tool for school improvement.
- Able to set budgets and control expenditure in line with legal requirements and the school's priorities.
- Understands health and safety issues, risk management, and the role of governors and how to work with them effectively.
- Familiar with the legal requirements that relate to managing a school, including Equal Opportunities, Race Relations, Disability, Human Rights, Employment and Data Protection legislation.
- Leads by example as a Good to Outstanding classroom practitioner.
- Awareness of debates / current curriculum issues and educational developments, legislative changes and their significance for the management and leadership of an all-through free school.

Personal attributes

i) Leadership Qualities

- Able to deal sensitively with people and achieve positive outcomes.
- Approachable, honest, reliable, resilient; has presence and is highly visible to students, parents/carers and the wider community.
- Keen to develop and maintain good and open relationships with pupils, staff, parents, governors and the community.
- Able to prioritise and delegate, make informed decisions and implement them sensibly and flexibly.
- Able to build teams to set, communicate and achieve relevant collective objectives.

ii) Vision and Strategic Direction

- Shares the founding vision and ethos for the Trust and GSNS and is able to empower others to carry it forward.
- Has high expectations of themselves and others.
- Excited by the chance to build a new school, and driven to do what it takes to succeed.
- Committed to improving life opportunities for young people.
- Committed to continuous learning for the entire school community.
- Has policy insight and anticipates trends in the UK schooling system and approaches to teaching and learning
- Enquiring, independent, creative, critical thinker.

Rationale for the appointment of our Principal Designate

We consider that the educational and leadership track record of our [REDACTED], [REDACTED] embodies our desired Leadership skills, experience and personal qualities. In May 2015, [REDACTED]

- **Ability to make effective use of pupil and school level data to evaluate and improve school performance** through [REDACTED] work leading the raising attainment drive at [REDACTED] achieved this by using comprehensive data analysis of progress data to derive whole academy targets, line-managing and providing a high level of support to the middle leaders whose responsibility it was to meet these targets, reviewing and modi-

fyng the curriculum to create the best opportunities for student attainment and introducing a focus on creating personalised support plans which responded to the needs of individual learners. [REDACTED] raised the number of students achieving A*-C or equivalent from 35% to over 75%.

- **High expectations of [REDACTED] and others [REDACTED]**
[REDACTED]
- **Ability to successfully manage monitoring and evaluation strategies and [REDACTED] commitment to continuous learning for the entire school community**
[REDACTED]
- **Ability to set budgets and control expenditure in line with legal requirements and the school's priorities through [REDACTED]**
[REDACTED]
- **Understanding of the role of governors and [REDACTED] ability to work with them effectively [REDACTED]**
[REDACTED]
- **Ability to take account of the legal requirements that relate to managing a school** through [REDACTED] work leading on recruitment and staffing for the last two years which has required a thorough understanding of Human Resources issues, employment laws and safeguarding.
- **Ability to lead by example as a Good to Outstanding classroom practitioner** through having been consistently graded as Good/Outstanding in lesson observations over the past six years.
- **Commitment and ability to maintain awareness of current curriculum issues and debates and educational developments, legislative changes and their significance for the management and leadership of an all-through free school**
[REDACTED]

- Understanding of the importance of having presence and being highly visible to students, parents/carers and the wider community [REDACTED]
- Commitment to developing and maintaining good and open relationships with pupils, staff, parents, governors and the community [REDACTED]

Appointment and Remuneration

[REDACTED] The appointment has been made by Green Spring Education Trust, to begin from March 2016. The Trust is able to offer the successful candidate access to the Teachers' Pension Scheme (TPS).

Section G: Budget planning and affordability

G1- Assumptions

Introduction

Green Spring Education Trust currently operates Bethnal Green Academy, an 11-19 academy based in the same borough as the free school being proposed in this bid. The experience of running Bethnal Green Academy has informed many of the assumptions set out within the budget plan for the first eight years of operating the free school.

