



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

**Reach Academy 2**

# Contents

Contents	1
Application checklist	2
Declaration	4
Section C - Vision	5
C1 - a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area	5
Section D - Education plan: part 1	9
Section D - Education plan: part 2	10
D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	10
D2 - measuring pupil performance effectively and setting challenging targets	21
D3 - a staffing structure that will deliver the planned curriculum within the expected income levels	23
D4 - the school will be welcoming to pupils of all faiths/world views and none	28
Section E - Evidence of Need	33
E1 - Valid evidence that there is a need for this school in the areas	33
E2 - successful engagement with parents and the local community	41
Section F - Capacity and capability	43
F1(a) - Skills and experience of your team	43
F1(b) - Skills gap analysis	47
F2 - Governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement	48
Section G - Budget planning and affordability	52
Annexes	53
CVs for the core team	60

## Application checklist

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

7. <b>Independent schools only*</b> : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	n/a	
8. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	n/a	
9. <b>Re-applications only</b> : Have you changed you 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?	n/a	
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mailto:mainstream.fsapplications@education.gsi.gov.uk</a> before the advertised deadline?	X	
11. <b>Studio schools only</b> : Have you emailed a copy of your application to the Studio Schools Trust at: <a href="mailto:applications@studioschooltrust.org">applications@studioschooltrust.org</a> ?	n/a	
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 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	X	

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

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

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• 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</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> 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>	X	

# Declaration

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

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

- the requirements outlined in the 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:



Position:



Print name



Date: 01/02/16

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

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

X

## Section C – Vision

### Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area.

We are seeking to open a **second Free School in Feltham**, an area of high deprivation, need and demand for schools. At Reach Academy Feltham (RAF) we have 28% of pupils eligible for the Pupil Premium and this number is rising annually. 23% of young people in our two adjacent wards are growing up in poverty and according to the IDACI index the community is very deprived. In this application we will show an existing demand for additional school places and this is without taking into account up to 5,000 homes which are planned for the community in the next ten years. RAF has quickly become a school of choice in the local area and we have had over 1000 applications for places for September 2016. There is already significant demand for the education that Reach Academy 2 (RA2) will offer.

**The vision of RA2 is to transform the lives of all of its pupils by giving them the skills, attitudes and academic qualifications to flourish in any career and live happy and healthy lives.** We are seeking to open RA2 to give more young people in a high need community access to an excellent education.

RAF was the first all-through free school in the country to be rated **Outstanding by Ofsted** in every category. It has been open for 4 years and has achieved excellent outcomes in a range of areas in that time:

- In our most recent survey 99% of parents would recommend the school to a friend;
- In our most recent survey 97% of staff enjoy their job. Last year all of our Secondary teachers stayed in the school and we have an extremely stable staff overall.
- Our younger pupils have made dramatic progress since they came to RAF. Last year more than 80% met the Good Level of Development the end of Reception, 15% above the national figure while 89% passed the Phonics Screen in Year 1, again well above national averages. At the end of Key Stage 1, more than 50% of pupils were working at Level 3 in Reading and Maths, compared to 20% nationally.
- Our older pupils are also progressing well with all year groups making accelerated progress in English and Maths – our Year 7 pupil made 3.16 levels progress in English and 2.87 levels of progress in Maths last year compared to the 1.8 expected levels. In Year 8 the figures were 5.24 levels in English from KS2 and 5.56 levels of progress in Maths from KS2 compared to 3.6 levels

expected by the end of Year 8. In Year 9 the figure is 5.76 levels in English and 6.89 levels in Maths compared to 5.4 levels expected nationally.

In numerous conversations over the past few years with politicians such as Lord Nash, Boris Johnson and Michael Gove, as well as with education professionals and parents, we have been asked whether, when and how we intend to replicate our outstanding school model. We are now seeking to replicate our existing successful school with RA2, a new school in close proximity to the original RAF. The offer for the pupils will be identical from Nursery to Year 11 across the two sites. We intend to run a single sixth form experience across the two sites, thereby providing a broader range of subject options and a broader range of subject configuration options for the pupils. We will share back office functions and staff expertise across the two schools, which will benefit from economies of scale, whilst maintaining the excellent standard of education provided by the existing school. For example we would have a lead practitioner who may be employed in either school working with each phase (Primary) or Curriculum Area (Secondary) who would play a strategic leadership role across both schools.

