



Department
for Education

Free school application form

Mainstream, studio, and
16 to 19 schools

Published: December 2015

Insert the name of your free school(s) below using BLOCK CAPITALS

AVANTI LEICESTER SCHOOL, [REDACTED]
[REDACTED], AVANTI BRENT SCHOOL, [REDACTED]
[REDACTED]
[REDACTED]

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed your application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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 background information and glossary document;
- 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]

Position: [REDACTED]

Print name: [REDACTED]

Date: 01/03/16

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



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Section C – vision

Introduction

Avanti Schools Trust (Trust) is a significant and focused provider of high quality education for children of all faiths, or none, through a growing family of schools.

We are a successful multi-academy trust (MAT) with a strong track record in education delivery, no Ofsted grading less than 'good', and project delivery of our schools on time and becoming quickly over-subscribed. Our schools have a Hindu faith designation and dual specialism in Mathematics and Performing Arts.

The Trust's 5-year strategic growth plan has been discussed in detail with DfE officials and the relevant Regional Schools Commissioners (RSC). We have RSC support and confirmation of our capacity to deliver on our strategic plan and we are thus submitting this short-form block bid to establish two schools in September 2017, three in September 2018 and a further two in September 2019.

These proposals have been selected based upon:

- Evident need for new school places in the local area in the proposed year of opening.
- Support from the RSC.
- High Hindu populations in the local area and how these areas overlap with the areas of need for new school places.
- Strategic fit with planned growth of geographic hubs.
- Deliverability (including site).

Vision

The Trust is committed to contributing to the nation's school system and the mission of the Trust is to prepare pupils for their respective life-journeys by particularly promoting:

- a) Educational excellence. The Trust is totally committed to educational excellence in all its forms, which is accessible to all learners, and goes far beyond 'outstanding'. Our aspiration is for the quality of teaching and student progress in our schools to outperform the best state-funded and private schools in the country. Our schools emphasise independent thought and personal choice to nurture every pupil's innate and emerging passion for learning. We seek to enable all pupils to become reflective, articulate and independent thinkers – laying solid foundations for their future learning, vocation and self-fulfilment.
- b) Character formation. Our schools do and will prepare pupils to take their

places as loyal, responsible and reflective British citizens with their own sense of purpose and with the confidence and skills the new globalized world demands. We acknowledge that personal virtue, responsibility and a wholesome sense of identity underpin success in all endeavours. We seek to nurture conduct consistent with the universal virtues of: respect, integrity, courage, empathy, gratitude and self-discipline. Our curriculum promotes holistic, responsible lifestyles, mindfulness and environmental concern.

- c) Spiritual insight. The Trust ensures that all of our schools welcome children and families of all and any background, ability or faith persuasion. Spiritual insight is explored in all our schools in Collective Worship and the Philosophy, Religion & Ethics curriculum. Our exploration of spiritual insight as a universal, inclusive principle, accessible to all, endorses and encourages different belief systems. This inclusive approach is also evidenced by the diversity of our pupils and staff (including our principals).

Building on success

The Trust has already successfully established four schools (3 primaries and 1 all-through) and is in the process of opening another primary in September 2016. These schools are a mix of academy convertors (2) and Free Schools (3).

Each school opened as scheduled despite challenging circumstances. The invaluable experience and insights gained in the process places the Executive Team in a strong position to apply this knowledge-base to manage new school openings with increasing efficiency. The Trust has a strong core central team which can flex and grow by either recruitment or the use of proven and experienced associates.

We aim to build on this strong foundation

Rationale

Our 5-Year Strategic Plan and associated Appendix, which have been shared and discussed extensively with senior DfE officials and relevant Regional Schools Commissioners (RSC), can be found at <http://www.avanti.org.uk/FSdocs>.

In terms of school places, the Hindu community is the most under-represented major faith community in England, with only four schools and 2,010 places, for an 840,000 Hindu population. Avanti schools help address this inequality of access to diversity and choice available to the Hindu community. (See Table C1 below.)

Religion	Number of faith schools	Faith school places (000's)	Faith places as a % of faith population
Church of England	4,609	993	3.94%
Roman Catholic	1,985	706	17.04%
Other Christian	171	90	2.26%
Jewish	48	18	6.43%
Muslim	18	7	0.26%
Sikh	8	3	0.67%
Hindu	4	1	0.12%

Table C1¹

The Avanti schools will be located in areas with high Hindu populations where we experience very strong grass-roots parental support for new schools. The 2011 census data indicates that these areas are predominantly located within the M25 boundary and the Midlands. (See Figure C1 below.)

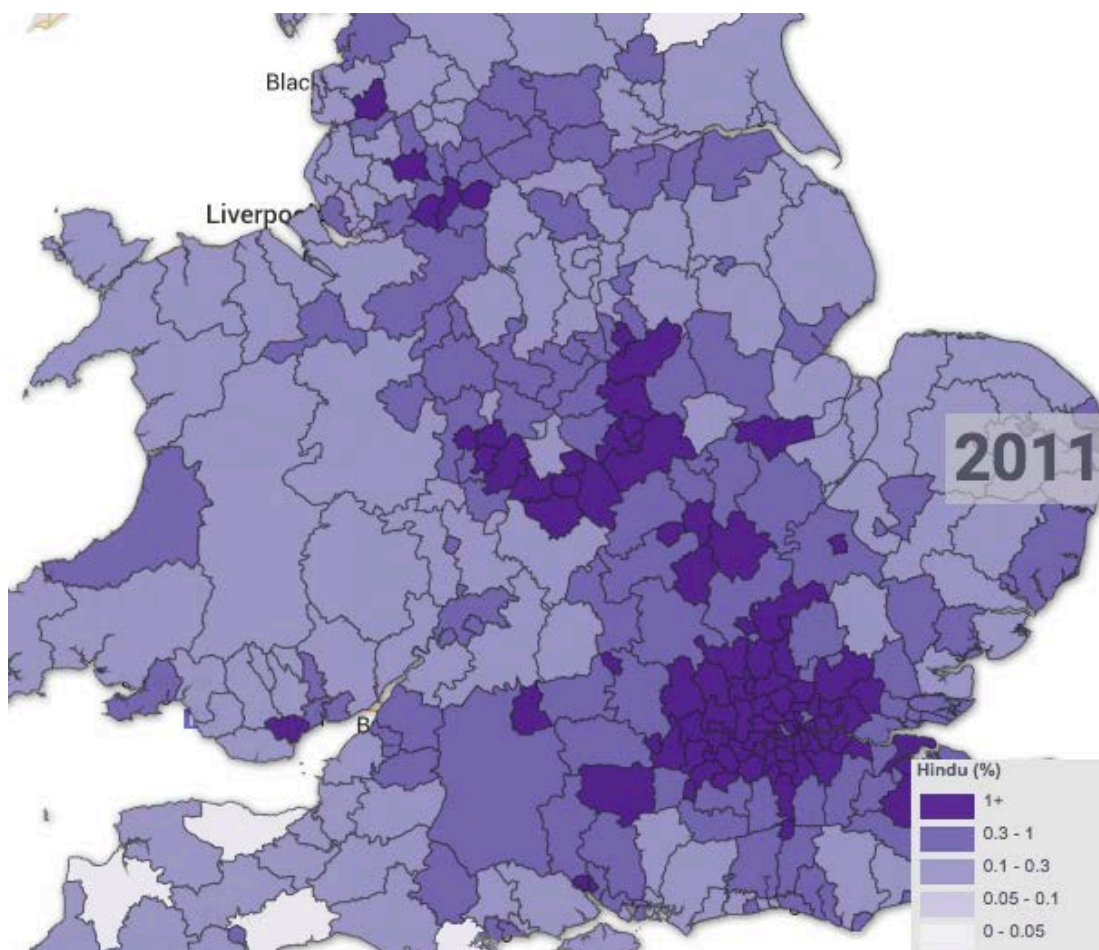


Figure C1: Concentration of Hindu Population²

The Trust is also committed to contributing to the nation's wider education system

¹ Data presented in House of Commons Briefing Paper 06972 (2015) by Robert Long and Paul Bolton. NB: Subject to rounding errors and latest census results.

² Office for National Statistics (2011 data).

and recognises that the need for Hindu faith places must be combined with an overall need for school places or improving standards locally.

Overlapping the projected need for school places, improving standards and considering the concentration of the Hindu population in England, we have concluded that in the medium term, the Trust's schools should be located within two geographic hubs in order for the Trust to be able to most efficiently deploy support and resources and maximise the sharing of best practice.

Schools will require local as well as Trust-wide support and arrangements that are most appropriate for their specific needs, which may change over time. Geographical hubs will provide an operating structure for the Trust to deploy central support, including professional expertise, in these regions and to maximise exchange of best practice and the most efficient use of resources.

A steady rate of growth and geographical clustering of new schools are two important considerations in the planned further development of the corporate centre. Local and national partnership arrangements will be an important feature to support the increasing geographical spread of Avanti schools. This network structure will enhance the Trust's current capacity, particularly before we reach an internal critical mass across the geographical hubs.

The Trust aims, where possible, to provide nursery, primary and secondary places in the communities it serves. Nursery provision, where applicable, will help promote readiness for formal schooling and help to generate demand for reception intakes. The Trust believes that this provides a holistic approach to pupils' education which equips them for the rigours of the modern world.

Our strategy and phasing

The Trust has always been a strong supporter of the Free Schools programme and the opportunities for schools to deliver educational excellence via the freedoms and flexibilities offered by academy status. We are keen to play our part in the Government's goal of expanding the number of Free Schools but strongly believe from our experiences so far that any growth needs to be properly planned and measured.

We have given a lot of thought to the proposed phasing of the schemes as set out in Table C2 below. We have decided it would be prudent to play to our strengths in our phased development strategy with the initial projects being in [REDACTED] and [REDACTED]. We have local knowledge, resources and networks that we can draw upon to help make our new schools a success whilst we also organically grow and develop our regional and central

infrastructure.

Proposed School	Year opening	Nursery FTE	Primary FE	Secondary FE	Sixth Form FE	Local Authority
Avanti Leicester School	2017	26	2	6	6	Leicester City
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Avanti Brent School	2018	26	2	6	6	London Borough of Brent
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Table C2

Our proposed years of opening for each of the above schools are linked to current basic need data (as shown in Section E1). However, we are aware of the need to be flexible based on the most up-to-date data available at approval stage and would be willing to engage in dialogue to consider alternative phasing to meet the needs of all stakeholders.

Our standard operating model has the Board and Executive Team setting the strategic path for the Trust based upon our vision so that organisational structures, accountabilities, governance and employee behaviours all work together to support the strategic priorities of the Trust. We place the pupil at the heart of our vision and are cognisant of regional context and we believe that defining the right accountabilities and behaviours centrally will lead to better outcomes and allow us to contribute more effectively as a Trust.

Our 5-year strategic plan sets out how we plan to develop our Trust over the medium term. This has been developed further into phased development plans to ensure that the Trust is able to support our growing network effectively. Many lessons have been learnt over the past few years, which have been captured in our planning processes – we feel that this drive for continuous improvement will lead to structures which are both fit for purpose and affordable.

Area specific rationale

We are committed to working with each of the local authorities and respective RSCs where we are proposing schools and have held numerous consultative meetings. The conversations and subsequent data analyses have informed our proposals, ensuring that our phasing and locations are targeted to meet the need for new school places and improving standards. Our site searches are matched to cover these 'hot spot' areas of need.

The rationale is expanded in more detail in Section E, which includes area and ward specific data.

We use a robust approach to choosing which projects to bid for. This includes assessing community and parental demand for Avanti places and then analysing the need for new school places in that particular ward area. This ensures that our proposals are welcomed by the wide range of stakeholders, including the RSCs and local authority, as a much-needed solution. We have also adjusted our proposed years of opening to fit with local authority requests.

Important to our consideration was also the identification of viable site options in the specific target areas. We are well aware that several good projects have been unable to move forward because of the inability to identify a viable site. Brent is a good example, where an approved new free school has had to defer its opening three times for this reason. Avanti has an excellent track record in identifying and delivering site solutions even in the most demanding locations.

The Outer London Hub

London will need to create 113,000 new school places over the next five years, requiring investment of at least £1.5 billion as the capital's school population rises by 12%. 'Do The Maths 2015' is a report issued by London Councils, which represents the 32 London boroughs and the City of London.

Over the next five years, London is set to experience pressure in both primary and secondary school places, with secondary in greatest need by the end of this parliament. London faces a shortfall of 78,275 primary school places and 34,835 secondary school places by 2020. The map (Figure C2) below shows forecast secondary pupil growth up to 2019/20.



Figure C2: Forecast of secondary pupil growth in London up to 2019/20

The Local Authorities targeted by the Trust are predicting significant pupil growth at the secondary phase. Secondary schools have larger intakes and therefore require more space. These factors add to costs and time in terms of delivery. Keeping pace with pupil growth requires a significant expansion of school capacity.

Please see Section E for further details on the rationale for each individual school, but in order to give some context:

[REDACTED]

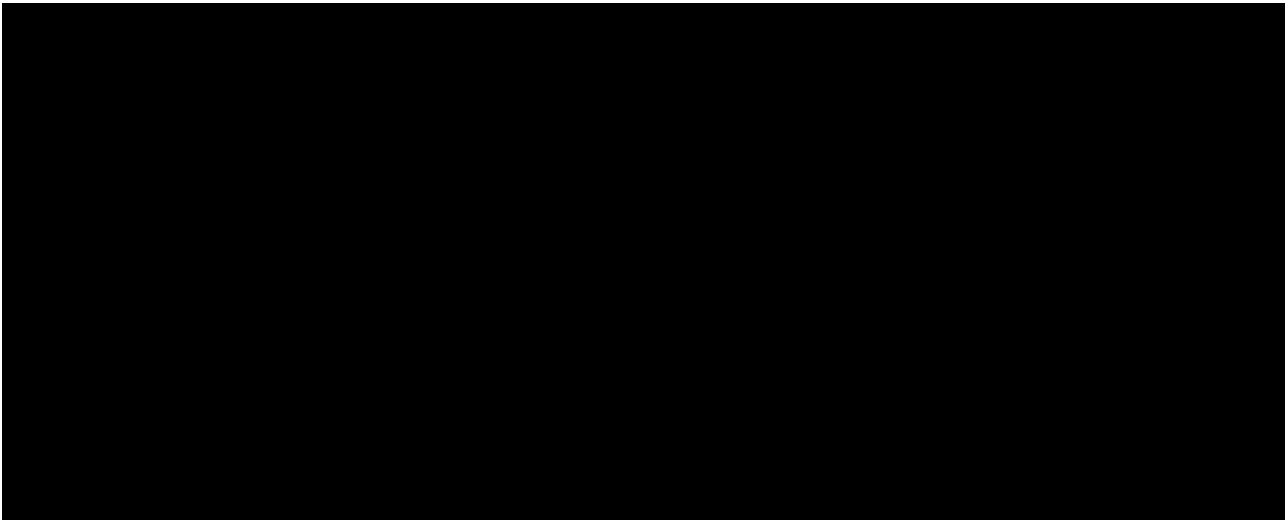
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



Avanti Brent School – 2018 opener

Key statistics:

- By 2020, there is projected growth of children (0-19) up to a population of 83,400, representing an increase of 6%.
- Projections show the number of children (0-5) is due to peak in 2015 and 2016 in Brent at 29,000 children.
- The Hindu population across Brent stands at 17.8%, compared to the average 5.5% across London.
- The Hindu population in the target area of Wembley Central is 6,623 (45% of the region's population).

Proportions following selected religions by Ward in Wembley Locality compared with Brent, London and England

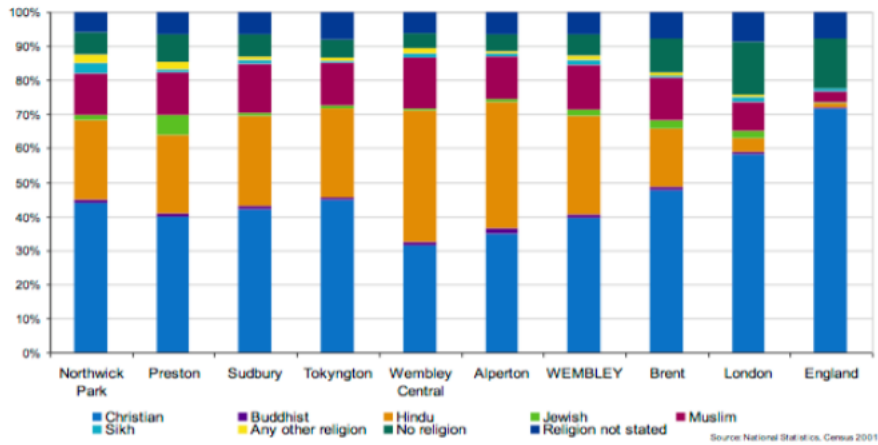


Figure C5: Faith population in Wembley against London and England

Further detail is set out in Section E1, but the Trust's *key rationale* for Avanti Brent School is as follows:

- The basic need for places with particular requirement in the secondary phase of education.
- The potential impact of new housing and immigration with no spare capacity in the current system to cope with this.
- A high Hindu population and the demand for a Hindu faith school for equality of access.
- The presence of some weaker providers in the secondary phase.
- A deliverable site which is only available to the Trust.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

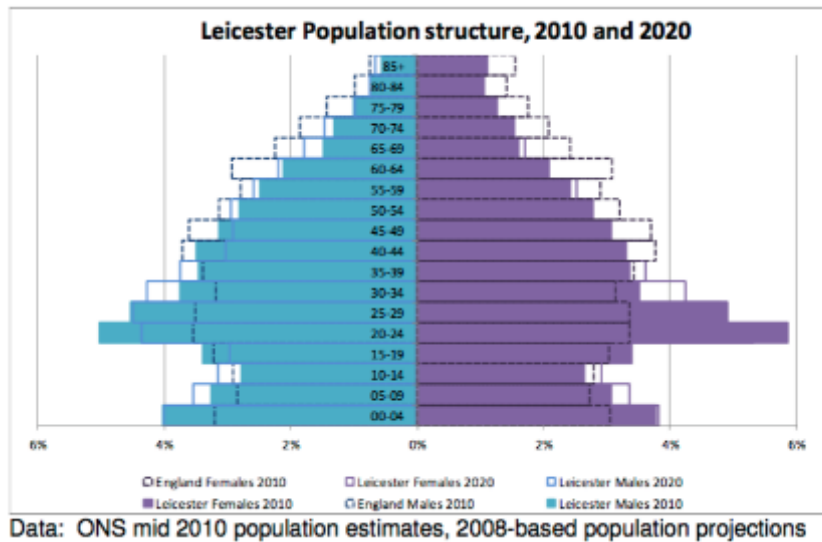
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- NEET figures are 3.3% (age 16), 6.3% (age 17) and 9.6% (age 18).
- Some schools are poorly performing and the Local Authority recognises the need to improve school performance.



C6: Leicester population by 5 year age band, 2010 and projected to 2020

Further detail is set out in Section E1, but the Trust’s *key rationale* for Avanti Leicester School is as follows:

- The basic and growing need for school places at all stages.
- Our existing 2FE primary school in Leicester (Krishna Avanti Primary School) has generated significant demand for secondary school provision.
- A high Hindu population and the demand for a Hindu faith school for equality of access.
- Standards are not consistently strong across the City.
- High levels of deprivation.
- A number of deliverable sites.
- Strong support from the Local Authority.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Inclusivity

In line with our other free schools, these new schools will not apply any faith criteria to their admissions policies. Our focus on high standards will help to attract families from diverse backgrounds and with different needs.

We are committed to ensuring that our faith-designated schools are also truly neighbourhood schools. Therefore we aim for all our school intakes to be representative of the local communities they serve. Similar to other minority-faith schools, the Trust faces the challenge to ensure that our offer meets the diverse needs of all pupils and is attractive to families of all faiths and none.