The budget plan has been set on an accruals basis of accounting.

Income

The income in the budget plan is derived from the assumption that pupil enrolments increase in line with the demand. They will start at ninety per year in the first two years (three forms of entry in each), increase to one hundred and twenty in the third and fourth year (four forms of entry) and by the fifth year reach the one hundred and eighty maximum (six forms of entry). The sixth form numbers in year six (one hundred students) include students from outside the school.

FSM & EAL

Assumptions are based on the averages for the local authority.

High Needs Funding

This source of funding is excluded from both income and expenditure as it is 'money in / money out', so has nil impact on the annual operating surplus/(deficit).

Other Income

No income has been assumed.

Staffing

The staffing model has been developed by experienced educationalists in the secondary sector. Please see 'Section D' for the detailed explanation of the staffing model. The budget reflects that staffing model. The staffing levels incorporate the length of the school day and the cost of delivering the extended day is based on the experience at Bethnal Green Academy. The standardised employment contract for the schools within the trust will facilitate the potential for staff to work within each school on permanent or secondment basis.

Ratio analysis

The staff cost as a percentage of income ratio is relatively low in the latter years. This is attributable to recharges for central support services being included in non-pay costs. In addition, cleaning and catering will be outsourced and show in non-pay cost.

National Insurance- Abolition of the 'contracting out' rebate

The budget reflects the abolition in 2016 of the 3.4% NI 'contracting out' rebate. The rates shown on the budget reflect the effective employer NI rate for each salary.

Curriculum Staff

Terms and conditions / pay scales are based on the STPCD that is also in place at Bethnal Green Academy. The salaries expressed in the budget reflect the assumption that staff will be recruited within the full range of the pay scale, commensurate with the post and their experience. Performance related pay in the form of 'incremental drift' is also accommodated within the budget. With average levels of staff turnover, it is assumed there will be no year when all staff are on the maximum spine point.

Teachers' Pension scheme costs incorporate the new 16.4% (+.8% admin fee) employer contribution rate. Although there is auto enrolment, experience at Bethnal Green Academy has shown that in reality, teaching staff do opt out of the scheme. Therefore, for budgeting purposes not all teaching staff are shown as pension scheme members.

Support Staff

Terms and conditions / pay scales are based on nationally agreed scales, also in place at Bethnal Green Academy. Pay for support staff is based on the middle to higher level spine points. This allows for performance related pay.

The employer LGPS contribution rate at 20.6% is the same as that for Bethnal Green Academy. As with curriculum staff, although auto enrolment is in place, experience at Bethnal Green Academy shows that support staff, especially the graduate achievement coaches (GACs), do opt out of the scheme. Therefore, not all support staff have been budgeted as pension scheme members.

Term Time Only Support Staff

The budget template includes staff working term time only. For ease of completing the template and reconciling to staff numbers, the salary fte for relevant posts has been adjusted to reflect the term time only salary. For example, a 'GAC' will show 1fte, but the salary is [REDACTED].

London Living Wage

The trust is a proud supporter of the London Living Wage. The budget includes pay scales above this minimum level. Contractors (eg cleaning contractors within non pay costs) would be required to pay their staff the London Living Wage.

Other Staff Costs

Please note, some elements of pay, such as intervention activities and responsibility payments are shown on the face of the budget spreadsheet (G3) and not within the 'staff' section (G4).

Recruitment Costs

There is a spike in costs in the early years during the growth phase of the organisation. Costs in the latter years are based on the experience at Bethnal Green Academy.

Non Pay Costs

Insurance

Costs are based on the RPA plus an amount for non RPA insurances (Motor vehicle, engineering inspections, overseas travel).

Premises

Except for energy costs where the London average has been applied, assumptions for costs in this category are based on the experience at Bethnal Green Academy, a relatively new build school (BSF project completed in 2006/7). It is anticipated the free school would be in temporary accommodation until a new permanent site is found.