The application below sets out why we believe there is a need for a new school in an area that we know well, and why we are confident that parents would like to send their children to RA2.

In summary, RA2 is necessary in Feltham because:

- We are on the verge of unprecedented growth in population in the community;
- RA2 will offer an excellent education for the 1300 pupils who attend it;
- The school will provide further access to an educational offering which the community clearly wants, judging from the applications to RAF over recent years.

The key features of RA2 are:

---

**All-through** teaching pupils from Nursery all the way through to Year 13.

**Small school** being small, with only 90 pupils in each year, ensuring strong personal relationships and high levels of personalisation.

**High aspirations** every pupil working towards top grades and the opportunity to succeed at a top university.

**Excellent teaching** committed teachers doing their utmost to ensure that pupils realise their potential.

**High expectations** expecting all pupils to work hard and be respectful of others at all times.

---

**The trust has 5 key values** which underpin all that we do: reflect, endeavour, aspire, show courage and have fun. These values drive staff and student culture and enable accountability around central themes in line with our vision for excellence.

**Our proposed age range is 2-19yrs** for the all-through school, including a nursery catering for 2 and 3 year olds. This is in keeping with the approach of RAF and in line with both need and demand in the local area.

The provision of RA2 as an all-through school is entirely consistent with the trust's educational vision and continues to place **early intervention, family work and wrap-around care** at the heart of our culture as an institution.

We believe that the nature of this provision is fundamental to ensuring the desired outcome of a life of **choice and opportunity for all of our pupils**.

In addition, RA2 will give the school the opportunity to create a transformational community hub in a high need community.

**This Free School application offers a unique opportunity to create a 'REACH CHILDREN'S ZONE' in Feltham.**

The vision of The Reach Trust is to be geographically focused on 3-4 areas of high need, initially in London but with a view to working in other areas of need once the model is established. In each hub we would open 2-3 schools and a 'Reach Children's Zone' that would take a holistic approach to raising educational outcomes as well as improving health and employment outcomes in the community. These hubs would work closely with the community organisation to have a transformative effect on the whole community.

Much of the inspiration for RAF came from the Harlem Children's Zone in New York City. A focus on early intervention with 2 and 3 year-olds, a commitment to take all children through from 2yrs-18yrs and then to and through University, with strong relationships with families via home visits and integrated family support – all critical elements of our approach inspired by HCZ.

**This offers an exceptional opportunity to open a second Reach Academy in close proximity to the first, and create a rich 'REACH CHILDREN'S ZONE' offer, whose vision would be for every young person growing up in challenging circumstances in Feltham West and Hanworth Park to be able to live lives of choice and opportunity.**



The REACH CHILDREN'S ZONE would offer:

---

<b>Two exceptional schools</b>	serving a total of 2,300 pupils aged 2-18 and more than 70 Nursery places for vulnerable two year olds;
<b>A universal offer for pregnant women in the borough</b>	with a range of support and guidance and a focus on ensuring that the most vulnerable are accessing it;
<b>Parenting classes</b>	based on the Family Links model provided for all vulnerable parents in the borough;
<b>Early intervention mental health services</b>	for young people regardless of the school that they are attending, working through our partnership with Place2Be;
<b>Therapeutic opportunities</b>	through our Community Farm;
<b>A GP surgery</b>	serving the young people and their families focused on preventive and proactive support for the whole community;
<b>A broad public health offer</b>	driving change around childhood obesity, dental hygiene and other critical priorities;
<b>An 'Into University' centre</b>	raising the aspirations of the whole community; and
<b>An adult education centre</b>	supporting our community into employment.