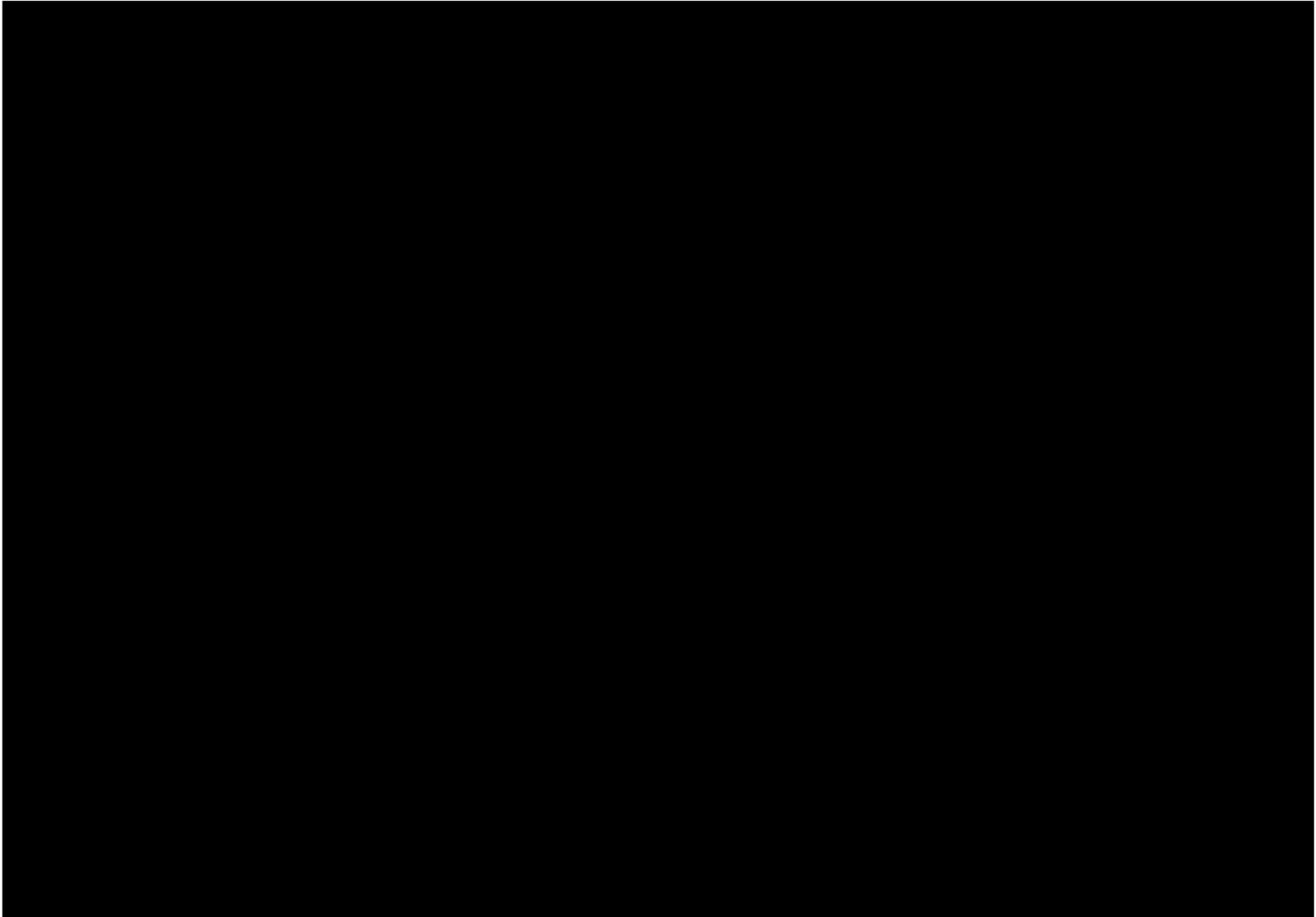
We recognise that admissions alone does not make a school inclusive. We are committed to open recruitment at all levels, a standard uniform and meaningful engagement for those who wish to opt out from Collective Worship and/or Religious Studies. The Trust’s successful track record in attracting principals, staff and families from different ethnic and faith backgrounds is testament to our genuine efforts towards inclusivity.

Section D – education plan

Section D – education plan: part 1

Avanti Leicester School 3-18

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Nursery (FTE)		26	26	26	26	26	26	26
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Year 7		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10					180	180	180	180
Year 11						180	180	180
Year 12							180	180
Year 13								180
Total		266	506	746	986	1226	1466	1706



Avanti Brent School 3-18

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Nursery (FTE)		26	26	26	26	26	26	26
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Year 7		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180

Building on a successful track record

Avanti Schools Trust has established four successful schools. This includes three primary schools and one all-through school for pupils aged 4–18. All schools have been judged overall as ‘good’ by Ofsted; with behaviour and well-being of pupils judged as ‘outstanding’. The performance data for Avanti schools illustrates that standards are high in most cases, except for attainment in KAPS Leicester due to a very low baseline on entry to reception in 2014.

Early Years Foundation Stage Profile Outcomes 2015 (EYFSP)

	Percentage of pupils achieving a good level of development			
	Cohort	School	Local	National
Krishna Avanti Primary School, Harrow	60	92	61.5	61
Krishna Avanti Primary School, Leicester	60	53	50.7	61
Avanti House Primary School	54	96	61.5	61
Avanti Court Primary School	76	87	68	61

Attainment in the National Phonics Screening Test 2014 and 2015

	2014			2015		
	School	Local	National	School	Local	National
Krishna Avanti Primary School, Harrow	97	81.5	74	92	82.8	77
Krishna Avanti Primary School, Leicester	79	68.2	74	75	71.5	77
Avanti House Primary School	92	81.5	74	100	82.8	77
Avanti Court Primary School	79		74	80	73	77

Percentage of Avanti Schools Pupils Attaining Level 2B+ in Key Stage 1 2015

		2015 (%)					
		L2B+			APS		
		School	Local	National	School	Local	National
Krishna Avanti Primary School, Harrow	Reading	100	85.4	82	17.4	17.1	16.6
	Writing	97	79	72	16.4	16	15.3
	Mathematics	100	86	82	17.6	17	16.4
Krishna Avanti Primary School, Leicester	Reading	89	76.2	82	17.6	15.9	16.6
	Writing	85	66.8	72	16.8	14.8	15.3
	Mathematics	90	75.6	82	17.4	15.9	16.4
Avanti House Primary School	Reading	92	85.4	82	17.7	17.1	16.6
	Writing	82	79	72	16.5	16	15.3
	Mathematics	90	86	82	17.7	17	16.4
Avanti Court Primary School	Reading	84	84	82	16.9		16.6
	Writing	84	77	72	16.2		15.3
	Mathematics	85	83	82	16.9		16.4

Percentage of Pupils Attaining L4+ in Key Stage 2 (cohort 30)

		2015 (%)										
		L4+			L5+			L6			APS	
		Sch	Loc	Nat	Sch	Loc	Nat	Sch	Loc	Nat	Sch	Nat
Krishna Avanti Primary School, Harrow	Mathematics	97	84	77	63	54	41	27	18	9	97	80
	Reading	97	84	80	73	55	48	0	1	0	97	89
	Writing (TA)	100	90	85	63	41	36	10	3	2	100	87
	English Grammar, Punctuation and Spelling (EGPS)	100	84	73	87	71	55	17	9	4	100	80

This was the first and only cohort graduating from KAPS Harrow at the end of KS2 in July 2015.

Predicted GCSE outcomes based on autumn 2015 progress reviews for current Year 10 pupils (first cohort admitted to Avanti House Secondary in 2012)

Whole Cohort			English		
Total Students	99		Entries	99	100.00%
Excluded Students	0		A* to A	34	34.34%
Students Included	99		A* to C	97	97.98%
			A* to D	97	97.98%
Overall Performance			Maths		
5 A* to A	46	46.46%	Entries	99	100.00%
5A* to B	90	90.91%	A* to A	63	63.64%
5A* to C	97	97.98%	A* to C	96	96.97%
<u>Incl. Eng. and Ma</u>	93	93.94%	A* to D	99	100.00%
5A* to D	98	98.99%			
<u>Incl. Eng. and Ma</u>	96	96.97%			
5A* to G	98	98.99%			
<u>Incl. Eng. and Ma</u>	96	96.97%			
1A* to G	99	100.00%			
Any Grades	99	100.00%			

Subject Related

English Baccalaureate			
Entries:	83	83.84%	
Achieved:	81	81.82%	
A* to C in Eng. + Ma	94	94.95%	
<u>With Science:</u>	94	94.95%	
<u>With two Sciences:</u>	93	93.94%	
APS			
Points Per Pupil	510.93	395.56	
5A* to C incl. Eng. and Ma	519.72	399.89	
Points Per Entry	47.99	49.70	
5*A to C incl. Eng. and Ma	48.48	49.99	
Levels of Progress			
	English	Maths	
3+	88 (94.62%)	92 (98.92%)	
4+	61 (65.59%)	77 (82.80%)	
5+	9 (9.68%)	23 (24.73%)	
Excluded	66		
Progress 8		Value Added	
Entries	82	Entries	82
Progress 8	+0.91	Score	1066.08
Attainment 8	6.37 (B+)	Shrinkage	0.00

Section D – education plan: part 2

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Primary – Key Stage 1 and 2 Taught time: 27.30 Hours + 7.30 after-school offer			
English	8.00	Mandatory	English is given a high priority as the majority of pupils in our schools are learning EAL. Daily teaching of phonics, guided reading, private reading, and writing takes place as discrete lessons. In addition to the emphasis placed on speaking and listening skills taught through the enactment of stories, singing, learning nursery rhymes, and hearing children read aloud is timetabled for EYFS pupils.
Mathematics	7.00	Mandatory	A focus on maths includes discrete daily lessons in numeracy, mental maths and problem-solving, while drawing on cross-curricular themes, e.g., geography, science, environmental education.
Science and Environmental Studies (including time taken out for visits)	2.00	Mandatory	Weekly lessons in science take more than a 45 minute slot because the teaching includes extensive use of outdoor/practical investigations and research – the pedagogical preference promotes collaborative group work, pupil talk and analysis, research skills, presentation

			skills and respect for evidence-based learning.
History and Geography	1.00	Mandatory	History and geography are scheduled for half-termly coverage over the academic year.
Computing	1.00	Mandatory	Computing is taught as a discrete subject in the curriculum. Pupils also learn to apply their skills across the curriculum, e.g. in science, literacy, genius hour project research and presentations and so on.
PE and Sport	2.00	Mandatory	The teaching of PE includes all the strands of the PE curriculum, including Yoga in the case of our schools. All teaching of PE, sport and Yoga is carried out by specialists. The schools spend considerably above the sports grant to deliver the curriculum, which builds on our education for healthy bodies and minds, and developing resilience and teamwork through competitive sport.
Art/Design/Food Technology	1.00	Mandatory	Pupils are taught by specialist arts teachers. Volunteer parents support cooking lessons for younger pupils.
Music/Singing	1.00	Mandatory	We enter into SLAs with organisations, including local authorities to provide pupils with lessons in singing, violin, recorder, gamelan, African drum and dance, Samba and percussion, amongst others.

Sanskrit/Spanish	.45	Mandatory	Delivered by specialist teachers to all classes (reception classes start from the Spring term).
Performing Arts	.45	Mandatory	Specialist teachers from Artis (a national specialist provider) work alongside class teachers to deliver the PA curriculum across the school. The emphasis is on developing creativity, literacy, oracy, SMSC skills and attitudes through a creative cross-curricular approach.
Yoga	.30	Mandatory	All pupils learn Yoga taught by a specialist teacher of Yoga for children.
Philosophy, Religion and Ethics (PRE)	1.00	Optional	The Trust's bespoke curriculum to develop spirituality and knowledge of RE teaches Hinduism within a multi-faith context. A supervised alternative curriculum is taught to pupils who elect to withdraw from PRE lessons.
Collective Worship	1.30	Optional	Supervised alternative curriculum is taught to pupils who choose to withdraw from Collective Worship.
Enrichment Programme	7.30	On offer to all	After-school programmes are available to all pupils at a small fee charged by providers – who are all experts in their fields. – Schools have fund entitlements for disadvantaged and vulnerable pupils, identified by the school. This group

			includes those eligible for pupil premium funding.
Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Key Stage 3 Curriculum			
Length of school day: 30 hours of taught time per week			
Core:			All pupils study a broad and balanced core curriculum.
English	4	Mandatory	
Mathematics	3	Mandatory	
Science (Chemistry, Physics, and Biology)	3	Mandatory	At key stage 3 pupils study all three.
Humanities (History and Geography)	3	Mandatory	All study both history and geography at key stage 3.
MFL (French and Spanish)	3	Mandatory	The majority of pupils (85%) will take a modern foreign language to GCSE – all will have access to it. Exceptions will be pupils new to English as new arrivals to UK schools or some pupils with special educational needs.
PSHEE and Citizenship	1	Mandatory	
Religious Study	2	Optional	
At key stage 3 only, we have expanded the core to include art, computing, performing arts (drama, music, dance), Latin, Sanskrit, PE and sport.			

Key Stage 4 Curriculum				
Length of school day: 30 Hours of taught time per week				
English Language and Literature	4	Mandatory		
Mathematics	4	Mandatory		
Chemistry	3	Mandatory	At key stage 4 chemistry is mandatory and pupils choose to study either GCSE Biology or Physics.	
Humanities (History and/or Geography)	3	Mandatory	At key stage 4 students can study both or choose either one of the two.	
MFL (French and/or Spanish)	3	Mandatory	At key stage 4 students can study both or choose either one of the two.	
GCSE Academic Provision (Option Choices)				
Biology	3			
Physics	3			
Art and Design	3			
Drama	3			
Music	3			
Media Studies	3			
Latin	3			
Sanskrit	3			
Computing	3			
Design Technology	3			
Food	3			
Religious Studies	3			
Physical Education	3			
Business Studies	3			
Vocational Provision				
BTEC Sport	3	Optional		
BTEC Dance	3	Optional		
BTEC Business	3	Optional		
BTEC HSC	3	Optional		

Enrichment			
ECDL	2	Voluntary	
Duke of Edinburgh Award	2	Voluntary	
CCF	2	Voluntary	
Collective Worship	1 Hour (3x20 minutes)	Optional	
PSHEE and personal support – tutor group	1.5 Hour	Mandatory	To ensure every pupil has access to structured pastoral support.
Citizenship and PSHEE	An equivalent of three days' programme per year	Mandatory	In Years 10 and 11 the PSHEE curriculum is delivered largely through drop-down days.
Key Stage 5			
<p>Academic 16–19 Route</p> <ul style="list-style-type: none"> • AS levels – 3 hours • A level – 6 hours <p>Time outside of taught time will be used for internships and other work-related learning; independent study, community work, mentoring in the lower school, seminars and tutorial support.</p>			
Advanced Mathematics			
Mathematics			
English Literature			
Physics			
Chemistry			
Biology			
Drama			
Economics			
Art			

Psychology			
Geography			
History			
Computing			
Classical Civilisation			
General Studies			
Government and Politics			
French			
Spanish			
Religious Study			
Sanskrit			
Latin			
<p>Vocational 16-19 Route Taught hours: 18</p> <p>The offer of courses will depend on student choices, their achievement profile and number at intake.</p>			
BTEC Level 3 Performing Arts	Optional		
BTEC Level 3 Catering and Hospitality	Optional		
BTEC Level 3 Health and Social Care	Optional		
BTEC Level 3 IT Practitioner	Optional		
BTEC Level 3 Engineering			

	Optional		
Other optional choices			
GCSE Mathematics and English Resits	3	Optional	
PE	2	Optional	
Enterprise and Computing	1 hour and twilight	Optional	Non-examined employability skills
Community/Mentoring	2 hours and twilight	Optional	
Photography	Twilight	Optional	
Public speaking	Twilight	Optional	

The enrichment entitlement will be the same as key stage 4 as stated above.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Our Curriculum: an ambitious, broad and balanced curriculum with an academic core and a commitment to inclusion and personalisation

The curriculum tables above represent our central position on the structure of our offer, which is illustrated by successful practice in two of the Trust's schools in Harrow – Avanti House (AH) an all-through school from 4-19 and Krishna Avanti (KAPSH) as a 3-11 primary school. The curriculum in all Avanti schools is academic and follows the same principles of breadth, balance, coherence and relevance. High quality teaching of this curriculum ensures intellectual challenge and high expectations for all, regardless of the choices made by pupils of different abilities and aptitudes.

The curriculum for the proposed new schools will be broadly similar but not identical to the curriculum in our existing schools as exemplified in this section. The Trust expects that individual schools will tailor their curriculum to reflect the specific needs of cohorts joining each of our schools, while taking account of each locality's demographic profile and the academic, social and economic outcomes for young people.

The three key Avanti principles of educational excellence, character formation, and spiritual insight are at the heart of our ambition and vision for our pupils and all that we aspire for them. These principles permeate every aspect of life in Avanti schools. Our curriculum aims to create an enriching and inclusive learning environment. Our ethos seeks to teach habits of mind – promoting curiosity, engendering intellectual rigour and independence of thought, reflective learning and flexible thinking as basic requirements for maintaining an open mind capable of reaching balanced judgements. We provide high quality personalised pastoral care with a focus on building resilience and nurturing moral and ethical communities in Avanti schools.

Based on the National Curriculum, the school curriculum is broad and balanced, and incorporates experience of linguistic, mathematical, scientific, technological, human, social and spiritual, physical and aesthetic and creative education. It encapsulates all planned and incidental learning that our schools organise to promote academic success, personal growth and a social conscience that make them proud, broad-minded and responsible British citizens capable of making a valuable contribution to the diverse society of modern Britain.

Our core business: a curriculum with an unrelenting focus on learning, personal growth and self-belief

Context

Our curriculum model is based on: 15.00 hrs of taught time each week for the children attending our nursery class; 27.30 hrs a week for pupils in reception to key stage 2, with an additional 7.30 hrs entitlement for an enrichment programme available at no cost to disadvantaged pupils and those in vulnerable circumstances; and 30.00 hrs a week for pupils in key stages 3 to 5. These teaching hours are significantly in excess of those recommended by the DfE.

The pupil profile for AH and KAPSH is very similar. Pupils of Indian origin and of Hindu faith are the majority group in both the schools, and a very high proportion are learning English as an additional language. More than half the pupils enter nursery and reception speaking very little or no English. Very few pupils are eligible for pupil premium funding and the proportion of pupils with special educational needs and/or disabilities is below the national average.

The statutory baseline assessment outcomes ('Early Excellence') in September 2015 confirm low entry points overall for pupils entering reception classes. Pupils arrive in year 7 broadly in line and slightly above the national average in core areas of English and mathematics. Pupils from the first Year 6 cohort left KAPSH to join AH in September 2015, although the first cohort of AH as an all-through school will not transfer to year 7 until 2018.

Ofsted inspections have judged all our schools to be 'good'. Pupil behaviour, their attitudes towards each other and adults, and their motivation and engagement with learning are consistently judged as outstanding features of our schools. High parental aspirations make a strong contribution to high expectations and standards demanded of pupils by school and home. A strong consensus amongst the parents, pupils and staff to work together in supporting pupils to achieve their best is evident in the good learning habits, and purposeful and positive climate found in lessons and around our schools.

Building on solid foundations that prepare pupils for transition to the next stage of their schooling and adult life are key considerations in the determination of content and pedagogical approaches, and delivery of teaching and learning. The emphasis at each key stage is on securing broad, flexible and challenging programmes of learning sharply focussed on the core subjects and skills. This will ensure pupils' success as they move through school, and make future choices that maximise their talents and passions, never allowing them to become lost. Our specialist focus on mathematics and performing arts enriches and broadens the curriculum, extends knowledge, skills and intellectual challenge adding to enjoyment of learning for all.

The Curriculum Model

The curriculum is designed to be broad, balanced and challenging to promote success for all. Our offer includes: all the subjects of the National Curriculum; the teaching of PRE in a multi-faith context; a values-based approach to the teaching of humanities; PSHEE and citizenship; a study of individual sciences and technology; creative, visual and performing arts; and a study of languages, including Latin, Sanskrit, French and Spanish. The curriculum also offers ample opportunities for the pursuit of work-based learning. The breadth of our offer provides scope for personalised learning paths for all students. As primary stage pupils progress towards upper key stages, their individual aptitudes and skills gain greater prominence in the personalisation of their learning. Each pathway offers core subjects and a rich range of additional choices that will enable appropriate progression routes to career paths and destinations of their choice.

In the primary phase, the subject content of the curriculum framework is underpinned mainly by the requirements of the National Curriculum. A thematic and cross-curricular approach enhances the links across different areas of knowledge, skills and attitudes. It provides rich and meaningful contexts for learning for pupils at different stages of English acquisition. We do not make tenuous links just for the sake of it and will teach the subject matter as a discrete area of learning if that will lead to a more efficient route to pupils' learning, especially in science and mathematics. In order to secure pupils' progression and continuity, we select and map the links across our long-term planning of subject teaching.³ Similarly, the attitudes prevalent in our schools reflect our values and are reinforced as part of the taught curriculum.⁴

The cross-curricular knowledge needs contexts for teaching so the areas are linked into the content of the taught curriculum⁵.

³For example, the skills under focus for cross-curricular development this year are: communication – to make arguments clearly and concisely; numeracy – collecting, classifying and analysing information; study – to retrieve, analyse, interpret and evaluate; problem solving – identify causes and consequences develop a balanced judgement from reasoned opinion; and personal/social education – collaboration and taking individual responsibility.

⁴These attitudes are: persistence on tasks and challenges; independence of thought; respect for the opinion of others; respect for evidence and rational argument; choosing non-violent solutions for conflict, being tolerant and open minded; and willingness to respect and understand the genuine intent of others.

⁵For example: specific authors and texts for study in English, whole school humanities projects, visits and visitors to support PSHEE, links with other schools different from us such as the Sacred Heart School and Clore Shalom as well participation in national and local competitions organised by independent schools, Young writers and the BBC as a stimulus.

EYFS

In Avanti schools, we provide every child with the opportunity to learn and thrive, ensuring the best start to each child's schooling. We know that good quality provision exerts an immeasurable influence on the first five years of children's learning and development. This is when attitudes are shaped, relationships are formed and foundations for future learning are laid. Our EYFS practice recognises that success for young children is not inevitable – their development is a deliberate process and needs a concerted effort by us as educators to achieve the best possible outcomes for them. We provide a very high quality learning environment and employ the best qualified teachers and support staff in our EYFS classes. We maintain a low pupil-adult ratio of 1:10 to provide the best possible opportunities to our pupils, many of whom come in speaking little or no English. Irrespective of ethnicity, home language, culture, religion, family background, gender or special needs or disabilities, we are determined to develop pupils' enjoyment of learning and nurture their unique abilities.