Educational Resources

The unit rates per pupil are based on the experience at Bethnal Green Academy and not the average for a secondary school in inner London. Costs include service level agreements for teaching services proved by Bethnal Green Academy for art and music and drama in year one of the plan.

Other Non Pay Costs

A contingency of 1% is in line with the sector norm.

Catering costs assume an external contractor will run this service. An allowance of per day for each FSM pupil is allocated and based on the relevant FSM %.

HR

HR non pay costs based on Bethnal Green Academy and include DBS checks and occupational health costs.

Depreciation

Based on the experience at Bethnal Green Academy.

Cleaning Contract

As explained above, the trust is a London Living Wage supporter and would expect the cleaning contractor to pay this wage. Costs/ hours to clean are based on the experience at Bethnal Green Academy and flexed in accordance with the estimated size of the free school.

Recharges from Trust - Executive Team (Central Support Services)

The trust will provide a range of central support services to each school within the trust, including the free school. These will include strategic and operational support by the Executive Principal, CPD services, financial support services, ICT, Data, HR and Marketing. The charge will be 1.5% of core funding in the early years, increasing to 5% in the latter years of the budget plan. There will be complete transparency in the recharge mechanism and clarity on the services provided for the payment made.

G2 - Viability

The financial modelling for the budget planning period shows that there is a surplus in each of the eight years - no borrowings are required.

G3 Financial resilience to reductions in income

The approach taken was to assume that compared to the original plan, there will be 70% student enrolments in each year group in each year of the plan. A revised curriculum model has been produced to reflect the reduced class numbers and the staffing requirement flowing from that curriculum model has been produced. Leadership and support costs have also been adjusted down to reflect the need / resources available. The assumption that there are 70% enrolments compared to the plan means that the staffing requirement for each category of staff does not fluctuate during the planning period, obviating the need for redundancies.

The financial modelling shows that although extremely challenging, in the unlikely scenario that only 70% of planned places are filled for each year of the plan, a breakeven budget that does not adversely impact on the quality of provision can be delivered. Clearly, in the '70% model', although savings are derived from flexing the variable costs, most of the savings required are found from staff costs.

Over the 8 year period covered by the plan, the income reduces by a cumulative figure of [REDACTED]. As there is circa [REDACTED] cumulative surpluses in the original plan, the saving required is broadly [REDACTED] million over the 8 years to produce a break even budget each year. As outlined in the table below, broadly 80% of the saving is through reductions in staffing and 'other' staff costs. The remaining 20% of the saving found is within the variable / semi variable non staff costs.

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)
Staffing - SLT	Defer employment of SLT members due to reduced student population.	All years of the plan; 2017-2024	[REDACTED]
Staffing – Teachers	Staffing need derived from revised curriculum plan, based on 70% enrolments	All years of the plan; 2017-2024	[REDACTED]

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)
Staffing – Student Support	Fewer students on roll require fewer student support staff	All years of the plan; 2017-2024	
Staffing - Admin	Reduced number of students and teaching / teaching support staff requires fewer administrators	All years of the plan; 2017-2024	
Staffing – Other Costs	Reduced student numbers / groups will require fewer supplier teachers and a reduced intervention budget/	All years of the plan; 2017-2024	

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)
Educational Resources	Variable costs based on student numbers will reduce in line with student numbers.	All years of the plan; 2017-2024	
Catering	Variable costs based on student numbers will reduce in line with student numbers.	All years of the plan; 2017-2024	
Premises costs & contract cleaning within 'other' costs	Semi variable costs will reduce due to fewer students and staff, eg room usage = reduced energy consumption, wear & tear & cleaning costs.	All years of the plan; 2017-2024	

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)
Recharge for central services	Variable cost based on turnover = reduction. Plus reduction percentage recharge in some years.	All years of the plan; 2017-2024	
Contingency	1% of turnover. Reduced income = reduced contingency.	All years of the plan; 2017-2024	
TOTAL			