The teaching in nursery follows the Development Matters guidance on teaching the seven areas of learning in the EYFS. Our schools place a stronger emphasis on personal and social development, communication and literacy. Deployment of a higher staff-to-pupils ratio and extensive involvement of parents and volunteers allows for frequent and sustained opportunities for high quality interactions in structured settings – the pupils thrive as a result and settle into learning with ease and enjoyment.

A greater emphasis on developing communication, literacy, numeracy and personal social and emotional skills forms the basis of independent and guided learning activities. Learning to learn and readiness for more formal learning includes daily systematic teaching of synthetic phonics and an immersion in reading, storytelling and play with song and rhyme. With a carefully planned range of personalised, structured play activities for small group settings, we seek to excite and inspire children to read, write, use numbers and talk in English with adults and their friends with greater confidence. They continue to use their home languages to clarify meaning for themselves. Purposeful play, reading, writing, counting and making things continue to grow as popular choices for independent activities.

An excellent quality and a well-resourced indoor and outdoor learning environment and well-qualified staff, working closely with the parents, contribute to good and better progress for all pupils from their starting points. Children whose progress and development causes concern are closely observed to identify their specific needs. Appropriate and early interventions are set up by the teaching team in consultation with the senior leaders and the SENCo to address the areas of need without delay. Parents are involved in such situations from the outset and play an important part in supporting the individualised learning programmes.

Assessment of pupils' progress is carefully checked at each step and the evidence of tracking is compiled in comprehensive records of children's learning journeys across all seven areas of learning. Daily observations of their learning by teaching staff and parents contribute to the learning journeys. Pupils also contribute to these records by selecting work to explain their 'learning' and why they 'felt proud'.

By the end of EYFS, we aim for all pupils to show positive attitudes and dispositions towards learning and friendships. The proportion of children reaching a good level of development is consistently and significantly above the national and the local Harrow averages – our Harrow primary school is one of the highest achieving in the area for EYFS outcomes despite our pupil profile.

Key Stage 1

In key stage 1, pupils move to year 1 well prepared for what follows. For almost all our pupils, the planned transition from the EYFS to the National Curriculum begins in the summer term preceding the move to year 1. Teams, overseen by a senior phase leader, take a strategic view of the curriculum over time for Years 1 and 2. This secures appropriate progression and continuity towards the end of key stage 2. Key stage 1 targets are set at the end of year 1 to challenge and support pupils to achieve well. A high proportion is expected to achieve above the minimum age-related expectations in English and mathematics.

Pupils in key stage 1 are taught by subject specialists for MFL, PE, music, performing arts, Yoga, computing and visual art. All pupils are expected to become willing independent readers before their transition to key stage 2. Pupils' progress is closely checked and tracked. Rapid steps are taken to implement planned interventions to ensure that this objective is achieved. Maximum teaching time is allocated to the teaching of core subjects of reading, writing – integrated with speaking and listening, and mathematics as discrete subjects. Cross-curricular practical contexts help pupils to apply their developing literacy and numeracy skills to develop mastery. High quality and daily teaching of phonics, reading and mathematics are priorities in year 1. A timely and accurate identification of children's needs followed up by expert support from teachers and well-qualified learning support assistants, volunteers, and parents makes a strong contribution to pupils' success.

The phonics screening results for our schools are very high and consistently well above the national and local averages.

Key Stage 2

With their basic literacy, numeracy and personal and social skills well on the way, pupils enter key stage 2 equipped to access a broad and balanced curriculum, that includes all nine subjects of the national curriculum, Yoga, PRE, Sanskrit, Spanish, and PSHEE. The teaching of advanced mathematics, music, PE and sport, PRE,

Sanskrit, art, performing arts, and writing by specialists contributes to good quality teaching and learning in these areas. Pupils are set for maths and English across years 5 and 6 to better stretch, support and extend their learning and progress from markedly different starting points. Curriculum planning in key stage 2 is shared by teams across the lower and upper key stage 2, with advice from subject specialists from our all-through school to secure appropriate progression. In year 6, the sets for high achieving pupils are taught by subject specialists for the core subjects of English, maths and science. Engagement of a secondary maths and English specialist to complement class teaching provides an appropriate challenge to the most capable high achievers working at level 6 upwards to ensure depth in their learning. Feedback from pupils is very positive on the 'excitement' they find in the difficult problems posed in these 'awesome' lessons.

Challenge for the most able pupils and forensic tracking of progress and development of disadvantaged pupils is part of a serious attempt to make sure that learning is personalised and no one is left behind or deprived from achieving their potential. Standards in key stage 2 are high with a high proportion of pupils meeting or exceeding national expectations in all three subjects of reading, writing and mathematics. Our first results for the end of key stage 2 in 2015 were significantly above the local and national averages.

By the end of key stage 2, all our pupils are well-prepared for secondary transfer. Ofsted reports for our schools comment positively on the self-confidence, resilience and increasing maturity of our pupils as they grow through the school. Staff teams working closely together carefully plan preparation for the next key stage. They plan, implement and evaluate the curriculum, keeping it under constant review for its scope and impact on the development of cross-curricular skills and knowledge. Regular reviews to track the all-round progress of pupils helps to support smooth transitions within and between schools.

Ofsted inspections of Avanti schools have consistently judged pupils' behaviour and learning to be 'good' and 'outstanding'. Our pupils show positive attitudes to their learning, seeking challenge and taking pride in their achievements. They are aspirational and seek interesting and challenging learning opportunities.

A key feature of our curriculum in years 5 and 6 is the bridge provided from primary to secondary phase through the close linking between staff and subject specialists from different faculties contributing to the planning and teaching of lessons in AH. Strong links have developed between KAPS and AH – most important among such links is the focus on the common approaches to using accurate and robust assessment information to promote curriculum continuity. A carefully planned transition ensures that pupils' progress is not set back and the pace does not lose momentum on transfer.

Key Stage 3

The entitlement of an academic core centres on all children having access to the suite of subjects that make up the full English Baccalaureate. Good teaching ensures that the trajectory of good progress and attainment secured at the end of key stage 2 is retained. Pupils' work over a two-year key stage 3 period prepares them for key stage 4, where they follow courses of English Language and Literature, mathematics, the three sciences of chemistry, biology and physics, design and information technology, at least one humanities subject and a modern foreign language.

Following a careful evaluation of pupils' baseline on entry to the secondary phase, pupils are set for the core subjects of English, maths and science. Although the overwhelming majority of pupils follow the same key stage 3 curriculum, extensive intervention and personalisation is put in place as additional support where the curriculum might otherwise be inaccessible for some pupils. This includes support and/or alternative educational provision in a small group and/or one-to-one teaching to meet pupils' individualised needs. Disadvantaged pupils and those with special educational needs are high priority groups for close monitoring and tracking – senior leaders keep the positive impact of interventions under close scrutiny. Where children require greater intervention in core (in particular in literacy and/or numeracy e.g. recent arrivals who are new to English) the time for this is found from the MFL provision in Foundation.

PSHEE and citizenship, incorporating the fundamental British values and Avanti values is taught during tutor periods, in addition to being integral to school assemblies and enrichment programmes. In AH, the majority of pupils study PRE from reception to the end of key stage 3, and may follow up with an optional GCSE course in Religious Studies. PRE as a bespoke curriculum, written by the Avanti Trust for all its schools, is rooted in the teachings of Lord Chaitanya. It embraces comparative study across the major world religions. Therefore it provides a solid foundation for the study of the subject at GCSE when Hinduism is studied as a module alongside ethics and another world religion (typically Christianity).

A personalised programme of learning and/or project work is taught and supervised by qualified staff to pupils who withdraw from Collective Worship or the study of PRE. Pupils' views about their interests and specific needs are taken into account in deciding the focus of the curriculum area covered. For example, a year 5 pupil and a year 6 pupil asked if they could be given extra lessons in developing their competence in English, as they were new arrivals in the country. One pupil asked if she could read stories from her own faith in Arabic, as she wanted to practice Arabic. Another child wanted to join Collective Worship as an observer and not participate. Two year 1 pupils were taught phonics and early reading during this time on the request of the parents who felt concerned that this was their children's first experience of being in a school and they had a lot to catch up on.

Older pupils from upper key stage 2 who withdrew from Collective Worship and PRE opted to undertake supervised private study during this time, which mainly centred on additional texts for improving their comprehension skills. Pupil and parental preference is to ask the school to provide bespoke programmes of additional academic support. They are made aware that a planned programme of thinking skills is on offer for pupils who might show an interest in an alternative to extra academic study.

Key Stage 4

All pupils take English Language and Literature, mathematics and sciences, with design, technology, music and additional humanities and languages available as GCSE options. The curriculum at key stage 4 secures the entitlement to study the English Baccalaureate subjects by all pupils. All students complete ten GCSE or equivalent qualifications with the addition of a home language where relevant, e.g. Polish, Hindi, Gujarati. Within our current key stage 4 cohort, at least 85% of students in AH are expected to access and achieve the EBacc. This should offer a powerful springboard for students to go on to study post-16 subjects where they have ambitions to move on to study at the top research universities across the UK and abroad.

The Assistant Principal, with responsibilities for access and achievement for all in her role as the SENCo, ensures that our disadvantaged pupils and all potentially vulnerable learners (PP, SEND, and pupils deemed vulnerable for any reason at all) have full access to appropriate alternative and additional programmes of learning, including a broad range of vocational provisions to meet their interests and talents. For a small number of pupils the offer can include BTEC Firsts, or ASDAN qualifications to ensure that they continue to make rapid progress at key stage 4, achieve their full potential and have authentic pathways to further study and access training courses leading to qualifications.

The independently brokered, impartial careers information, advice and guidance offered early on to year 9 pupils adds to the in-house support to ensure that learners become familiar with the choices and options open to them as they transit from key stage 3 to 4. An emphasis is placed on personal guidance and support to help pupils make choices that that will maximise their long-term success. There is scope, especially during year 9, for pupils to make changes to their options prior to the final two years of key stage 4 to suit the learners' specific needs.

Key Stage 5

Over two years of study, the pupils will choose from a range of AS and A levels as well as BTEC courses. Given the length of the school day and our policy to promote breadth in the curriculum, we expect most of our pupils to study four subjects through to A level over two years, although some may study one of the four to only AS level. High-attaining pupils will be encouraged to extend and challenge

themselves. All our courses will be taught by specialists capable of delivering high quality teaching within their disciplines and prepare pupils for the best universities and institutions of higher and further education. Preparation for university and graduate careers will start early with expert help to make successful applications at the most competitive universities. Opportunities for developing leadership, critical thinking, independent personal study, and team work will come through a well-planned programme of academic projects, extra-curricular societies, leading of learning events for younger years in the school, and long and short-term placements in professional environments at businesses and workplace organisations.

Planning for our first post-16 cohort (starting in 2017 at AH) is well underway. We expect a significant proportion of our year 11 students to stay on at the sixth form and others may well join our sixth form from neighbouring schools. It is difficult to predict the detail of the post-16 educational landscape in September 2022, which is the date of our first year 12 intake but we are well placed to examine the impact of current A level reforms and plan accordingly.

The recognised Russell Group facilitating subjects (English, mathematics, sciences, history, geography and languages) will be promoted (a coherent progression from our planned key stage 4 curriculum). Furthermore, in keeping with our specialisms further mathematics, the performing arts and higher education modules in mathematics, the sciences and the performing arts will also be offered.

Physics, health and social care, business studies, religious studies, computing, engineering, geography, English, history, Spanish, French at A level, alongside a broad range of BTEC Level 3 and other vocational provision will be available. An equally appealing and a high quality offer must be available to pupils who prefer to choose a vocational route rather than an academic one as their career paths. A wide range of option will be made available to pupils by the school, which will work closely with local providers and partners to ensure that the diverse interests and career ambitions of all pupils are served with a view to their futures as adults. Supporting the pupils to develop a high level of employability skills and preparing them for entry routes into training has to be one of the highest priorities.

Most of the students in our current all-through school will study the equivalent of 3 or 4 A levels with 6 hours per week allocated to each. Time outside their formal sessions will be used for internships (work-related learning), independent study, community work, mentoring in lower schools, attending seminars and gaining tutorial support. We will also provide high quality apprenticeships that attract students of all abilities and talents. Our Assistant Principal, as the head of post-16 learners will lead on building relationships with universities, industry, local employers and providers of apprenticeships – in readiness for the launch of the first sixth form in September.

Curriculum Enrichment

Our pupils benefit from an extensive programme of enrichment during and out of school time. This includes a range of cultural and social events that offer interactions with people they will never otherwise meet and learning of skills they may not otherwise have a chance to develop. Their participation in the programme helps them to peruse personal interests and aptitudes and try different fields of learning in a safe environment.

For all our primary-aged pupils, the curriculum is enriched with many memorable learning experiences that include educational visits, wide ranging programmes of extra-curricular activities linked to the schools' offer, clubs, competitive sport, and outdoor learning opportunities gained in residential trips provided from an early age in reception. A number of specialists and external providers run well-attended clubs and classes in instrumental music, singing, dance, drama, photography, and filmmaking. Termly focus weeks and days such as mathematical challenge days, writers' week, art and music festival, science week, book week, world water day, poetry week, Young Writers' challenge, BBC and Young Writers' short story competitions, Black history month, Shakespeare week, art exhibitions of pupils' work, opera week culminate in the Year 6 ball and the talent show evenings. Many of our primary and secondary pupils have had their writing published as part of national Young Writers' competitions – 24 of the 25 submissions from our Year 5, 6 and 7 pupils were published by the organisation as an anthology of best writing by children. Our pupils regularly participate in mental mathematics challenges and quiz competitions, host and participate in inter-school mathematics challenge events by the local secondary schools as well as the independent schools.

In the secondary phase, the enrichment programme of clubs is wide-ranging. The inclusion of enrichment activity in our specialisms of mathematics and the performing arts has proved fruitful, as demonstrated by participating pupils who have showcased extraordinary talents. For example, pupils have excelled in national mathematics competitions as well as performances at the Southbank (Queen Elizabeth Hall) and Wembley Stadium (for Prime Minister Modi and Prime Minister Cameron). Further to this, the Duke of Edinburgh Award, Cadets CCF, Prince's Trust, many sports teams (and fixtures) as well as higher level study in core and foundation subjects and enterprise projects will form part of the enrichment programme. Yoga, cooking, martial arts and other specialist clubs and societies – internally organized or brokered externally, will broaden the offer further. Enrichment also includes a considerable investment in work-related learning and careers education – building on the work done in PHSEE and citizenship.

Meeting the Specific Needs of Pupils and the Wider Local Areas of Proposed Schools

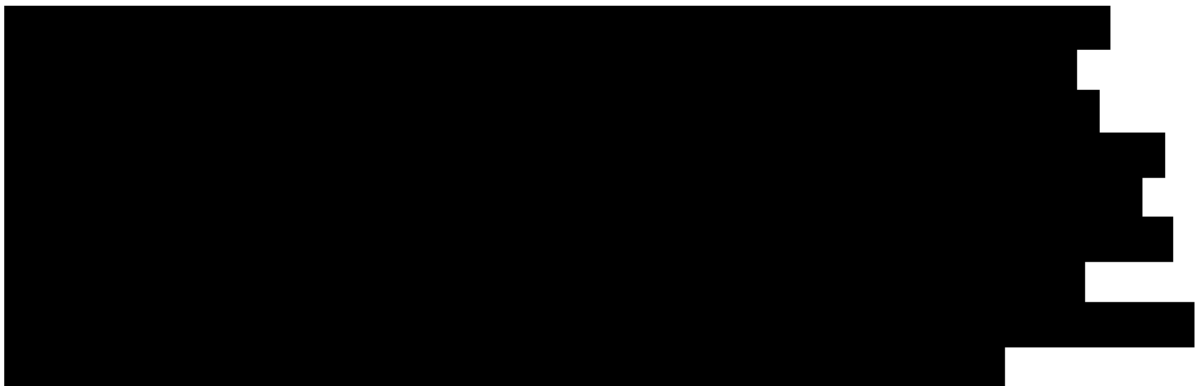
Context: Pupil Characteristics 2015: Percentage of pupils in different groups for Avanti schools in comparison with the average for the local areas of proposed schools

	EAL (%)		SEND (%) (Health & Care Plans)	FSM (%)		NEET (%)
Avanti Schools						
Avanti House	41.0		0.8	5.4		
Avanti Court	81.5		0.5	6.1		
KAPS Harrow	89.9		1.0	9.1		
KAPS Leicester	53.8		0.4	13.3		
Average for the local areas of proposed schools	Primary	Sec		Primary	Sec	
██████████	██████	██████	████	██████	██████	████
Brent	67.5	55.7	1.1	19.2	17.1	2.7
██████████	██████	██████	████	██████	██████	████
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Leicester City	48.8	46.4	1.8	21.6	22.3	6.4
██████████	██████	██████	████	██████	██████	████

The pupil profile of local areas of schools in the outer London hubs is closer to that of Avanti schools, except for a lower proportion of pupils eligible for FSM. Performance and deprivation data for ██████████ raises similar challenges to those in Leicester City. HMCI's annual report 2015 highlighted Ofsted's serious concerns about the

persistent low standards in Midlands. The school performance data as in section E expands on the educational performance of schools in the local areas targeted for the proposed schools in both these cities. The Trust is therefore targeting areas that would benefit from new high-performing schools to help improve the education and employment prospects and life chances of children and communities living in poverty.

The statistics for the wards of Belgrave and Latimer in Leicester City show that people living in these areas are worse off in comparison to the wider city with higher than average rates of deprivation. The results for the two local primary schools, rated by Ofsted as requiring improvement, are significantly lower than the local and national average at only 61% and 63% pupils achieving L4 or above in reading, writing and mathematics at the end of key stage 2 in 2015. Performance at key stage 4 is poor, based on results especially for Hamilton College where only 25% of the students against the LA district average of 78% achieved 5+ A*-C GCSEs or equivalent including English and maths GCSEs. At key stage 5, the average point score per A level student is below national average within the LA area. Leicester has identified a number of strategies to improve post-16 provision, particularly for ethnic minority groups. The percentage of young people with no qualifications and the unemployment rate in both of these wards is high too.



Overall levels of attainment across secondary schools are below the LA average. The percentage of people with no qualifications and/or no employment is higher than the wider city.

The Trust's response to the area profiles for educational and wider outcomes for children and young people in the Midlands hub must be evident in the quality and scope of provision made for the proposed schools in Leicester [REDACTED]. While the same principles of breadth, balance, coherence, challenge and relevance will underpin our schools' curriculum, the provision will reflect individual variations to ensure that the curriculum reflects the specific needs of the local pupil intake along with the wider context of family life of pupils attending these schools. The provision for [REDACTED] and Avanti Leicester School must reflect the specific needs of the pupils and with respect to their academic, social and economic context. Significant steps will be required to redress the known serious and negative impact of deprivation and poverty on the life chances of and educational outcomes for disadvantaged pupils.

High quality intervention at the earliest stages of children's development is key to preventing and reversing the negative impact of socio-economic disadvantages on long-term educational achievement of young children. Excellent early education and care provision in the nursery classes will be a high priority in the schools in these two cities. Drawing on our existing successful curriculum strategy in the early years and primary, a strong emphasis will be placed on personal, social and emotional development and acquisition of the basic skills of speaking and listening, reading, writing and numeracy to equip children with the essential tools for learning.

In each phase of the school structure, members of SLT with designated responsibility for access and achievement will lead the teaching and learning and intervention programmes to accelerate pupils' progress. This works well for our existing schools although the scale of such interventions will vary in response to the extent of need and the nature of local communities. Teachers will work alongside parents of very young children in the nursery classes and in childcare providers in the neighbourhood to ensure our prospective pupils' 'readiness' for school. For pupils in key stage 1, the curriculum will be practical and engaging to interest and motivate them to become readers and writers as well as confident speakers and listeners. There is sufficient and strong practice evident in our existing schools that would be disseminated and replicated where appropriate, especially for teaching children at early stages of learning English.

We know that targeted and personalised precision teaching programmes to meet identified learning and personal needs of individual pupils can have a transformative effect on escalating learning and progress. We find that the positive effects of success on young children's motivation and self-esteem is usually a game changer that raises expectation, changes attitudes and produces results. Our aim will be to

ensure that good literacy and numeracy levels of all pupils by the end of key stage 1 enable them to gain full access to a broad curriculum at the start of key stage 2. While the teaching and learning will remain embedded in rich contexts for learning, a stronger focus on teaching discrete skills of literacy, numeracy, oracy and independent learning skills will mean that more teaching time is devoted daily to learning and applying these skills. In our schools, a longer school day allows us to build in a mandatory entitlement for every pupil to participate in enrichment activities as part of our core offer.

Preparation for key stage 3 will begin in years 5 and 6 to ensure that at each stage pupils are well equipped to respond positively and with confidence to the next stage of their learning. Strong teaching at key stage 3 is essential to ensure that following transition, no one falls behind, particularly our disadvantaged pupils. Working closely with parental and the local communities, we will raise their expectations of themselves and the school. High quality teaching with a longer and flexible school day and holiday arrangements, personalised support through coaching, mentoring and extra tuition, expert individualised support to meet specific learning needs of disadvantaged pupils will be essential elements of the core provision.

Mentoring and career advice for year 9 will help pupils to develop a clearer sense of the different pathways they might follow. Tutors and heads of year and faculties will work together to track individual progress. The bar is raised for each key stage and readiness for the expectations of the new key stage 3 and 4 curriculum, leading to all learners to aspire and achieve EBacc. The same ambitions will apply but with a greater level of challenge and determination for all to achieve success.

A dedicated member of SLT will be accountable for the provision for the disadvantaged and vulnerable pupils at risk of underachievement at any time throughout their time at the school. We will work with our pupils to design a much broader, more coherent 14-19 offer of high quality curriculum that is academic and vocational with parity of importance and status awarded to the different pathways. This will include opportunities provided for apprenticeships for the lower and high achievers to develop the essential employability and enterprise skills through both academic and vocational routes. Working in partnership with local providers of education, training and employment we will establish good quality vocational pathways for youngsters who wish to follow progression routes that interest and motivate them. Through advice and guidance we will broaden their view of the options open to them including those through work-based learning and apprenticeships.

Alongside the focus on catch up and escalation of achievement and standards for lower achievers, high quality provision for the gifted and talented pupils is necessary to raise the aspirations of the more able and those with potential for achieving high standards. At least 5-10% pupils will be identified and targeted as gifted in one or

more subjects as well as for their talents in art, music, sport and other creative areas of design, technology and performing arts. Appropriate challenge in classrooms and additional specialist provision that supports their participation in wider local and national networks (including the Avanti schools' network) of young people with similar aptitudes and skills would be planned to maximise their potential and high achievements. They will approach their work in different ways and drive their own learning under the expert guidance of their mentors from other professions, business, industry and universities. Their role in inspiring other pupils and acting as role models and leaders of learning in the school will be given a high profile to raise expectations and aspirations of all.

Personal Social Health and Economic Education

A structured programme of PSHEE curriculum will be taught to all pupils in tutor groups each week. PSHEE in our schools incorporates an integrated programme of two areas of study – Personal, Social, Health and Economic Education and Citizenship. It comprises both the formal curriculum (lessons) and the more informal as detailed in the enrichment programme of a broad range of activities, many designed in direct response to pupils' interests and specific needs.

Preparation for work, relationship education, knowledge of cultures and the likely impact of diverse lifestyle choices, are some of the areas taught as part of a coherent programme. Teaching is complemented by external specialists who are invited to lead workshops, performances and productions, organise seminars, and address extended assemblies. In addition to contributing to our strong values-based approach to education, the PSHEE teaching aims to promote the physical and mental well-being and resilience of pupils.

In order to help our young people to overcome the negative impact of disadvantage we will invest in professional mentoring and coaching for academic success and higher personal aspirations. Supported learning and personalised pathways for work-based learning helps young people to grow a stronger sense of self-worth, and become responsible citizens of our diverse society. We believe that our schools can and must exert a strong influence on changing lives of young people by helping them to gain qualifications and skills that will make them economically independent. Only then can they become successful adults capable of leading personally fulfilling and happy lives.

Ensuring a consistent approach to teaching and learning

Our teaching staff are our most valued resource. Open, honest and constructive feedback is provided to individual staff on their teaching, and its impact on pupils' achievement and standards. All such discussions feed into performance reviews. Excellence is celebrated and disseminated more widely in peer support opportunities. A cycle of regular half-termly lesson observations is in place for every

member of teaching staff as part of our performance management policy. Explicit links between pupils' progress and the quality of teaching are integral to staff performance review discussions. Senior leadership support, and personalised CPD opportunities are put in place to bring about rapid improvements. Support plans are agreed with individuals where the quality of teaching does not meet the expected standards within defined timescales.

We recognise that building strong cultures where staff professionalism is promoted are bedrocks of best practice and high expectations in schools. One of the ways we do this is by ensuring that staff have sufficient time to plan with their support colleagues and year teams, prepare and mark regularly, and deliver on high outcomes for the pupils in their care. Planning and preparation time allows teachers to review their teaching plans on a daily basis to personalise lessons effectively to get the best results for all pupils. We plan our staffing for 80% of main scale teacher time on average to secure a high level of accountability and an environment of high professionalism to deliver high quality teaching, assessment and weekly personalised conversations to provide feedback on the work in their books. Targeted personal CPD is planned within this time allowing teachers to observe and work alongside others to learn on the job from best practice with our schools and beyond.

The three key strategic strands to help secure a high quality teaching and learning experience across the Trust schools for our pupils include:

1. Establishing all-through schools
2. Structured school-to-school support
3. Trust policies on quality assurance and school accountability

1. Establishing all-through schools

Ensuring continuity and progression in learning as a strategy for achieving high standards for all underpins the preferred model of all-through Avanti schools from 3-18. It reflects our vision of pupils as lifelong learners on a journey of self-discovery from their earliest interactions with their teachers outside of the intimate home environment. A school gets to know a child as a person in their own right and a learner from age 3 onwards. Their educational experience is a continuous one with consistently high teaching and learning provided at each phase – with no disruptions or regression or time and learning lost in transitions. Our schools create an ethos that nurtures, supports and challenges learners in an environment of high standards and expectations of all. Our new schools will work in local hubs with systems and structures built in for professional sharing of skills, resources, and expertise to encourage innovative practice based on action research and dialogue amongst practitioners.

2. School-to-school support

Schools currently work closely to realise the added advantages of cross-phase education in Trust schools. Teachers work together across EYFS to key Stage 3 to track pupils' all-round development, their learning and progress. Practice in this respect will in time extend to their full length of schooling until they become mature and confident young adults at age 18. The primary phase leaders and teachers from our schools work together with common assessment and tracking systems and regularly engage in moderation exercises to agree teacher assessment, and judgements made on standards across the EYFS, key stage 1 and key stage 2. Exchange of practice through joint CPD events, peer observations of teachers and children at work, and discussion groups on high impact methodologies, interventions, and resources and policies contribute to professional learning and development for staff at different levels of the structure as well as across different subject areas. Such professional interactions, facilitated by the senior leaders and the governing bodies, reinforce high expectations and standards across our schools. In discussion with the Principals, the Director of Education brokers some of these emerging networks in the knowledge of different schools' improvement priorities.

Collaboration between the primary and secondary schools enables young primary pupils to benefit from a range of specialisms of staff, high quality extensive facilities, and a breadth of opportunities to work alongside other children of multiple talents, gifts and interests in fun and challenging contexts, which are not limited to age-groups alone. Avanti schools' staff benefit from working across phases and subject expertise of early years, primary and secondary specialists. As part of our all-through approach, we continue to build larger communities of learners at several levels – pupils, different groups of staff (e.g. teachers' support staff, administrative teams), parents, governors, our wider partners and alliances with other schools partnerships and local and national networks. Similar professional networks will be developed in our clusters of schools within hubs, with the explicit aim of supporting consistently high quality practice in teaching and professional learning in our schools.

3. Trust policies on quality assurance and school accountability

The Trust's executive team and the senior leaders from our existing schools are currently engaged in finalising an operating model that will ensure that all Avanti schools operate with a high degree of internal consistency. This is of critical importance in setting expectations and achieving excellence in areas of pedagogical practices underpinning ambitious target setting, assessment and measuring of standards; and securing high quality personal, intellectual, social, moral, cultural and spiritual development of pupils in our schools. All Avanti schools currently follow Trust wide policies in delivering on their statutory functions. These structures already go some way in enabling and supporting internal consistency in the operational leadership and management of our schools.

Avanti Schools Trust's framework for accountability for its schools is well understood and widely accepted by our senior leaders and staff in schools. As part of the Trust's policy on support and challenge for school improvement, each school is formally reviewed once a term by external quality assurance associates commissioned by the Trust. First-hand evidence gathered through observations of pupils and teachers at work and a scrutiny of pupils' work is central to the evaluation of the school's success in affecting planned improvements, and securing pupils' progress towards their academic targets. The reviews report on the full range of Avanti measures of accountability. These include phase-specific academic achievement and attainment outcomes as well as wider measures that reflect the Trust's vision of pupils' personal, social, moral, spiritual, and cultural and faith-related development.

Regular external feedback provided to teachers and senior leaders on the impact of their professional practice on pupil outcomes by highly qualified and experienced quality assurers has helped to raise the bar and set a benchmark for what counts as quality in Avanti schools. Although challenging, these reviews are welcome by schools as valuable sources of objective and professional input to their self-review cycle of school improvement. Governing bodies find the process helpful in fulfilling their accountability and take responsibility for responding to the findings of reviews.

D2 – measuring pupil performance effectively and setting challenging targets

Highly effective, frequent and timely assessment of learning, forensic tracking of each pupil's progress, followed by swift remedial actions where necessary, are at the heart of raising standards for all. In our schools, an annual schedule defines the purpose, frequency and focus of the assessment, monitoring and moderation cycle for measuring progress of each pupil. Structured pupil progress reviews are held six times a year and more frequently for pupils on individualised learning plans and health and care plans. Our marking and feedback practice promotes consistent and good quality feedback to pupils from teachers' marking and Assessment for Learning (AfL) in lessons. The quality and impact of teachers' practice is critical to securing steady improvements in learning and achievements.

Regular lesson observations of staff take place each half term to monitor, evaluate and improve the quality of teaching with reference to the standards set by the national teaching standards. A simultaneous cycle of monitoring of pupils' books by senior leaders quality assures the impact of teaching. The cycle includes one-to-one progress review conferences between teachers and their pupils to review their achievements and identify next steps. Each term teachers and parents meet to review individual progress. The senior team responsible swiftly addresses any concerns arising from lesson observations and book scrutiny. The follow-up actions can result in a return visit within a short time scale or a more formalised support plan for the individual teacher. The provision of a higher-level learning support assistant may be built in as part of the planned interventions. Newly qualified teachers are observed and given feedback for continuous improvement on a weekly basis in the first term which scales back in response to the progress on expected teaching standard. All our schools follow the Trust policy on performance management which is implemented robustly by the senior leaders of our schools, with governing bodies closely involved in the process and outcomes.

We expect all our pupils to make significantly better progress than expected from pupils nationally. Measuring and tracking of pupil progress on academic targets, and personal targets of behaviour, attitude and attendance are the most important outcome and accountability measures for our schools. In addition to the mandatory baseline assessment on entry to reception, all pupils admitted in-year, are assessed on their stage of acquisition of English, academic skills of reading, writing and numeracy, and their attitude and capacity to learn as well as their social skills and behaviour.

An accurate baseline assessment is an essential basis for setting challenging targets for pupils. Ambitious targets take time to achieve so we set them early on and then

keep them under constant review with a view to raising rather than reducing these if the challenge proves hard along the way. Pupils know and agree that they must aspire to achieve much more than just the age-related expected progress.

At half-termly pupil progress review meetings, targets are kept under constant review to encourage and support pupils to raise expectations of themselves. Pupils and their parents share the school's high expectations. In working with old NC levels until September 2015, the expectation for approximately two-thirds of our pupils was targeted at one sub-level a term, meaning 6 APS a year rather than the national average of 2 to 3 APS. Our aspiration is always to benchmark targets for our schools against the outcomes achieved by the top 5-10% of the nation's schools.

On transition to key stage 3, the end of key stage results are complemented by MidYIS tests to establish a baseline. This also serves as a diagnostic tool to identify individual strengths and weaknesses and to develop the most appropriate support strategies for pupils' learning. Although a snapshot in time, the test enables the school to obtain an understanding of the pupils' broader achievement and skills. This is particularly so for pupils who are learning English as an additional language or are from a disadvantaged background. A depressed score in English may be balanced by their higher score in the non-verbal section or mathematics. As a diagnostic tool, the scores are used in combination with other information, to indicate reasons for a pupil's learning difficulties and can go some way to offer explanations for underachievement, although these are not used as 'excuses' for lack of progress.

All year 10 pupils are also tested on YELLIS – their test score and the FFT (Aspire) predictions, combined with knowledge of each pupil determines the setting of ambitious targets benchmarked against the top 10% of similar schools. As a minimum, all pupils are expected to achieve the expected progress between key stage 2 and 4. Our expectation is that we must achieve the top score on progress 8 measures – our pupils' capability in doing so is evident in our predictions based on the progress reviews of the current year 10 pupils.

Before pupils join we make sure that they know and understand the expectations of them. These are reinforced within the first two weeks of pupils joining year 7. Outcomes of a comprehensive end of key stage 3 assessment forms the basis of an enhancement of expectations at key stage 4. Expected progress based on the top red zone on ALPS scores is used to set stretch targets for all pupils. We expect the lines of accountabilities for *all* pupils making at least the expected progress (from their starting points) to be clearly defined and understood. Teachers are held accountable for the progress of pupils in their class, and are responsible for ensuring positive impact of additional support for pupils who fall behind and/or have specific educational needs. Members of SLT, as the phase progress leader, hold weekly conversations with their phase teams to keep curriculum, teachers' marking and feedback, formative assessment and individual pupil progress under review.

Each half term, the SLT tracks progress of cohorts and delves deep into discrepancies found between the emerging expected and actual progress patterns with respect to agreed cohort targets. Our more vulnerable pupils, those with special educational needs, or eligible for pupil premium are the priority groups for individual attention. The progress of our disadvantaged pupils, those with SEND and eligibility for pupil premium funding, is kept under close watch by the SLT. As soon as concerns arise about a possible slip in a child's performance and development, the parents are informed to seek their engagement in supporting the intervention process. Where gaps appear and a pupil's progress halts with no evident reason, a case conference is held by the phase progress leader to meet with all who work with the child to identify and remove obstacles to the child's learning. The quality of teaching comes under sharper focus, as does the curriculum. Under the supervision of the phase progress leader, the pupil and his teacher agree a weekly personal learning plan (PLP) – progress is monitored each week until the pupil is back on track. Teaching is monitored as part of CPD for teachers to ensure that the intervention has a positive impact on improvements.

Gender differences in attainment are closely monitored as a potential risk. A swift response to the outcomes of tracking of individuals includes further diagnostic assessment of the pupil's learning, monitoring of the quality of teaching, deployment of additional support, adaptations to the curriculum, involvement of parents or referral to the SENCo for advice from external specialists. The accountability of administration, moderation, analyses and follow-up of summative assessment at half-termly intervals rests with progress leaders.

Teachers update their assessments for learning onto the target tracker highlighting the learning outcomes for their pupils each week. Assessment and recoding of pupils' learning and achievement is not a half-termly event but part of day-to-day teaching in response to the result of teacher assessment. Medium term curriculum planning in half-termly blocks complements the assessment cycle. Analysis of cumulative progress and attainment at individual and cohort level feeds into curriculum planning for the following half-term.

Outcomes of assessments are communicated to parents in termly meetings, and inform detailed planning, teaching and home learning. Evidence from the teachers' observations of pupils' attitudes towards their learning and behaviour, the impact of feedback from the teachers' marking on progress, attendance records, and work in books underpins formative assessment. This evidence, combined with end-of-unit test results in core subjects, contributes to the termly reporting to parents. As part of a service level agreement, summative attainment data as on the school's MIS is shared with the LA for analysis using local comparisons.

Quality assurance and moderation of assessment

Rigorous systems are in place for the moderation of teacher assessment. The SLT, heads of faculties and subject leaders are accountable for ensuring consistently secure assessment of pupil progress and attainment across all classes. Robust measuring of pupil progress and ambitious target setting is part of a wider culture, as is the belief in regular checking and self-evaluation. Actions taken to quality assure teacher assessment and pupil outcomes include:

- Weekly monitoring by phase progress leaders of the quality of teachers' feedback through marking and its impact on learning. Books are sampled on a rotation basis. The evidence in books is used to quality assure teachers' formative assessment in core subjects as entered on the target tracker by the phase progress leaders. Challenging targets for each pupil provide the benchmark to measure the rate of progress in each case.
- Half-termly moderation by subject leaders of teacher assessment and book scrutiny to make judgements on standards and achievement for different groups, and monitor consistent application of school's policies and expectations.
- Half-termly pupil progress reviews, led by the principal, monitor and review each pupil's progress with the class teacher and the phase progress leaders. Accountability for progress and standards rests with the class teacher and the phase leader.
- Termly independent school reviews commissioned by the Trust to ascertain the effectiveness of each school's improvement plan and progress made on issues agreed for action at the last review. Although each term the review has a specific focus on different school priorities, outcomes of observations of teaching and analyses of pupils' progress and standards achieved by the vulnerable pupils are standard agenda items for each visit. The outcomes of progress reviews are reported to the termly board meetings. The principals and chairs of governors are expected to respond to the issues raised for action by the school. The review outcomes feed into the performance reviews of senior leaders and the Principals.
- The Director of Education will be able to monitor trends in pupil progress at each school by a desktop scrutiny of performance data on availability of multi-tracker as from the end of spring term 2016. Follow-up conversations with senior leaders will challenge and support schools to continually improve the impact of their work, with Trust support and intervention if necessary.

The principles and processes underpinning the measurement of pupils' progress at KAPSH and AH will be applied across our schools to monitor pupils' performance and target setting. The same schedule of assessment, monitoring and pupil progress reviews will be followed by all schools in order to enable tracking and benchmarking of standards across Avanti schools. All our primary schools use Target Tracker (TT) as a tool for assessing and tracking pupil progress and attainment. This system offers curriculum related assessment for learning, and potential for comparative benchmark data based on the performance of over 4,000 schools. All four of our primary schools currently use the TT. Our new schools would be required to do the same as our investment in the multi-target tracker tool provides additional capacity for comparability and monitoring of standards across the family of our schools.

Targets for each of our new schools will be developed by the senior leadership and teaching teams following a detailed analysis of demographic data and performance profiles of other local schools. Our school targets for the new schools will ensure that pupils from our schools, while reflecting the same entry profile as the neighbouring schools, will meet and/or exceed the performance of local schools.

Closing the achievement gaps

In each phase, the progress of pupils at risk of underachieving and failing to gain qualifications will be closely monitored against expected progress. Detailed analysis followed by an informed diagnosis and suitable intervention strategies is key to preventing, as well as closing, the gaps in the achievement of pupils from different groups; pupil premium pupils being one of the priorities. Lessons learned from research inform the choice of strategies in order to secure maximum benefits for the pupils and best value for the schools. Personalised tuition in small groups (of up to 3) on a regular basis provided by the maths and English teachers and focussed on acquisition of basic literacy and numeracy skills, escalates progress across the curriculum. In addition to the basic skills support, individualised feedback, pastoral support to improve attendance, punctuality, and to promote behaviours for learning will raise expectations. Aspirational trips to activity weekends, university campuses, and overseas to widen students' horizons are all enrichment activities that have proven very effective in re-engaging and motivating pupils from disadvantaged backgrounds.

Our accountability measures

Avanti outcome measures for pupils reflect our vision of our pupils achieving educational excellence, character formation and spiritual insights. Each school's targets vary depending to some extent on their specific cohorts but set within a framework of highest expectations of achievement and standards. The Trust has robust accountability and quality assurance systems in place to moderate and monitor as well as support each governing body's effectiveness to deliver on high standards for all our pupils. The Trust KPIs are as follows:

- Good Level of Development at EYFS
- Phonic screening test score at age 6
- End of key stage results – KS1 – KS5 (attainment and VA)
- Attainment levels of disadvantaged pupils
- Pupil engagement and take up of enrichment programmes
- Pupil behaviour and attitudes
- School exclusions
- Attendance and punctuality
- Outcomes of SMSC development
- PRE related knowledge and practice – (s48 outcomes)
- Reported pupil experience of personal safety and well-being

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

The staffing structure in our schools is designed to ensure that we deliver on our vision of excellent educational provision for all. The staffing model provides sufficient and sustained capacity for leadership of curriculum, teaching and learning, achievement and well-being of pupils throughout the development of each school. The senior leadership structure develops clear lines of accountability and places pedagogy, achievement, personal development of pupils and professional development of staff centre stage. Clear reporting lines reinforce transparency of the arrangements for performance management. Recruitment of teaching assistants is phased in to strengthen personalisation of academic support as well as pupil welfare and supervision as the school grows.

Inclusion and high standards for the most vulnerable is firmly built into each senior leader's accountability. Directors as heads of their faculty and members of the SLT are responsible for securing high standards and progression in their areas for all pupils. They also lead and manage access and inclusion within their faculty areas by undertaking regular and robust monitoring of achievement of all including the most vulnerable and disadvantaged. For our schools in the Midlands hub we will retain the flexibility in: employing additional support staff for mentoring, the teaching and supervision of smaller group work, personalised learning and wrap around services to meet the children's, young people's and family needs, particularly to support attendance, punctuality and pastoral care during break times.

Phasing of middle leaders is timed to make sure that the demands of specialisms and challenge in curriculum for pupils as they make the transition from early years to later years in the school are not compromised. The sustainability of a versatile leadership model that is affordable, grows steadily over time without leaving gaps in the school's capacity, will be protected by appointing the most able and resourceful professionals to senior positions. We have grown our own senior leaders in our schools whose abilities and experience will be drawn upon to share best practice and support our newly constituted teams.

The proposed structure reflects the same principles of workforce deployment and management as the one currently in place for AH. It has stood the test of hardships in funding levels caused by fluctuations in roll due to site issues before the situation was reversed more recently to one of potential oversubscription.

Two structures are proposed⁶ – one for an all-through school and the other for a stand-alone secondary school. The plan is subject to change that may become necessary to deliver the statutory curriculum. A cautious and yet flexible approach within the budgetary constraints will be essential so as to respond to unforeseen situations such as the actual admission numbers on roll and the emerging school priorities during the growth period.

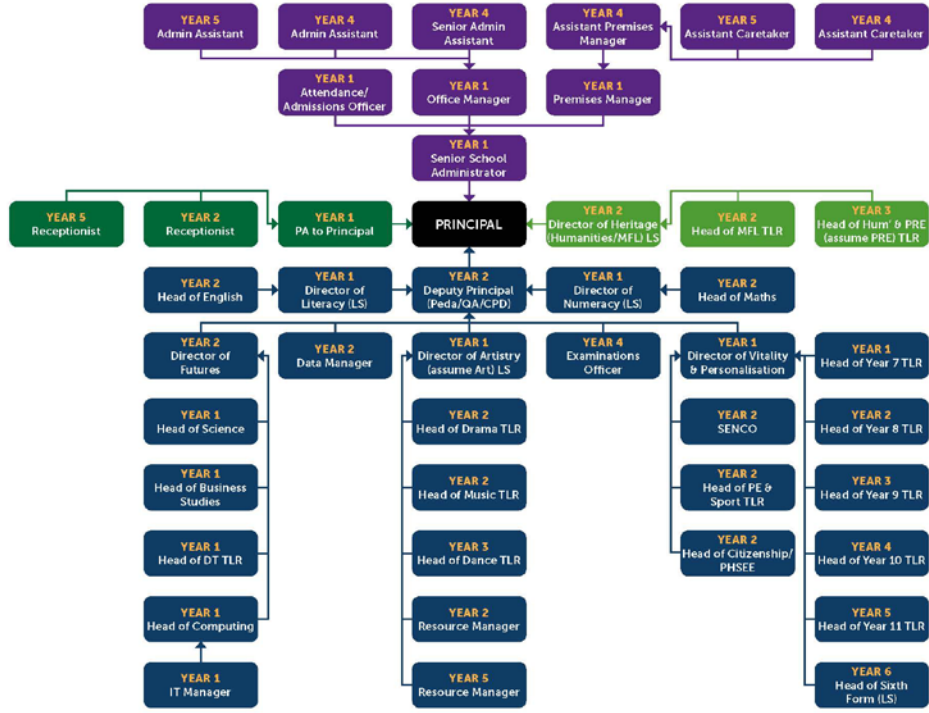
ALL-THROUGH



	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
Main Scale Teachers	7	+9	+9	+12	+12	+12	+12
TAs	4	+3	+3	+3	+3	+3	+3
Technicians	3	+1	+3	+1	+1	-	-

⁶ Finance and HR functions are to be provided by corporate centre and therefore not shown. Further details in the Strategic Plan - www.avanti.org.uk/FSdocs.

SECONDARY



	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
Main Scale Teachers	5	+7	+7	+7	+10	+10	+10
TAs	2	+1	+1	+1	+1	-	-
Technicians	3	+1	+3	+1	+1	-	-

D4 – the school will be welcoming to pupils of all faiths/world views and none

Open admissions with no faith criteria for a fully inclusive intake means that our schools are a choice for parents of all faiths and no faith. Our stance on open community schools is stressed in the marketing of our schools, and online and in face-to-face conversations with prospective parents and carers. All pupils, regardless of their faith or belief, who wish to join our schools will continue to be welcomed as valued as members of our learning community.

Similar to AH, that has open admissions and staff recruitment, all our new schools will be inclusive neighbourhood schools that set the highest of standards in educating pupils to grow as highly successful and accomplished young people, with a strong moral and social conscience. Avanti schools' ethos and values are grounded in the teachings of Lord Chaitanya. Born in 1486 in Nadiya, then East India's epicentre for learning and scholarship, he founded the region's foremost school, widely renowned for its teaching in logic, grammar and rhetoric. He went on to lead an early civil disobedience movement, contesting religious sectarianism. He advocated spiritual ideals that transcended social and religious boundaries and which culminate in a realisation of love, compassion, and selflessness as the original, pure nature of every being.

The sole purpose of Avanti schools is to deliver high quality broad-based education, steeped in our distinctive ethos, which achieves much more than just academic excellence within the public education system of the UK. Our ambition is to achieve this not just for pupils from Hindu families but to deliver the same for all communities living in the neighbourhood of our schools. We find that within the diverse settings of our schools, our strong emphasis on personalisation of care, teaching and learning is the bedrock of our schools' approach to achieving good progress and high standards of behaviour and academic achievement for all.

Pupils' socioeconomic backgrounds, ethnicity, gender, special needs and disabilities and/or family structure make no difference to our high expectations of them. We make or tolerate no excuses for poor progress of any of our pupils. A close involvement of parents and pupils in their learning is central to our strategy for achieving high outcomes for personal and academic development of all. From the youngest ages in nursery and reception classes, pupils are involved in self and peer assessment of their learning and goal setting as a way of becoming leaders of their learning. This is evident in the learning journeys records of young children where they also decide on the samples of their best learning that they want to add to their portfolios. Parents are invited to become involved at the first sign of a special gift or a special need emerging that needs a particular response to move the pupil onto more

than the normal provision. Our schools are oversubscribed and our parents tell us that they are attracted to our schools for the breadth of curriculum offered and for the personal attention we give to supporting each pupils' specific needs, helping them to achieve the best they can whatever the starting points.

Our policies, procedures, practices and behaviours are firmly based on the principles of equality and inclusion and an equality impact assessment is carried out on all major school policies to ensure that these apply equally and fairly for the benefit of pupils with any faith or none. The Equality Act 2010 provides a valuable statutory basis for such checks. Our school uniform expectations are standard – the same as those of any other mainstream school and distinctive only by its colours and the school logo. It consists of grey trousers or skirts, white shirts/blouses, blue blazers, a school tie and a navy PE kit. Affordability and durability are important considerations in order to provide good value for money and accessibility to all parents.

We allow pupils to wear discreet religious symbols from their faiths, with due consideration to health and safety requirements in PE and science for example. We will comply with the DfE inclusivity requirements around food.

The offer of our multi-faith PRE curriculum with Hinduism as its core remains voluntary. Our PRE curriculum includes teachings of the world's major faiths to help pupils to develop and reinforce messages of mutual understanding and respect for others' faith and belief systems. Visits to places of worship important in different faiths are built into our curriculum. All our schools actively promote diversity of beliefs and practices through celebrations of different faiths and cultures. Christmas carol concerts including nativity plays, and visits by Santa Claus (organized by the PTAs) are complemented by the 'meaning of Christmas' performances that include recitals and prayers from the Bible. These events attract excellent support from parents. They value the opportunities that such events in preparing their children to take a place in Britain as well-informed citizens ready to play their part in a multi-faith and multicultural society.

During open days and as part of our pupil induction process for in-year admissions, Principals explain to the pupils and their parents the school's faith designation and how it will manifest itself in the school. Our schools' ethos and values, including our firm belief and commitment to teaching British values, are emphasised. The school's approach to Collective Worship and an inclusive approach to the teaching of religious education are explained, as is the parental right to withdraw their children from these aspects of the curriculum. For pupils who may wish to opt out of these aspects of the curriculum, we provide information on the arrangements in place for age-appropriate supervised alternative curricular provision. Depending on the age group and the size of the group, pupils influence the choice of options available in this aspect of our provision which includes personalised project work, faith-related education specific to their belief, a programme of teaching/thinking skills, a course of

philosophy for children and additional coaching in English (for pupils at early stages of EAL acquisition) and/or mathematics.

Other than the exceptions stated above, the remainder of our schools' curriculum includes the national curriculum, and is a secular and enhanced curriculum in the breadth and balance that it offers to all learners. Subject-specific teaching is not influenced by the different religious beliefs. Religion is taught as belief and not fact and pupils are encouraged to make choices and come to their own position as they mature. We teach evolution in science lessons to all our pupils including those who opt into the PRE curriculum. In our schools, we have a relentless focus on raising standards and through enabling our learners to become inspirational people who understand and can confidently speak about their own and others peoples' many realities and beliefs.

Our schools have fully embraced the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different beliefs and world views. The promotion of the British values and our complementary school values (referred to as 'our values') is integral to our schools' ethos and culture. While successfully maintaining the integrity of teaching subject-specific skills and concepts across our broad-based primary curriculum, we adopt a cross-curricular thematic approach to the planning of our teaching and learning. This enables us to create contexts that promote acquisition of knowledge, and basic and higher order skills within an agreed framework of societal values and behavioural expectations that will equip our pupils to become responsible, productive, and proud British citizens capable of living happily anywhere in modern Britain and beyond.

Our values run through the 'blood stream' of our schools and are a constant reference point in our interactions between pupils, staff, visitors and parents, always challenging mutual behaviours and how these demonstrate our values. The teaching and inculcation of our values runs through the PSHEE and citizenship curriculum, the enrichment programmes of our schools, as well as the cross-curricular themes covering different subjects.

For example, a recent study of a unit of World War 1 was extended by year 6 pupils to include a study of 'Wars then' as well as contemporary 'Wars now' to teach critical thinking skills as well as the fundamental British values. Through their research and study they learned how the war tested the British values; and they drew comparisons between the motives, the consequences and the impact on nations and people of wars and conflicts then and now. The curriculum included a history unit from the NC, a study of the impact of the Syrian conflict on children's lives as a unit of current affairs journalistic writing and PSE, an English Literature study unit of *Kensuke's Kingdom* by Michael Morpurgo, an analysis of Wilfred Owen's poetry (a WW1 soldier writing about his experiences of post-traumatic stress' as a stimulus for emotive

writing), a visit to the tomb of the unknown soldier at Westminster Abbey, and PSE coverage of our values of mutual respect, individual liberty and courage.

The learning outcomes were captured in the information booklets, poetry writing, debates, biographical journals and research reports on the cost of wars that explored the impact of international sanctions on nations involved. The most moving outcome of all was the culmination of the pupils' work in the creation of a Syrian Guernica modelled on Pablo Picasso's 1937 piece. The year 6 pupils persuaded the school to donate the £1,600 raised from 'Money Week' to Save the Children Fund in support of Syrian children. This example illustrates our approach to exploring real life world events and people through poetry, song and writing. Teaching and learning in these lessons embodies our values, and pupils explore concepts such as liberty, democracy, empathy, tolerance and respect in the rich context of real life stories. At key stages 3 and 4, SMSC is incorporated into the citizenship curriculum. This includes teaching about identity, diversity and human rights as well as teaching about democratic structures through looking at local, national and world events. The emphasis is on broadening pupils' horizons by developing students as active citizens by opportunities to debate global issues that impact the UK and beyond.

Our schools' curriculum includes a strong emphasis on providing opportunities for pupils to learn ways of exerting positive influence through democratic structures. Pupils enjoy and take great pride in developing leadership skills across all ages. Pupils from reception classes onwards take special responsibilities for their table groups stretching these to whole school responsibilities and duties. The cross-curricular themes and dimensions such as environmental education, equality, citizenship as envisaged by the National Curriculum since its first conception in late 1980s still stand true and inform the breadth of experience of our pupils.

School councils lead on making sure that democratically elected bodies represent pupil voice fairly and influences schools' decisions on important matters regarding teaching, learning and policies such as behaviours for learning, homework, quality of teachers' feedback and school trips. Eco councils lead on the Environment, debating on hiring of coaches versus use of public transport, deciding on criteria for the choice of venues and the provider of residential visits, school meals, swimming, sports, after school clubs, equipment and resources and so on. The school food group oversees the menu choices for healthy eating and provides regular feedback to the meals contractor on quality and sufficiency for example.

We are a participating school in the Mayor of London's school ambassadors project. Our school ambassadors, as the 'leaders of learning' at KAPSH, recently disseminated their findings in a pupils' survey to celebrate the very high proportion of pupils who were happy and felt safe at school and discussed with each class the importance of following rules. They were incisive in their questions to pupils on the

relatively lower scores from three classes on behaviours for learning and discussed how feedback could be improved before the next survey.

All teaching and support staff have been trained on the Prevent strategy and fully understand the importance of their duty under this policy. Through policy discussions they have developed the knowledge and confidence to identify early signs of radicalisation. The senior team are fully aware of the Channel programme and the support agencies that we will work with for prevention and remedial action. Our PSE programme and safeguarding policies promote a safe environment in which our pupils feel free to discuss sensitive issues and their fears and anxieties about terrorist ideologies and how they these ideas must be challenged as they might cause harm to individuals and their families.

We believe that schools are central to educating children and young people about the different cultures, value systems and beliefs that make up our diverse neighbourhoods within the UK. Through our curriculum we teach pupils to question, explore and analyse different ideas and identities and apply British values of personal individual, freedom of speech, rule of law, and respect to challenging and debating different ways of thinking and acting to promote mutually respectful relationships and cohesive communities. Engaging in a dialogue to explore differences and similarities with a view to understanding other people's point of view is integral to our PSE curriculum. We use historical and contemporary events in the study of the humanities curriculum, and real life stories from across the world to explore human motives for aggression and violence towards others. Pupils are enabled to reflect on the negative impact such behaviours and conflicts have on the lives of children and their families and how these influence the living conditions in different countries. These discussions have led to many charitable events organised by pupils to support children in countries caught up in conflict. As a result of their research and study of the wider impact of the terrorist threat and activity in the world, older pupils speak eloquently about the economic impact of conflict and terrorism on different nations.

The pedagogical principles and approach to teaching in our schools is designed to encourage pupils to become articulate about speaking freely to express their personal points of view and show respect for others' without fear. Links with neighbouring schools and other faith schools have proved very beneficial in informing and extending our pupils' experience of other cultures and establishing wider friendships with pupils from other schools but of similar age. Our school's links with the Convent of Sacred Heart, Clore Shalom Jewish School, and visits to a range of different local places of worship have broadened our pupils' dialogue with children following different faith traditions.

In the light of the wider and more complex risks posed to children and young people by the social media and issues of grooming, extremism, and radicalisation, a greater

emphasis is placed on safe and responsible use of the internet. In our schools we organise parental workshops and pupils initiate a number of awareness raising 'keep safe' activities to mark the national internet safety week. For example they design posters to display around their schools warning their peers of the risks and how to protect themselves from harm by safe behaviours. School ambassadors often take a leadership role in such campaigns initiated by the pupils.

Protection from extremist exploitation and detection of early signs of risks of radicalisation are high safeguarding priorities. Our schools' safeguarding and equality policies and requirements of mandatory training for all staff provide guidance on the handling of incidents and disclosures that may highlight the risk of harm to pupils and their families. Our schools work in partnerships with parents (where appropriate), local partners, including the police authorities and the LA, to respond swiftly and appropriately to risks, thus ensuring the safety of children and young people.

Section E – evidence of need

Section E1: Avanti Leicester School – opening September 2017

Introduction

Avanti Leicester School will be a co-educational all through 2FE Primary and 6FE Secondary plus sixth form with a Hindu faith designation. The proposal will also include pre-school nursery provision with 52 places (26 FTE).

The school will open in September 2017 with an initial intake of 52 in nursery, 60 pupils in reception and 180 pupils in year 7. It would continue to recruit at reception and year 7 in successive years.

Avanti Schools Trust has held discussions with Leicester City Council (LCC) and has obtained latest local authority data projections for where demand for school places is considered to be most pressing.

This proposal, which has the support of LCC, responds to the identified education sufficiency issues identified by LCC across both primary and secondary education phases in the East of the City where the majority of people with a Hindu faith designation reside.

The Trust is committed to work constructively with LCC to seek agreement of schools admissions criteria, which specifically target areas of basic need whilst responding to parental demand for high quality Hindu faith provision in the area.

Section 1) Demand – the need for additional pupil places:

The most recent pupil place demand figures are set out in the Cabinet Paper, School Places and Admissions Update, 10 November 2015, which provides an update on pupil place planning projections⁷.

Key headlines

- The City of Leicester as a whole faces a challenge to provide sufficient school places against a background of rising birth rates and several years of increasing net migration to the City;
- The City has witnessed unprecedented pressure on school places, since rising births from 2000/01 up to a peak in 2010/11 – this most recent cohort entered the school system in September 2015;

⁷ Leicester City Council Cabinet Paper: School Places and Admissions Update (10 November, 2015)

- Pressure is also due to a growth in new arrivals and a reduction in pupils leaving City schools (i.e. cross-border movement) other than at normal leaving ages;
- Pressure in the primary phase is now filtering through to secondary schools;
- LCC has been able to implement expansions to cope with short-term demand, but the School Places and Admissions Update Paper sets out that a longer-term strategy is required that will require the delivery of new schools.

Primary School capacity and demand

LCC identifies that immediate action is required to provide additional primary school places together with the formulation of more detailed proposals for future years. LCC projects pupil place sufficiency across five Planning Areas (North, East, West, South and Central) and discussions with LCC has indicated need for new provision in the Eastern Planning Area, which mirrors the highest numbers of Hindu residents.

Across all of these planning areas, in the past five years (2010-2015) a total of 726 additional reception places have been provided at primary schools, along with a number of additional classes in other year groups. The additional places equate to approximately 2 new 2FE primary schools being opened.

Whilst school expansions have to date provided sufficient overall capacity to meet the need in reception demand there is a shortage of places in other year groups. In particular, there is an increasing shortage in key stage 2, which is consistent with the birth 'bulges' working their way through from year to year. Also, the day-to-day experience of the LCC Admissions team shows that not all of the capacity is in the right place – i.e. in areas of greatest demand and need.

The LCC Cabinet Paper: School Places and Admissions Update (2015) identifies that longer-term interventions are required to meet projected need in the primary phase from 2017/18 – the inference from this paper is that new schools will be required to meet future demand.

School Place Requirements in Secondary Phase

LCC identifies that plans to deliver new secondary schools to help meet future pupil demand were impacted by the loss of Building Schools for Futures (BSF) Funding in the 2010 National Spending Review. LCC was forced to shelve plans that would have developed a new school with 165 year 7 places in the centre of the City and increased the capacity of Fullhurst Community College by 60 students per year.

The City is starting to experience a shortage of capacity as the large cohorts in primary schools pass into the secondary education phase. The School Places and Admissions Cabinet Update (2015) states that, for 2015 year 7 admissions, a number of schools agreed to find space for an additional 156 places. From 2017

onwards, the need for additional places across all secondary year groups is projected to go well beyond that which can be met by the current school estate.

No data is published by LCC to show areas where demand is forecast to be highest across individual Education Planning Areas. A draft report prepared for the Cabinet Meeting on 24 February 2016 recommends a 3 Year Capital Programme from 2016/17 – 2018/19⁸, and identifies £44m for expenditure on schools. Anecdotal evidence suggests that LCC is looking to support the delivery of five new secondary schools across the City in order to meet projected demand for places⁹. To assess demand for primary and secondary schools in the Trust’s preferred catchment in Planning Area East, our approach has been to look at surplus capacity/ deficit of places in the wards of Rushey Mead, Hamilton, Latimer, and Belgrave.

We have reviewed existing school capacity using data presented on Edubase. Table 1 shows the current primary and secondary school capacity within the ward areas where the Trust has identified parental need for a new all-through school.

PRIMARY SCHOOLS				
District	School	Pupil Capacity	Current Roll Numbers	Current Operational Capacity
Rushey Mead	Hope Hamilton CofE Primary, LE5 1LU	385	362	94%
	Kestrels' Field, LE5 1TG	440	450	102%
Humberstone & Hamilton	Humberstone Infant School, LE5 1AE	270	353	131%
	Humberstone Junior Academy, LE5 1AE	as above	as above	as above - linked to infant school
	Scraptoft Valley Primary, LE5 1NG	442	419	95%
	St. Joseph's Catholic Primary, LE5 1HF	307	274	89%
Belgrave/ Latimer	Falcons Primary, LE5 0TA	420	37	Note: new free school - Sikh faith
	Merrydale Infant School, LE5 0PL	270	343	127%
	Merrydale Junior School, LE5 0PL	360	364	101%
	Northfield House Primary, LE4 9DL	332	377	114%
	St. Barnabas CofE Primary, LE5 4BD	280	340	121%
SECONDARY SCHOOLS				
District	School	Pupil Capacity	Current Roll Numbers	Current Operational Capacity
Rushey Mead	Soar Valley College, LE4 7GY	1275	1269	100%
	Rushey Mead Academy, LE4 7AN	1350	New school - recently opened so still operating under capacity	
Humberstone & Hamilton	Hamilton Community College, LE5 1RT	1200	1064	89%
Source: Edubase and http://www.edubase.gov.uk/schools/performance/geo/la355_all.html				

Table 1: School Capacity

A number of observations can be drawn from the data presented in Table 1:

- The majority of primary schools within the Trust core demand catchment area are operating at above capacity, which is most likely due to school’s taking in additional pupils to meet increasing basic need in line with short-term Council plans set out in the School Places and Admissions Update from November 2015;

⁸ Capital Programme 2016/17 – 2018/19 Report to Cabinet, 24 February 2016, Leicester City Council
⁹ <http://www.leicesterm Mercury.co.uk/new-secondary-schools-needed-meet-pupil-demand/story-28321157-detail/story.html>

- A new Sikh faith free school has recently opened – it will take time for this school to fill up, which explains the current low numbers of pupils on roll;
- A number of primary schools are operating at above 15% over capacity including St Barnabas (21% over capacity), Merrydale Infant School (27% over capacity), Humberstone Infant School (31% over capacity);
- Figures presented indicate that there is an acute shortage of primary school pupil places in the east of the city, and that there is no surplus supply to meet additional demand in the Rushey Mead, Hamilton, Latimer, and Belgrave wards;
- Rushey Mead Academy has surplus capacity in the secondary education phase, but there is none available at Soar Valley. Any spare capacity may be taken up by the high numbers of pupils exiting primary schools in Belgrave, Latimer and Rushey Mead.

Section 2) Existing School Performance

We have assessed school performance in the preferred catchment area to identify how many existing pupil places are in under-performing school. For the purposes of the assessment, we use the Ofsted rating of “Requiring Improvement” as the definition of an under-performing school. Existing school performance is assessed across wards in the east of the city, which encompass Rushey Mead, Hamilton, Latimer, and Belgrave. Results are presented in Table 2.

District	Primary Schools	% achieving KS2 L4 or above in RWM (Reading, Writing, Maths) in 2015	Ofsted Rating
Rushey Mead	Hope Hamilton CofE Primary	90%	Rated 2 - June12
	Kestrels' Field	63%	Rated 3 - Jan15
Humberstone & Hamilton	Humberstone Infant School	n/a	Rated 3 - Sept15
	Humberstone Junior Academy	95%	Rated 2 - Jan11
	Scraptoft Valley Primary	81%	Rated 2 - May12
	St. Joseph's Catholic Primary	74%	Rated 2 - July14
Belgrave/ Latimer	Falcons Primary	New free school	Not yet assessed
	Merrydale Infant School	n/a	Rated 2 - Mar12
	Merrydale Junior School	61%	Rated 3 - April15
	Northfield House Primary	79%	Rated 3 - Nov11
	St. Barnabas CofE Primary	76%	Rated 2 - Feb13
The LA district average for the % achieving KS2 L4 or above in RWM (Reading, Writing, Maths) in 2015 = 78%			
District	School	Percentage achieving 5 A*-C GCSEs (or equivalents) including English and maths GCSEs	Ofsted Rating
Rushey Mead	Soar Valley College, LE4 7GY	65%	Rated 1 - Nov11
	Rushey Mead Academy, LE4 7AN	N/A	Not yet rated
Humberstone & Hamilton	Hamilton Community College, LE5 1RT	25%	Rated 2 - April13
The LA district average for the % achieving 5 A*-C GCSEs (or equivalents) including English and maths GCSEs in 2015 = 78%			
Source: http://www.education.gov.uk/schools/performance/geo/la355_all.html			

Table 2: School performance

Across all wards the quality and standard of education appears to be mixed. In terms of primary schools, Hope Hamilton, Humberstone Junior Academy and Scraptoft Valley all achieve pupil percentages higher than the local authority average of 78% for KS2 L4 or above in RWM. However, a number of primaries have results well below this average – Merrydale Junior at 61% and Kestrels' Field at 63% being significantly lower.

Primary school Ofsted results are of more concern, with four of the eleven schools being rated as “3 - Requiring Improvement” – in total, there is a combined number of 1,402 “weak” primary school pupil places in the preferred catchment area.

Levels of attainment across secondary schools are also lower than the local authority average. Defining attainment as the KS4 percentage achieving 5+ A*-C GCSEs (or equivalent), including English and maths GCSEs, two schools have lower percentage scores than the local authority average of 78%:

- Soar Valley KS4: score of 65% for 2015;
- Hamilton College: score of 25% for 2015;

Whilst Ofsted results are good, KS4 results are poor, especially at Hamilton College. Based on KS4 results, there are 2,475 “weak” secondary school places in the preferred catchment area.

Section 3) Deprivation and low incomes

Our approach taken to assessing deprivation within core catchment areas for the Trust is to highlight the need to improve the life and employment prospects of children from families in these areas. Improving existing schools and securing new high performing schools in these areas is required to achieve this.

We have used the latest data available on the Office for National Statistics website, and present the following statistics to present a picture of the current level of deprivation and employment prospects for people in the Trust’s core catchment area:

- % of people of Job Seekers Allowance (JSA);
- % with no qualifications (2011 Census data);
- Employment rate (16-64 aged persons);

Ward	Dataset		
	% people with no qualifications	Total JSA claimants	Unemployment Rate
Rushey Mead	20.6%	1.3%	9.0%
Humberstone & Hamilton	17.7%	1.5%	8.6%
Belgrave	26.2%	2.0%	13.4%
Latimer	27.9%	1.2%	13.3%
Leicester City average	22.0%	2.0%	12.2%

Table 3: Indices of deprivation in Leicester wards

Source: <https://www.nomisweb.co.uk/reports/lmp/ward2011/>

The statistics for Trust catchment area wards of Belgrave and Latimer show that these are deprived areas, with people living here likely to be worse off in comparison to the wider city. The percentage of people with no qualifications and unemployment rate in both of these wards is high, but the same figures for Rushey Mead and Humberstone and Hamilton are slightly lower than the city average.

Overall, the figures highlight that the Trust is targeting an area of Leicester that has higher-than-average levels of deprivation. A new high-performing school can help to address the life prospects of future generations and ensure that deprivation levels are improved within the east of the city.

Section 4) Hindu Faith

The 2011 Census showed that 47,764 people who stated their religion as Hindu were living in LCC. A significant proportion of those people resided in the ward areas towards the East of the City, which are highlighted in Table 4. Although the school will be available to all faiths and none, the Trust anticipates that the majority of the demand will come from people of Hindu faith located in these wards.

Number of people stating religion as:

2011 Ward Areas	All people	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other religions	No religion	Religion not stated	Hindu as %
Abbey	14926	5763	42	1581	0	1077	378	1077	4071	938	11.3%
Aylestone	11151	5387	41	176	0	176	93	829	3657	791	1.7%
Beaumont Leys	16480	6275	47	1584	16	1755	326	1041	4489	948	10.2%
Belgrave	11558	1589	33	6069	0	1567	611	534	711	443	54.6%
Braunstone Park & Rowley Fields	18173	7165	34	665	17	802	631	1194	6551	1113	3.9%
Castle	22901	7630	299	962	43	2458	492	1817	7673	1529	4.5%
Charnwood	13291	2935	25	2012	0	4896	544	683	1556	639	15.9%
Coleman	14669	2401	14	3043	0	5542	1228	782	949	709	21.8%
Evington	11113	3363	11	2126	11	2284	1301	571	910	537	20.1%
Eyres Monsell	11520	5101	32	86	11	280	43	766	4465	735	0.8%
Fosse	13072	5911	49	809	0	601	245	908	3741	808	6.6%
Freemen	10949	4295	72	235	10	522	133	798	4162	722	2.3%
Humberstone & Hamilton	18854	5897	36	3788	0	2680	1179	1090	3199	985	21.2%
Knighton	16805	6741	63	1524	47	1336	1288	1194	3520	1092	9.7%
Latimer	12457	1077	12	8581	0	1077	472	436	448	354	70.9%
New Parks	17128	7539	48	337	16	690	96	1107	6207	1088	2.1%
Rushey Mead	15962	3319	46	6592	15	1606	1499	811	1407	668	43.1%
Spinney Hills	25571	2027	24	2833	0	16996	733	1221	586	1152	11.6%
Stoneygate	20390	2864	58	2419	39	9715	1200	1103	1955	1037	12.5%
Thurmcourt	10596	4434	10	887	0	1016	568	658	2391	632	8.9%
Westcotes	11644	4142	76	730	11	916	349	905	3771	745	6.7%
Western Park	10609	4677	30	725	0	338	278	794	3088	680	7.3%

Table 4: 2011 Census data – Hindu faith by Wards in Leicester

Section 5) Post-16 academic provision

Statistics published by the DfE show that 82.3% of 16-17 years olds within the City are in full time education and training. This is slightly above the national average and represents 7,012 people currently. Leicester is already pursuing strategies to ensure more 16-19 year olds participate in full-time education and training and the projected demographic surge within the City will inevitably lead to more post-16 provision being required especially within the catchment areas for Avanti Leicester School.

We have reviewed DfE performance data at KS5, which indicate that the average point score per A level student is below national averages within the Local Authority area (Table 5). Leicester has identified the need to improve post-16 provision in a number of strategies and particularly in ethnic minority groups.

▲ School/College name	School/College Type	Average point score per			% of A level students achieving			
		A level entry	A level entry expressed as a grade	A level student (full-time equivalent)	at least 3 A levels at A*-E	at least 2 A levels at A*-E	at least 1 A level at A*-E	grades AAB or higher in at least 2 facilitating subjects
England - all schools and colleges		216.1	C+	778.3	78.7%	92.2%	99.6%	14.7%
England - state funded schools and colleges		211.9	C	763.9	77.2%	91.5%	99.6%	11.8%
Local Authority		200.5	C-	698.8	74.3%	90.8%	99.4%	8.8%

Table 5: KS5 Results 2015

Table 6 shows the schools offering an A level based curriculum in close proximity to the proposed Avanti Leicester School. Average point scores are below national averages with some providers being significantly below. This shows an average point score spread of between 702.5 (which is below the national average) and 919.3 (which is well above national average).

KS5 2015 Results / Performance measures - Sorted by School name, in ascending order.

KS5 2015 Results
data last updated on 21 Jan 2016
Click on headings to sort figures in ascending/descending order.
Schools without data will be displayed below those with data.

Displaying 1 - 4 of 4 schools.

▲ School/College name	School/College Type	Average point score per			% of A level students achieving			
		A level entry	A level entry expressed as a grade	A level student (full-time equivalent)	at least 3 A levels at A*-E	at least 2 A levels at A*-E	at least 1 A level at A*-E	grades AAB or higher in at least 2 facilitating subjects
England - all schools and colleges		216.1	C+	778.3	78.7%	92.2%	99.6%	14.7%
England - state funded schools and colleges		211.9	C	763.9	77.2%	91.5%	99.6%	11.8%
Schools/colleges (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here: Compare)								
<input checked="" type="checkbox"/> Longside Community College	Community School	208.5	C	718.5	80%	97%	100%	8%
<input checked="" type="checkbox"/> Gateway Sixth Form College	Sixth Form College	188.0	D+	560.4	40%	73%	99%	1%
<input checked="" type="checkbox"/> English Martyrs Catholic School	Voluntary Aided School	211.9	C	736.9	71%	92%	100%	10%
<input checked="" type="checkbox"/> Wreake Valley Academy	Academy - Converter Mainstream	200.4	C-	701.3	98%	100%	100%	7%

Table 6: Sixth form – average points score

Avanti Leicester School is intended to respond to the basic need pressures in the borough and the high numbers of people requesting Hindu faith provision. It will also help to drive up standards and address identified priorities of the local authority whilst providing a true “all-through” education for its pupils.

Section 6) Nursery Provision

Avanti Schools Trust wants to include nursery provision as part of the proposal to establish a new all-through school in Leicester. The school will target pupils in the east of the City, which encompasses the wards of Rushey Mead, Belgrave and Latimer, where there is a high proportion of Hindu faith population.

This section provides a high-level sufficiency assessment of the supply and demand for nursery place provision within the Trust's identified local pupil catchment area.

National Policy Framework

The Early Years/Childcare Team within Leicester City Council has a statutory duty to look at what childcare is available across each of their administrative areas. This process involves the local authority speaking to parents / carers and childcare providers, with the outcome being the production of a Childcare Sufficiency Assessment (CSA). The CSA is a starting point from which to assess the existing supply of nursery provision in each of the Trust's identified preferred catchment area.

Leicester City Council's most recently published CSA covered the period 2011 to 2014. We have used this document to assess childcare sufficiency issues given that no more recent information is available.

CSA Headlines

- Affordability - the cost of childcare is identified as an issue both for childcare users, and non-users of childcare. Amongst current childcare users, 59% were satisfied with the cost of their current childcare arrangements, and whilst this represents a majority, 13% were dissatisfied or very dissatisfied with their current childcare costs. Satisfaction levels were lowest in the East, North and North East neighbourhood areas – 14% of respondents to the CSA survey were dissatisfied with the cost of childcare; substantially higher than the 9% rate for Leicester City as a whole;
- Quality of provision – Ofsted inspections of day childcare group (i.e. nursery) provision rated 64% of providers as “good” with 27% rated as “satisfactory”. These figures are roughly the same as the average for Leicester City administrative area.

Affordability

The CSA does not assess in any detail the affordability of childcare at a local ward level. Leicester City Council figures state that the weekly cost of FTE childcare in the City for all children aged 0-5 stands at £163.66. To assess where there is a shortage of affordable childcare for income groups in the Trust's catchment area, we have compared the average cost of childcare for 1 child (£163.66 p/w) against total mean annual household income in Rushey Mead, Belgrave and Latimer (split into Latimer North and Latimer South at ONS Middle Output Area) (Table 7).

Average cost of nursery care (per year) figures for Leicester				
Trust Settlement	Catchment Areas	Combined Ave (0-5 year olds) Yearly Fees	Total Annual Household Income (2011/12) - ONS	Proportion of household income on childcare
Leicester	Rushey Mead	£ 7,856	£ 28,927	27%
	Belgrave	£ 7,856	£ 22,354	35%
	Latimer North	£ 7,856	£ 25,235	31%
	Latimer South	£ 7,856	£ 21,708	36%
	Leicester City Average	£ 7,856	£ 11,885	66%

Table 7: Affordability of Nursery Provision

Table 7 shows that as a proportion of total average annual household income, FTE nursery costs for 1 child between 0-5 years old is likely to be unaffordable for most households within the Trust's catchment wards. This is due to a combination of low household incomes and the fact that nursery costs would consume a significant proportion of these. It is interesting to note that as a City, Leicester is in the bottom five places for disposable household income. The Office for National Statistics rates the city's average household income (including benefits but excluding tax) at £11,855 per year, higher only than Blackburn, Hull and Nottingham.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



Section E1: Avanti Brent School – opening September 2018

Introduction

Avanti Brent School will be a co-educational all through 2FE Primary and 6FE Secondary plus sixth form with a Hindu faith designation. The proposal will also include pre-school nursery provision with 52 places.

The school will open in September 2018 with an initial intake of 52 in nursery, 60 pupils in reception and 180 pupils in year 7. It would continue to recruit at reception and year 7 in successive years.

Avanti Schools Trust has held discussions with the London Borough of Brent (Brent) and has obtained the latest local authority data projections for where demand for primary and secondary phase pupil places is considered to be most pressing.

This proposal responds to the identified education sufficiency issues identified by Brent across both primary and secondary education phases. The Trust is committed to work constructively with Brent to seek to agree schools admissions criteria, which specifically target areas of basic need whilst responding to parental demand for high quality Hindu faith provision in the area.

Section 1) Demand – the need for additional pupil places:

The most recent basic need information is set out in the Brent School Place Planning Strategy 2014 - 2018, which was approved by Cabinet in October 2014. Along with other London Local Authorities, Brent commissions the Greater London Authority (GLA) School Roll Projection Services to provide school place forecasts. The GLA projections are informed by both centrally held demographic data, such as the Office of National Statistics (ONS) census data, fertility rates and birth rates together with locally held information such as migration patterns and planned housing growth.

Key issues relating to pupil place sufficiency are detailed below.

Primary Phase headlines:

- 2014 data projections indicated a substantial reduction in births across London, with a subsequent decrease in demand for reception places. Birth numbers in Brent reached a peak of 5,340 in 2012 before declining in 2013 and 2014 to 5,078. GLA projections therefore currently indicate that, following

a period of rapid growth, there will be an overall surplus in reception places from 2016¹¹;

- Birth rates have increased again in 2015. Most recent birth data indicates that around 5,200 births are expected for 2015. These children will require a reception place from 2019. Brent therefore expect that future projections will be revised upwards;
- Current primary surplus across the borough is 2.02% and even with all planned expansions and proposed Free Schools it does not rise above 3% until 2022 – Brent has set a target surplus across schools of 5% in line with Central Government policy;
- Projections for an overall surplus on reception places from 2016 does not apply to all parts of the borough - continued deficit of places in the north of the borough is anticipated in Primary Planning Area 1, and potentially in Primary Planning Area 3, where the Trust has identified a preferred site to meet parental demand;
- Brent will work with the EFA to secure a provider to deliver a new primary school in the Oriental City/Edgware Road development as this is in a Planning Area of high need - the site is secured for the Council to enable a primary school to be provided.

Secondary Phase headlines:

- GLA secondary school roll projections, provided by the GLA, indicate the need for the equivalent of 2 or 3 new secondary schools in Brent by 2022 - this reflects the fact that the significant growth in the primary population will be moving into the secondary phase;
- The cabinet paper, “Update on School Place Planning Strategy” (Nov 2015) sets out the level of the need for places in the secondary phase and recommends that new Free Schools be the preferred option to meet the projected increase in demand for secondary places, due to the high costs of expansion.

Primary Places 2016 to 2022/23 – geographical areas where basic need is highest

- Brent plans for pupil place sufficiency across 5 Primary Planning Areas;
- Demand projections indicate that the need for reception places will slow down from 2016 but that the demand for places in other primary years will continue to grow, and that there will continue to be a shortage in some parts of the borough such as Planning Area 1 (Queensbury, Fryent and Welsh Harp wards) and in some primary year groups.

¹¹ Brent School Place Planning Strategy 2014-18

Table 1 provides the detail of reception places available from 2015. The places available includes temporary provision at Elsley, Leopold and Uxendon Manor schools, which Brent expect to become permanent during the 2015/16 or 2016/17 academic years. It also includes the approved expansion at Byron Court School.

Year	Projected Reception intake (GLA Jan 2015)	Reception Places Available	Surplus/ Deficit of places	Surplus/ Deficit as FE	With 2 Free School (4FE) Surplus/ Deficit as FE
2015/16	4157	4199	42	1.4	1.4
2016/17	4122	4231	109	3.6	3.6
2017/18	4036	4262	226	7.5	13.5
2018/19	4031	4262	231	7.7	13.7
2019/20	4050	4262	212	7.1	13.1
2020/21	4062	4262	200	6.7	12.7
2021/22	4070	4262	192	6.4	12.4
2022/23	4072	4262	190	6.3	12.3
Source: LB Brent School Place Planning Strategy (2015)					

Table 1: Primary Phase need for additional FEs

The EFA propose to open 2 Primary Free Schools in Brent. Floreat Primary Alperton (2FE) hopes to open in temporary accommodation in 2017 and move to a permanent site from 2018. The Ark Somerville Primary School (3FE) has been approved to open in 2017, but has yet to confirm a site. The final column in Table 1 shows the impact these schools would have on overall reception capacity, with an overall surplus of up to 13FE between years 2017/8 – 2022/23.

Figures presented in Table 1 present an overall picture of primary place sufficiency, but do not provide a picture of capacity within individual Primary Planning Areas.

As noted previously, Brent projections for an overall surplus on reception places from 2016 does not apply to all parts of the borough and are also predicated on new Free Schools coming on line. Alongside continued deficit of places in the north of the borough in Planning Area 1, the School Place Planning Strategy identifies potential issues in Primary Planning Area 3 (PA3), which includes the Trust's core catchment areas of Sudbury, Wembley Central and Alperton. The Trust's preferred site is in Northwick Park just to the north of Wembley Central, in the adjacent Primary Planning Area 2 (PA2). The Brent Place Planning Strategy 2014-18 states that there is a significant cross over between PA2 and PA3 in terms of school place demand. The Trust's preferred site is less than 1 mile from Sudbury and Wembley and is therefore well-placed to meet the anticipated high levels of demand in these locations.

PA3 contains the growth areas of Wembley and Alperton where significant new housing development is anticipated. The Trust is aware that Brent is implementing a number of temporary bulge measures. Together with the planned opening of Floreat Primary Alperton in temporary accommodation in September 2017, Brent forecasts that there may be a small surplus in forms of entry in the short term. However, the Place Planning Strategy 2014-18 states that projections for surplus/ deficit primary forms of entry in PA3 are expected to be revised to show additional need if new housing developments are delivered up to 2022/23.

To assess the impact that new housing development may have on demand for school places across primary and secondary provision in PA3, we have reviewed the GLA Housing Zone designations for Alperton and Wembley. To calculate the number of new children that could enter the primary and secondary education phases, we have used the following child yields for new dwelling completions anticipated for the two Housing Zones:

Phase of Education	Housing child yields	Apartment child yields
Primary	0.27 pupils per dwelling	0.01 pupils per dwelling
Secondary	0.18 pupils per dwelling	0.01 pupils per dwelling

Housing Zones:

- Wembley – 660 homes delivered by 2021;
- Alperton - 2,300 new homes by 2025;
- Total: 2,960 new dwellings¹²

Assuming a notional 50/ 50 split of houses to apartments, the addition of 2,960 dwellings would generate the demand for 419 additional primary school places (1 x 2 FE primary school) by the end of 2025 (see Table 2):

Net additional new dwellings up to 2025							
Housing Zones	2016 - 2025	50% aparts	50% houses	Primary Child Yields		Secondary Child Yields	
				Houses (0.27)	Aparts (0.01)	Houses (0.18)	Aparts (0.01)
Wembly	660	330	330	89	3	59	3
Alperton	2,330	1,165	1,165	315	12	210	12
Total	2,990	1,495	1,495	404	15	269	15
			T totals:		419		284

Table 2: Housing Zone Child Yield projections

¹²Wembley and Alperton Housing Zones, Brent Cabinet Paper 27 July 2015

Projections are only for the two Housing Zone areas and do not include other sites which may come forward in PA3. However, the figures clearly show that the delivery of dwellings in the Wembley and Alperton Housing Zone areas may have a significant impact on the demand for primary pupil places.

We also note that Brent is in the top 5 local authorities nationally by net international migration levels for children aged 0-7, with nearly a thousand new primary aged pupils expected to migrate into the borough in 2018-19. This record level of immigration will further add to the pupil place shortages in the borough¹³.

Secondary School Additional Place Requirements 2016-2022/23

The Brent School Place Planning Strategy 2014-18 identifies a current surplus of places in the secondary phase, but this will begin to change from 2018 as the primary growth moves through. The significant growth that has been seen in the Primary phase since 2010, will move through to the secondary phase in 2016, with demand expected to outstrip supply by 2018/19. The projected secondary capacity and place need is outlined in Table 3.

By 2022/23, Brent forecasts that an additional 18.8 secondary forms of entry will be required to meet demand. Depending on the size of any sites, this is equivalent to 2 or 3 new secondary schools.

Planned expansion at Alperton Secondary and Ark Elvin Academy will provide an additional 2FE secondary provision from 2017. Gladstone Free School (6FE) was approved by the DfE to open in 2014, but due to difficulties in locating a permanent site, this has now been deferred until at least 2017. The school will be unable to open until a permanent site is secured.

¹³Record Level of migration fueling “perfect storm for primaries – New Schools Network

Year	Year 7 projected intake (GLA Jan 2015)	Year 7 places available (excluding Gladstone Free School)	Surplus/ Deficit of places	Surplus/ Deficit as FE	Surplus/ Deficit as FE with Gladstone Free School
2015/16	3136	3350	214	7.1	7.1
2016/17	3248	3350	102	3.4	3.4
2017/18	3329	3410	81	2.7	8.7
2018/19	3460	3410	-50	-1.7	4.3
2019/20	3553	3410	-143	-4.8	1.2
2020/21	3515	3410	-105	-3.5	2.5
2021/22	3744	3410	-334	-11.1	-5.1
2022/23	3973	3410	-563	-18.8	-12.8
Source: LB Brent School Place Planning Strategy (2015)					

Table 3: Secondary School Pupil Projections

Planned housing development in the Growth Zones set out in Table 2 will also add to the pressure for secondary school places. Using the stated new dwelling child yields, the 2,960 new homes are forecast to generate a need for an additional 284 places across the secondary education phase in PA3.

Section 2) Existing School Performance

Table 4 shows that the performance and ratings of all schools across the areas of Sudbury, Alperton and Wembley is good, with KS2 and KS4 results being higher than the Brent average. Standards of education are generally good across Brent with all primary schools being rated “Good” or higher.

School Performance Levels in Pupil Planning Area 3			
Primary Schools	% achieving KS2 L4 or above in RWM (Reading, Writing, Maths) in 2015	LA average % achieving KS2 L4 or above in RWM in 2015	Ofsted Rating (date of inspection)
Sudbury Primary, HA0 3EY	87%	83%	Rated 2 - June 11
Wembley High Tech College (All-through)	not available	83%	Rated 1 - 2008
Wembley Primary School, HA9 7NW	94%	83%	Rated 2 - July 11
Ark Academy (all-through), HA9 9JR	87%	83%	Rated 1 - Nov 10
Chalkhill Primary, HA9 9YP	94%	83%	Rated 2 - July 11
St Margaret Clitherow RC Primary, NW10 0BG	93%	83%	Rated 2 - July 11
Oakington Manor Foundation School	83%	83%	Rated 1 - July 10
St Joseph RC Junior HA9 6BE	96%	83%	Rated 1 - Nov 11
St Joseph RC Infant, HA9 6TA	not available	83%	Rated 1 - Sept 09
Park Lane Primary, HA9 7RY	82%	83%	Rated 2 - Oct 11
Elsley Primary, HA9 6HT	78%	83%	Rated 2 - Jan 12
Barham Primary, HA0 4RQ	85%	83%	Rated 2 - Feb 11
Lyon Park Junior, HA0 4HH (7-11 yr olds)	65%	83%	Rated 2 - May 13
Lyon Park Infant, HA0 4HH (3-7 yr olds)	not applicable	83%	Rated 2 - Dec 13
Ave:	86%	83%	
Secondary Schools	KS4 Percentage achieving 5 A*-C GCSEs (or equivalents) including English and maths GCSEs	Ofsted Rating (date of inspection)	
Wembley High Tech College (All-through)	85%	Rated 1 - Sept 08	
Ark Elvin Academy (all-through), HA9 9JR	66%	Not yet inspected	
Alperton Community School, HA0 4JE	51%	Requires Improvement - May 14	
Brent Borough Average	60%		
Source: http://www.education.gov.uk/schools/performance/geo/la355_all.html			

Table 4: Ofsted School Ratings & Levels of Attainment

Whilst the quality of existing schools is generally good in the Trust's preferred catchment, it is important to note that the rationale for the all-through school is based on equality of provision and meeting clear parental demand from the Hindu community within Brent. Other faith provision is well-catered for within Brent, and the establishment of an Avanti Trust all-through will provide much needed equality of provision.

Section 3) Deprivation and low incomes

Our approach taken to assessing deprivation within core catchment areas for the Trust is to highlight the need to improve the life and employment prospects of children from families in these areas. Improving existing schools and securing new high performing schools in these areas is required to achieve this.

Brent is one of the four worst performing boroughs in terms of poverty and deprivation in London overall. It is one of only seven in which unemployment has risen between 2009-11 and 2012-14, from 7% to 7.2%, a figure above the average rate for London as a whole. Many of Brent’s residents are in low-paid work, with nearly one in three (31%) being paid below the London living wage¹⁴.

We have used the latest statistics published by the Greater London Authority, which draws on latest ONS datasets. Table 5 sets out key statistics for wards in the Trust’s PA3 catchment to present a picture of the current level of deprivation and employment prospects for young people. Key statistics used include:

- % dependent children (0-18) in out-of-work households (HMRC 2014 data);
- % of households with no adults in employment with dependent children (2011 Census data);
- % persons of working age with no qualifications;
- Employment rate (16-64 aged persons) %.

Location	Wards	% dependent children (0-18) in out-of-work households	% of households with no adults in employment with dependent children	% with no qualifications	Employment Rate %
Brent	Alperton	11.4	5	22.1	67.4
	Wembley Central	13	4.5	20.7	65.6
	Sudbury	11.8	5.1	18.1	67.4
Brent Average		16	Not available at this level	7.8	68

Table 5: Deprivation Data for Brent Wards

Compared to the average borough figures, the Trust’s ward catchment areas have significantly higher percentages of persons of working age with no qualifications, which highlights the need to deliver new high-performing schools in order to secure young peoples’ progression into higher education, and better paid jobs.

¹⁴ Source: New Policy Institute (2016)

Section 4) Hindu Faith

Avanti Schools Trust has used demographic data from the 2011 Census to cross check those areas with the highest proportions of Hindu faith areas with wards in Brent where there is the greatest demand for additional school places.

Across the borough, persons of Hindu faith represent 18% of the boroughs total population of just over 311,000. Table 7 presents 2011 Census data for all persons stating Hindu as their religion. Northwick Park (25%), Alperton (47%), Wembley Central (45%), and Sudbury (34%) all have high proportions of resident persons stating Hindu faith as their religion. Although the school will be available to all faiths and none, the Trust anticipates that the majority of the demand will come from children of Hindu faith located in these wards.

2011 Ward Areas	All people	No of people stating religion as:	
		Hindu	Hindu as %
Alperton	14017	6644	47%
Barnhill	15772	2956	19%
Brondesbury Park	13023	629	5%
Dollis Hill	13425	1359	10%
Dudden Hill	15059	1144	8%
Fryent	13445	2743	20%
Harlesden	17162	631	4%
Kensal Green	14915	775	5%
Kenton	12124	4356	36%
Kilburn	16989	335	2%
Mapesbury	15529	478	3%
Northwick Park	12811	3250	25%
Preston	15474	4063	26%
Queens Park	15281	640	4%
Queensbury	15155	5307	35%
Stonebridge	16903	1069	6%
Sudbury	14950	5110	34%
Tokyngton	15105	4197	28%
Welsh Harp	13753	2193	16%
Wembley Central	14727	6623	45%
Willesden Green	15587	938	6%
Total:	311,206	55,440	18%

Table 6: 2011 Census Data – Hindu Faith by Wards in Brent

Section 5) Post-16 provision

Statistics published by the DfE show that 93.5% of 16-17 years olds within the borough are in full time education and training. This is well above the National average and represents 6,816 people currently. The projected demographic surge within the borough will inevitably lead to more post-16 provision being required.

We have reviewed Brent’s “A Plan for Children and Families in Brent 2012-2015” and the Borough Plan 2015-2019. At key stage 5, performance at level 3 (A level and equivalent qualifications) has improved significantly over recent years. Table 7 below shows levels of attainment borough wide being above national averages.

▲ School/College name	School/College Type	Average point score per			% of A level students achieving			
		A level entry	A level entry expressed as a grade	A level student (full-time equivalent)	at least 3 A levels at A*-E	at least 2 A levels at A*-E	at least 1 A level at A*-E	grades AAB or higher in at least 2 facilitating subjects
England - all schools and colleges		216.1	C+	778.3	78.7%	92.2%	99.6%	14.7%
England - state funded schools and colleges		211.9	C	763.9	77.2%	91.5%	99.6%	11.8%
Local Authority		218.2	C+	755.0	82.5%	94.6%	99.8%	14.8%

Table 7: KS5 Results 2015

Table 8 shows the schools offering an A level based curriculum in close proximity to the proposed Avanti School also being generally of a high standard with one or two exceptions.

KS5 2015 Results / Performance measures - Sorted by School name, in ascending order.

KS5 2015 Results
data last updated on 21 Jan 2016
Click on headings to sort figures in ascending/descending order.
Schools without data will be displayed below those with data.

Displaying 1 - 8 of 8 schools.

▲ School/College name	School/College Type	Average point score per			% of A level students achieving			
		A level entry	A level entry expressed as a grade	A level student (full-time equivalent)	at least 3 A levels at A*-E	at least 2 A levels at A*-E	at least 1 A level at A*-E	grades AAB or higher in at least 2 facilitating subjects
England - all schools and colleges		216.1	C+	778.3	78.7%	92.2%	99.6%	14.7%
England - state funded schools and colleges		211.9	C	763.9	77.2%	91.5%	99.6%	11.8%
Schools/colleges (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here: Compare)								
<input checked="" type="checkbox"/> Fortismere School	Foundation School	235.8	B	859.2	97%	100%	100%	27%
<input checked="" type="checkbox"/> Woodhouse College	Sixth Form College	226.2	B-	811.3	96%	100%	100%	20%
<input checked="" type="checkbox"/> Wren Academy	Academy Sponsor Led	220.7	C+	779.2	95%	100%	100%	18%
<input checked="" type="checkbox"/> Alexandra Park School	Academy - Converter Mainstream	224.0	C+	803.2	84%	95%	100%	8%
<input checked="" type="checkbox"/> Wembley High Technology College	Academy - Converter Mainstream	221.4	C+	775.6	93%	100%	100%	16%
<input checked="" type="checkbox"/> Alperton Community School	Academy - Converter Mainstream	196.2	C-	688.3	78%	93%	100%	7%
<input checked="" type="checkbox"/> Preston Manor School	Academy - Converter Mainstream	222.1	C+	776.6	97%	100%	100%	24%
<input checked="" type="checkbox"/> Ark Elvin Academy	Academy Sponsor Led	198.4	C-	688.1	94%	100%	100%	6%

Displaying 1 - 8 of 8 schools

Table 8: KS5 Results 2015

Avanti Brent School is intended to respond to the basic need pressures in the borough and the high numbers of people requesting Hindu faith provision. It will complement the existing high standards whilst providing a true “all-through” education for its pupils.

Section 6) Nursery Provision

Avanti Schools Trust wants to include nursery provision as part of the proposal to establish a new all-through school in Brent. The school will target pupils in the west of the borough around Northwick Park (where the Trust’s preferred site is located), and stretching southwards into Sudbury, Wembley Central and Alperton.

This section provides a high-level sufficiency assessment of the supply and demand for nursery place provision within the Trust's identified local pupil catchment area. We therefore look to address if there is sufficient demand for additional nursery places within this area to support new nursery provision alongside the Trust's all-through school.

We have reviewed the most recent Brent Childcare Sufficiency Assessment (CSA) January 2014, to identify those key issues identified with childcare provision in the Trust's preferred catchment area.

CSA Headlines

- The Wembley locality¹⁵ has the highest population of 0-4 year olds at 5,408, with this age group increasing by 38% in the 10 years prior to 2014 – this indicates that there is high demand for childcare provision in the west of the borough;
- Increased demand for childcare places is likely to continue - ONS data¹⁶ suggests that relative to London and England, Brent has increasing and high fertility rates, suggesting Brent will be an area of high population growth for children and young people;
- A need for higher quality provision - Brent is ranked 334 out of 354 in the country for child well-being, with a large proportion of the Early Years provision in Brent needing to improve their performance. This indicates that there is a requirement for a higher quality provision of childcare than is currently available in the borough;
- Affordability of childcare – this continues to be the principal gap in the childcare market in Brent as identified in the 2013 parent/carer survey. Ensuring that childcare is affordable is therefore likely to be a way of increasing the uptake of childcare and making sure that childcare meets the needs of working parents.

Wembley locality – gaps in provision

- Existing supply of childcare places is low across this locality, as measured by the number of childcare places provided in children's centres;
- Quality of childcare provision requires improvement, with the CSA reporting that there are a number of child-minders and day nurseries rated inadequate or requiring improvement – the Trust's nursery provision as part of the all-through proposed will directly address this factor.

¹⁵ Wembley Locality includes the wards of Northwick Park, Sudbury, Wembley Central, Preston and Tokyngton

¹⁶ Brent CSA 2014

Affordability

The CSA does not assess in any detail the affordability of childcare at a local ward level. However, the average hourly cost of childcare in Brent for all children aged 0-5 stands at £5.18, which is broadly similar to that for London as a whole, but substantially higher than the average for England. To assess where there is a shortage of affordable childcare for income groups in the Trust's catchment areas we have compared the average cost of sending 1 child (between 0-5 years old) to nursery (FTE) for 1 year against total mean annual household income in Northwick Park, Sudbury, Wembley Central and Alperton (Table 9).

Average cost of nursery care (per year) figures for Brent				
Trust Settlement	Catchment Areas	Combined Ave (0-5 year olds) Yearly Fees	Total Mean Annual Household Income (2012/13)	Proportion of household income on childcare
Brent	Northwick	£ 6,216	£ 51,340	12%
	Sudbury	£ 6,216	£ 41,350	15%
	Wembley Central	£ 6,216	£ 38,290	16%
	Alperton	£ 6,216	£ 38,550	16%
	Brent	£ 6,216	£ 39,630	16%
	Outer London Average	£ 7,176	£ 48,530	15%

Table 9: Affordability of Nursery Provision

Table 9 shows that as a proportion of average total mean annual household income, nursery costs in most of the wards in the Wembley locality appear comparably affordable in line with the wider borough. Total mean average household incomes are higher in Northwick Park, so affordability may be less of an issue for households with children in this ward.

Conclusions

- Affordability of childcare is highlighted by CSA surveys to be a major concern for parents across Brent – affordability in the Trust's catchment locality appears to be in line with the wider borough average;
- Growing demand for childcare places looks set to continue across the borough as a result of increasing birth rates and in-migration;
- Quality of childcare provision appears to be of concern in the Wembley locality – the CSA identifies a need for high quality nursery provision to help address this issue.

Section E2: Overall approach and aim to community engagement

Every provision proposed in this application has been as a result of local community demand overlapped with basic need for school places and scope to improve local school standards. Our community engagement starts as soon as a community approaches the Trust and as such in all 7 areas proposed this has been on-going for a number of years – especially where previous Free School applications have been submitted.

We work to ensure that all key stakeholders are fully aware of our intentions to develop a school, understand the nature of the provision and are able to contribute their views such that our plans may be adapted to meet their needs and best serve them. Our stakeholders include but are not limited to:

- local parents, young people and families
- local schools
- other local residents
- local businesses and charities and those who work in the area
- Hindu communities
- other faith and inter-faith groups
- youth groups
- local authorities
- organisations that work with disadvantaged children and families
- organisations that work with disabled children and families
- organisations that work with children with SEND.

Avanti methods of engagements

Avanti has extensive experience in clear and effective consultation and marketing of our schools, through the executive team, staff and parents, a large volunteer network and external marketing consultants. The table below outlines many of the ways in which the Trust promotes existing and proposed schools (including those in this application) within communities. Of course, every community is different and a personalised approach is taken to maximise impact.

Distribution of flyers	Flyers explaining the ethos of the school, our proposal and our websites are distributed locally in town centres and outside educational institutions, places of worship, youth centres and local shopping centres. Flyers are also left with organisations that are willing to keep them on display.
Door-to-door	Local volunteers go door-to-door in pairs in local areas to raise awareness and have conducted surveys for previous applications where this was required.

Website	www.avanti.org.uk/newschool and www.avanti.org.uk/newsecondary have been setup to promote the all-through and secondary schools respectively.
Academic institutions, nurseries and youth groups	Contact details for academic institutions, nurseries and youth groups are obtained from local authority websites and approached to ask if they could help promote the new schools in some way.
Presentations at nurseries and primary schools	Requests are made to leadership at nurseries and primary schools for local teams to present to parents of those approaching primary and secondary ages respectively. Such presentations include an opportunity to ask questions and meet the team.
Visits to existing Avanti schools	Often the main concern that prospective parents have is the lack of an existing school to be able to visit to understand the educational offer. To address this families are offered the opportunity to visit their nearest existing Avanti school to see teaching and learning in action as well as talk to parents, staff and pupils.
Database purchase and telephone campaign	Databases of parents with children of the appropriate ages living within local authorities are purchased and used as part of a telephone and email campaign.
Hindu places of worship / events	<p>Schools are publicised at the largest Hindu celebration outside India. This festival attracts over 80,000 people over two days and is very popular with families and parents. It is attended by families from all over England but especially from London and the Midlands and takes place at Bhaktivedanta Manor, Hertfordshire.</p> <p>In addition, there are various popular Hindu festivals taking place, including Diwali, Navratri and Hindu New Year; these are celebrated by all communities, temples and Hindu youth groups. Our volunteers are in attendance at these events marketing our schools.</p> <p>Hindu Temples are very happy to support our proposed schools by making announcements, distributing flyers, asking their congregation to fill in questionnaires, sending out flyers with their newsletters and providing their database to us to use for marketing.</p>
Facebook	The Avanti Schools Trust Facebook page promotes an online survey which allows prospective parents to enter their details and register their interest in an Avanti School in the area, encouraging people to fill it in and re-post to others.

3 rd party database emailing	Places of worship, community groups and youth organisations are asked to send promotional messages with a link to our online survey and website to their respective databases.
Word of mouth	In our experience as more members of local communities learn of our proposals much of our marketing takes place through word of mouth and we have often been inundated with communications offering encouragement and support.
National television and radio	Announcements are made on the most popular Asian television channel and radio station (Star TV and Sunrise Radio respectively) informing audiences of the proposals and how they could show their support and give their views.
Newspaper advertisement	Vibrant, attractive and welcoming newspaper advertisements are placed in local press informing all stakeholders of our proposals. Publications are chosen based on their accessibility and reach.
Non-Hindu places of worship	Flyers are distributed and community members engaged outside places of worship of other major faiths, largely to the Christian and Muslim communities, but also the Jewish, Sikh and Buddhist communities.

Phased marketing plan

As this is the first “phased” Avanti Free School application with schools proposed over 3 years, marketing efforts will be geared in line with the proposed opening year of the school. The broadest means of marketing such as newspaper advertising and handing out flyers in public places are used early on and more targeted methods are deployed once the year of opening year is confirmed by DfE.

Demand from all faiths and none

Our open and inclusive ethos spurs us to ensure that we attract applications from the non-Hindu community. In AST’s previous Free School applications when parental surveys were required, the expressions of interest evidenced as much as 70% of demand being from non-Hindu families. In order to ensure our schools are inclusive and attract children from all faiths and none, and to ensure the removal of any bias, we commissioned an independent survey by Research Now. This survey targeted parents of rising 5 pupils and asked them to comment on the ethos of our schools, name and branding, and requested demographic information such as household income, ethnicity and religion. It has provided some vital insights into what features of the school will help us attract and reach out to the non-Hindu community.

Our experience in establishing Free Schools indicates that as the school establishes its reputation and track record, typically over two to three years, non-faith applications to the school tend to increase. Our two newest open schools (opened in

September 2012) have 40% and 25% non-Hindu children attending, which clearly demonstrates our ability to attract children from across the community.

Additional specific community engagement information (including with Local Authorities and from previous Free School applications)

Avanti Leicester School

[REDACTED] of the current Avanti primary school (Krishna Avanti Leicester) [REDACTED]. The preferred site named in this bid has been suggested by [REDACTED]. The LA is supportive of an all-through Avanti school located in North/East of City opening in 2017. Local MP Keith Vaz is also very supportive of the proposal.

Announcements were made about the proposal in the Leicester Mercury (readership 32,225) and on BBC Radio Leicester. The application has support across faith groups and their leaders including [REDACTED]
[REDACTED]

In a previous application for an all-through Avanti school in Leicester, the wide and inclusive canvassing resulted in over 650 registrations of interests from eligible families (of which only 35% were Hindu) that would place an Avanti school in Leicester as their first preference. In addition, the majority of parents at Krishna Avanti Primary School in Leicester (including those of the first cohort from 2011 who will be seeking secondary places) have expressed a desire to have an Avanti secondary provision available.

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

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

parent body at Avanti Court Primary School (Redbridge) which opened in 2012 and will have the first cohort of pupils seeking secondary places in 2018, with the majority preferring an Avanti school.

An advertisement explaining the proposal has been placed in the [REDACTED] [REDACTED] where details of the website and the opportunity to register an interest also appeared. The newspaper is free (ensuring it reaches all demographics) and reaches approximately 46,000 readers through the print version and a further 10,000 readers online through the e-edition.

Avanti Brent School

We have held many meetings with Brent representatives over several years in order to develop this proposal. We have held several meetings with the previous Director of Children’s Services in 2011 as well as the current leader of the council and previous Chief Executive.

We have more recently met the existing Director of Children’s Services, Operations Director and education portfolio holder. Brent is in dire need of new school places and the crucial issue for applications to this local authority is the identification of a viable site. The LA representatives were supportive of our proposal in principle, particularly given that we have a viable site, and are also aware of a proposal being put forward by a consortium of existing Brent head teachers.

The local authority stated to us that they would prefer a non-faith school provision but we were able to make our case for an inclusive faith school, particularly given that Brent already hosts faith schools of the major world religions except Hinduism. Brent is home to the largest Hindu community in the country and we proposed that in such a situation, parental choice and equality of opportunity was very important.

[REDACTED]

[REDACTED]

Organisations consulted

In addition to marketing activities mentioned earlier, for each proposed school please find below a sample of organisations and individuals that have been contacted and encouraged to engage with the proposal. Some examples of marketing materials used by Avanti can be found at - <http://www.avanti.org.uk/FSdocs>.

All-through schools

Description	Brent	Leicester		
MPs, Councillors, Mayors and LA leads	MP Barry Gardiner	[REDACTED]	[REDACTED]	[REDACTED]
	MEP Dr Syed Kamall	MEP Emma McClarkin	[REDACTED]	[REDACTED]
	[REDACTED]	MP Jon Ashworth	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	[REDACTED]	MP Keith Vaz	[REDACTED]	[REDACTED]
		[REDACTED]	[REDACTED]	[REDACTED]
			[REDACTED]	[REDACTED]
Education Institutions: Including parent-toddler groups, pre-schools, playgroups, nurseries, primary and secondary schools.	Mainly Music (Toddler Group)	Babies, Bumps and Toddlers	[REDACTED]	[REDACTED]
	Barnhill Pre-School Playgroup	Nursery Rhymes	[REDACTED]	[REDACTED]
	Honeypot Nursery	Mayflower Primary School	[REDACTED]	[REDACTED]
	Claremont High School	The ARC and Phoenix PRU	[REDACTED]	[REDACTED]
	Byron Court Primary School	Rushey Mead Academy	[REDACTED]	[REDACTED]

Hindu temples and groups involved in community outreach.	Shree Jignyasu Satsang Seva Trust	ISKCON Leicester	[REDACTED]	[REDACTED]
	Sri Vallabhi Nidhi UK	[REDACTED]	[REDACTED]	[REDACTED]
	Brahma Kumaris World Spiritual University, Willesden	Brahma Kumaris Temple, Leicester	[REDACTED]	[REDACTED]
	BAPS Swaminarayan Mandir	BAPS Sri Swaminarayan Mandir Leicester	[REDACTED]	[REDACTED]
	Brent Indian Association	Leicester Shri Siva Murugan	[REDACTED]	[REDACTED]
Other faith groups: Prominent non-Hindu religious groups operating in the LA, especially those actively involved in community outreach.	Brent Sikh Centre	Holy Trinity Church Leicester	[REDACTED]	[REDACTED]
	St Mark's Church, Kensal Rise	Jame Mosque, Leicester	[REDACTED]	[REDACTED]
	Wembley Sephardi Synagogue	Leicester Buddhist Vihara	[REDACTED]	[REDACTED]
	Brent Mosque	Gurdwara Sri Guru Tegh Bahadur Sahib	[REDACTED]	[REDACTED]
	International Buddhist Centre	Teshuvah Messianic Synagogue	[REDACTED]	[REDACTED]
Charities, Youth Groups, Community Centre: Groups providing opportunities to the disabled,	St Raphael's Children's Centre	Wishes 4 Kids	[REDACTED]	[REDACTED]
	Brent Mencap	Rainbows Children's Hospice	[REDACTED]	[REDACTED]

socially underprivileged and racially underrepresented.	Creative Kids, Brent	The Phoenix Children's Foundation	[REDACTED]	[REDACTED]
	African Cultural Association	Children's Cancer and Leukaemia Group	[REDACTED]	[REDACTED]
	Roundwood Club	Life Education Centre	[REDACTED]	[REDACTED]
Skills, training and opportunity groups: Groups inspiring, creating and maintaining citizenship and community integration through a range of projects such as volunteering and community-apprenticeships.	Brent Youth Support Service	Connexions, Leicester	[REDACTED]	[REDACTED]
	Skills Training UK (PDP)	Voluntary Action Leicestershire	[REDACTED]	[REDACTED]
	Brent Connexions/Prospects	National Youth Agency	[REDACTED]	[REDACTED]
	Toucan Employment, Brent	Catch22, Leicester	[REDACTED]	[REDACTED]
	P3	Soft Touch Arts	[REDACTED]	[REDACTED]

Section F – capacity and capability

We have discussed these proposals and our 5-Year Strategic Plan (please see <http://www.avanti.org.uk/FSdocs>) with the relevant Regional Schools Commissioners, who have confirmed that they are confident we have the capacity to deliver the schools being proposed. Letters can be found in Annex A.

Avanti schools are succeeding in achieving high standards for learners. A high proportion of learners in our primary and secondary schools continue to perform consistently above national expectations. Ofsted inspections have judged all our schools to be Good, with behaviour and pupil wellbeing featuring as Outstanding features.

The Trust has established highly effective practice in securing continuous school improvement as a result of its policy on school accountability, support and challenge. Termly school reviews, carried out by highly qualified independent associates employed by the Trust, enhance the rigour of school self-evaluation and provide valuable formative feedback to leaders and governors on the impact of their work. These review reports are standing items for Trust board meetings.

Despite being new schools with limited track records of results in public tests and examinations, sometimes without even confirmed sites, all Avanti schools continue to be popular choices for parents with demand outstripping supply in all of our new cohorts. Our Harrow secondary school has had to be located on three disparate temporary sites but is still oversubscribed for September 2016 with more first preference choices than PAN.

Working successfully in partnership with the DfE and relevant local authorities, the Trust has successfully identified viable sites, managed building programmes and leveraged extensive local authority influence in order to facilitate EFA negotiations.

Successful community engagement has brought donations of over £2.5 million so far for the Trust to support the growth of its schools and corporate centre. This has meant that over the past three years, we have been able to develop corporate centre capacity in order to pre-empt growth. We have already developed much of the central infrastructure, policies, systems and processes required to support the proposed growth in schools whilst ensuring that standards in our current schools continue on their journey from Good to Outstanding.

F1 Skills and experience of your team

Pre-opening

██████████ will be in charge during pre-opening²⁴. ██████████ has extensive experience delivering free schools and managing all aspects of the pre-opening process. ██████████

██████████ will be supported by additional members of our project management team, which has a very successful track record in delivering all of our schools on time and within budget. ██████████

██████████. Please see Annex B for ██████████ CV.

Principal Designate

We have a well-established and successful approach to PD recruitment and our new proposals will follow this process. This includes branded recruitment material (standard application forms, adverts, candidate information packs etc.) that we have heavily invested in and can adapt for these new roles.

The PD will start full time employment in the January of the proposed year of opening, two terms in advance.

The recruitment process will start with a comprehensive, national advertisement-based approach using online and hardcopy advertising. We will ensure that the process is started sufficiently early to allow a second round of advertising before the September resignation deadline in case we do not get a strong enough field first time around. Assuming that the DfE announcement is made over summer for this round of bids, we would implement the plan below.

Date	Action
5/9/16	Advertise (including TES Gold, Eteach, school website, Trust database and LA).
3/10/16	Closing date for applications.
5/10/16	Shortlisting and reference requests. Due diligence on candidates. Invitations to assessment day.
12-13/10/16	Assessment days adjusted for shortlist length.
14/10/16	Offer made subject to FA, DBS, references (if not already received), medical questionnaire.
Oct/Nov/Dec 2016	Press release and scheduled open days with PD present.
Jan 2017	Principal Designate in post.

²⁴ Subject to tender.

The timeline above allows sufficient time to attract, assess and appoint a high quality PD. It also allows for an announcement to be made and open days to be held with the PD present, prior to the deadline for reception applications. Of course, if the DfE announcement is made sufficiently early, we would seek to advertise in time to recruit ahead of the May resignation deadline. This would give us the added advantage of potentially naming the PD before the year 7 application deadline.

The search will also involve seeking applications from within Avanti's own network and contacts, which includes 450 teachers, including 32 Principals, who have expressed interest during our various consultations.

In line with our previous experience, local leadership development organisations will be very useful in disseminating our adverts to their databases and recommending specific individuals to us.

Our local networks, which include local authorities, will be important in identifying potential candidates, including practising heads of outstanding schools. This will be particularly important in identifying those candidates who are not necessarily actively looking for new roles but could be persuaded to apply.

If the first application round does not yield a strong field, we will in parallel use a headhunting approach via one or more recruitment firms. In the past the Trust has engaged a variety of firms, including Conexus, Randstad Education, Veritas, Times Educational Supplement (TES) Prime and Tribal Education to support the recruitment process. We will take into account a firm's regional strengths and are likely to engage more than one firm to increase coverage spread. The firms will be given a clear brief for their search, for example, to focus the search on NLEs or LLEs and practising heads.

The recruitment panel will include, amongst others, representatives from the DfE, the Trust (typically the Education Director and Chief Executive), the allocated Trust education associate and one or more principals from Avanti's existing schools.

References will be taken on all shortlisted candidates ahead of an interview and assessment process, using a structured request form mapped to the selection criteria.

The interview and assessment process will involve our tried and tested combination of panel interview, leadership presentation, scenario interviews, teaching observation, pupil interview, a data analysis task and a finance task. For serving principals or deputies, we would want to test their track record with respect to the impact of their leadership in their current and previous senior posts. We would also want to see them at their current schools to observe the learning environment and how they interact with the pupils and a range of staff of varying grades.

The shortlisting and interview process will be managed through a points-based system to ensure equal opportunities.

F1 (b) - Skills gap analysis

We have undertaken a thorough skills gap analysis at all levels of the organisation, including the Board of Directors, and this has informed our 5-Year Strategic Plan, which has been discussed with senior officials at DfE and the RSCs.

Skills/experience missing	Where is the gap?	How and when do you plan to fill the gap
HR Manager	Operational / executive team	The Trust currently outsources HR support. In line with our 5-Year Strategic Plan, if our proposals for 2017 are successful, we will be recruiting a full time HR Manager at the Trust executive team level who will report to the Trust's Chief Executive. This post will be filled at least one term ahead of the schools opening in 2017. Due to the existing arrangement for outsourced HR, this does not represent a critical risk for the Trust in pre or post opening.

F2 - a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Governance structure

The Trust understands the critical importance of good governance throughout the organisation, including its schools, and has established a strong governance structure, with clear and transparent lines of accountability.

The Trust recognises that accountability for standards and finance rests with the Trust's board of directors and that this responsibility cannot be delegated. The Trust's board includes educators with national reputations in their fields and who are equipped (in terms of time and professional expertise) to hold the executive team and principals to account to drive school improvement.

We use a dashboard of metrics across a range of outcomes i.e. standards, student progress, behaviour, attendance and personal well-being, termly school review findings, financial health and comparative school performance in relation to national expectations. Where school performance leaves concern, the Trust officers have the responsibility to implement urgent interventions, including the commissioning of external professional support. The Trust will use its power of intervention to affect rapid improvements in the school's effectiveness.

Central Trust policies in all areas of statutory responsibilities placed upon schools support consistently high quality leadership and management of our schools. The local governing bodies are required to seek approval from the Trust before making any changes which may be needed to adapt a particular policy for their local context.

The local governing bodies are responsible for ensuring that the Trust's policy on performance management is robustly implemented to secure best quality educational provision in our schools. The Trust's Education Director, with the involvement of local governors, leads on the performance management for each of the Principals within the Trust.

██████████, from the National Governors Association, is working with the Trust to conduct an external review of governance. This includes a full audit and review of the effective functioning of the board of directors and the local governing bodies.

This will be a biennial review and its recommendations will help drive our agenda to ensure that best practise governance permeates the entire organisation.

All Trust schools currently have local governing bodies, including one regional governing body. All new schools will have local governing bodies that will bring knowledge of local issues, needs and priorities. These local governing bodies will be empowered to represent local stakeholders, including parents and staff, with clearly defined and appropriate delegated powers to address local concerns. The Trust's current scheme of delegation (this can be found at <http://www.avanti.org.uk/FSdocs>) will also apply to new schools. Local governing bodies have nine governors, five appointed by the Trust, one Principal, one staff and two parents. The Trust appointed governors will be recruited using role descriptions and person specifications to ensure that the appropriate range of skills and experience exists across the local governing body.

Relevant and clear lines of responsibility and reporting are outlined in the policies, for example with respect to disciplinary matters, exclusions, safeguarding, complaints etc. Procedural lines of exception reporting are available at all times and will not be bound by the regular meeting and monitoring cycles.

The corporate centre provides a critical layer of scrutiny, support and challenge. The appropriate scaling and transition of the corporate centre in line with new school approvals, is a priority objective for the Trust. A strong corporate centre will ensure consistency in approaches to leading high performing schools by adopting agreed methodologies for pedagogy, assessment, school improvement and performance management. The Trust's current termly school reviews (see Section D) are a good example of this principle in practice.

The Trust will recruit outstanding executive leaders and subject specialists at the corporate centre to promote high quality teaching and learning in all Avanti schools. Alongside this, the Trust will also grow current support functions (e.g. HR, finance and project management) in line with its expansion plans (See Appendix 1 of the 5-Year Strategic Plan - <http://www.avanti.org.uk/FSdocs>). This growth will of course also generate different forms of economies of scale, which will further support growth and development. The corporate centre will be designed to increase accountability and empower school leaders with more time to focus on their core responsibilities of teaching, learning and standards. Benefits sought from the development of the corporate centre include:

- Empowering school leaders to focus on their core business of teaching and learning;
- De-risking (e.g. ensuring consistent application of statutory policies and processes across the Trust);
- Sharing and promoting best practice amongst groups of schools;

- Widening schools' access to a breadth of high quality expertise than that which could be sourced by individual schools;
- Securing financial, resource and knowledge economies of scale.

The executive team will also oversee the implementation of the Trust's operating model in every new Avanti school. Our operating model will provide a blueprint for how the Trust's and its schools' resources will be organised and operated to deliver our vision, purposes and strategic aims. The detailed operating model sets out the Trust's consistent approach across its family of schools to core matters such as curriculum and pedagogy, data and assessment, work force modelling, HR practise, management structures, performance management, staff conduct, CPD and finance. A corporate set of KPI outcomes will define our benchmarks to evaluate school performance and the Trust's effectiveness in leading its schools.

Conflicts of interest

The Trust and its school's operations will function at all times in accordance with the highest standards of governance and leadership via our Conflict of Interest policy. The Trust accepts the legal obligation to act in the best interest of the charity ultimately lies with the Trustees. Our approach to conflicts of interest embodies the principles of openness, transparency and adherence to best practice guidelines where available. By way of illustration, it will not be possible for any one party to have decision making powers or a deciding influence in a situation where they, a member of their family, business associate or a close friend would benefit in any way.

The Trust operates a very clear and robust conflicts of interest policy underpinned by internal and external review of its implementation. The policy ensures all individuals and bodies within the Trust are aware of what is considered a conflict (and more importantly a potential conflict), how to declare and register such an interest (e.g. annually, every meeting, as and when) and how it should be acted on once identified.

Other Trust policies further support the principles underlying the conflicts of interest policy including policies on Gifts, Hospitality and Anti-bribery. The implementation of these policies is thoroughly reviewed by the Audit Committee (comprised of highly qualified accountants), an independent Responsible Officer and Auditors. To date, no issues have been identified through these reviews.

The Trust regularly reviews the Conflict of Interest policy to ensure that it is fit for purpose. The conflicts of interest policy necessarily requires strict adherence to additional requirements in the Academies Financial Handbook, Articles of Association, etc.

Please see <http://www.avanti.org.uk/FSdocs> for the Conflicts of Interest policy.

Section G - budget planning and affordability

Based on the submission route we are following a spreadsheet is not required for submission.

G1 – budget planning and affordability

Financial Control Environment

The Trust operates a strong control environment with very clearly documented control processes and procedures that are consistent across the organisation. One of the key tenets of the control environment is to ensure that each school within the Trust family should achieve value for money. Robust procurement procedures have been established within each Trust school to ensure this goal is achieved. This includes the requirement for additional levels of financial scrutiny and review for key risk purchases, especially those of a higher value.

The finance director is held to account by various parties; these include the CEO (line manager for day-to-day operations), who is also the Accounting Officer of the Trust (and therefore answerable to Parliament), the Avanti Schools Trust Audit Committee, the Avanti Schools Trust Board of Directors, the independent Responsible Officer and external auditors. All schools use a common finance platform, with full visibility of each school's database by the Trust, thus allowing for further detailed review where required and useful comparisons for value-for-money purposes.

The audit committee is a non-executive committee of the board of trustees comprised of highly qualified finance personnel from practice and commerce. Its key function is to act as an independent body of the Trust to ensure there are appropriate and effective controls in place in Trust schools. The audit committee receives reports from the external auditor and Responsible Officer and reviews their findings as well as responding to any issues identified. The audit committee can question the financial director and commission any further internal/external investigations it deems necessary.

Monthly management accounts are prepared by each school and circulated to the school's finance committee and the Trust finance director for detailed scrutiny against the budget. In our experience, this has provided a high level of control over school expenditure, financial strategy and risk management at school level allowing for early intervention by Trust management where necessary.

The Trust also receives external scrutiny through the auditors and Responsible Officer. The external auditors scrutinise the annual accounts and this includes reviewing the school's control environments. Any recommendations are reported to the audit committee, board of trustees and the EFA. The Responsible Officer is an independent third party with no involvement with the schools. She or he performs a controls audit on each school on a termly basis. The Responsible Officer's reports are circulated to the audit committee for response and reviewed by the external auditors as part of year-end work. In addition, the Trust has a whistleblowing policy, which serves to ensure that any party can report suspected financial irregularities, fraud or malpractices.

The Trust operates a strong control environment with multiple levels of control at both Trust and school level to ensure that all persons involved with finance are held to account. Through strong budgeting, local and national benchmarking and monthly management account review, we believe we have developed a strong track record in identifying potential financial risks before they manifest themselves, and thus take appropriate measures. The Trust has experience of managing extremely tight budgets (for example, one of our schools has had to move sites every year since opening, resulting in parental demand issues and therefore budgetary implications) through risk management, strategic financial decision-making, sensitivity analysis and cost-cutting where required. Each budget is expected to have a contingency (minimum 1% of revenue) in order to ensure in-year unforeseen circumstances can be managed within budget as well as a healthy operational surplus (minimum 4% of revenue) which is built up over numerous years in order to manage capital refreshes and other strategic requirements of the particular school.

Since the Trust's inception, there have been no qualifications to the annual audit reports and all schools within the family have a healthy revenue reserve surplus. Responsible Officer reports received are very positive, indicating that each school is operating a strong control environment. Despite challenging circumstances, both nationally and specific to our schools, all of our schools operate without reliance on third-party income for financial viability.