---

We are serving a largely white working-class community that has been under-served and neglected for many years. The government's recent guidance demanded that universities do more to boost social mobility and raise aspirations among disadvantaged groups. In particular, the government calls for intervention with disadvantaged white boys, who are five times less likely to go to university than those from the most advantaged backgrounds. Our school model seeks to address this inequality head-on and to affect transformational change in a community where the need is very significant. **This is an opportunity to capitalise on the success of Reach Academy and create a blue-print for community transformation.**

## Section D – Education plan: part 1

	2017	2018	2019	2020	2021	2022	2023
Reception			90	90	90	90	90
Year 1				90	90	90	90
Year 2					90	90	90
Year 3*			90	90	90	90	90
Year 4				90	90	90	90
Year 5					90	90	90
Year 6						90	90
Year 7			90	90	90	90	90
Year 8				90	90	90	90
Year 9					90	90	90
Year 10						90	90
Year 11							90
Year 12			90	90	90	90	90
Year 13				90	90	90	90
Totals			360	720	990	1170	1260

\*We are choosing to have an intake at Year 3 in order to support the schools vision of an all-through experience for our pupils. By taking pupils in Year 3, we will increase the number of pupils who benefit from our unique all-through offering.

## Section D – Education plan: part 2

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

RA2 will follow the curriculum offer currently in place at RAF (see below for pupil population information) as this curriculum is proven to be successful for the community which RA2 will serve:

*P1 refers to Reception to Y2, P2 to Y3-5, P3 from Y6-8, P4 from Y9-11 and P5 to Y13.*

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Drop Everything and Read (DEAR)	<p>P1: 1 in school and 1.5 for homework.</p> <p>P2: Av. 1.5 in school and 1.5 for homework.</p> <p>P3: Av. 2 in school and 2.5 homework</p> <p>P4: 2.5 hours homework</p> <p>P5: None (expected to be embedded in individual practice)</p>	Mandatory	<p>We know that children who read for pleasure are more likely to go on to be successful both academically and socially as they have developed good independent learning strategies and have an understanding of the world outside of their immediate surroundings.</p> <p>We use DEAR as a method to teach a love of reading, and also to teach skills such as empathy.</p> <p>We also use reading as a way of creating a 'one school' culture and providing mentoring and leadership opportunities for the pupils to work across phases.</p>
English	<p>Across the school our pupils have more time focused in English than is typical.</p> <p>In Primary pupils do English for 7.5 hours a week and also pursue a Topic Curriculum</p>	Mandatory	<p>Linked to DEAR we know that for the vast majority of our pupils English/Literacy is a challenge.</p> <p>Many pupils in the area have not had exposure to a wide range of vocabulary or genres and will therefore find it challenging to compete at national examination level in any subject if they do not master spoken and written English, including comprehension skills.</p> <p>In the Primary phases pupils will learn to</p>

	<p>for 6 hours that pursues Literacy objectives as well.</p> <p>In Secondary pupils do 7 hours in Year 7 and 5 hours week beyond that.</p>		<p>read in Reception with a rigorous synthetic phonics programme that sets up every pupil to read well, supported by teaching concepts of print and high frequency words from Reception onwards.</p> <p>Throughout Primary we will use the evidentiary-based story-telling approach to build pupils' vocabulary and ensure that all can write fluently by the end of Key Stage 1.</p>
Maths	<p>Across the school pupils have 5 hours of Maths a week. In Primary pupils have an additional 1.25 hours for their daily Maths Meeting.</p>	Mandatory	<p>We follow the Maths Mastery Curriculum because we believe that in order to succeed at mathematics in Phase 4 and beyond the pupils need to have a solid foundation. Maths Mastery uses the concrete – pictorial – abstract teaching sequence that sets our pupils up for success. Peer tutoring is a regular feature of our maths programme. In addition our partnerships with local private schools mean the pupils in Phase 3 receive peer tutoring from A Level students.</p>
History	<p>In Primary pupils student Topic for 6 hours a week and History is an integral part of that curriculum.</p> <p>In Secondary pupils have 1.5 hours a week in Key Stage 3 and 2.5 if they choose in Key Stage 4.</p>	Mandatory up to the end of Key Stage 3 and optional beyond that.	<p>Historical study at Reach Academy is grounded in a desire to learn from the past. Pupils understand chronology, can make links and enjoy exploring all eras. Where possible we bring history to life for the pupils by inviting in speakers. We also invite the older pupils as expert guests to teach the younger pupils.</p>
Geography	<p>In Primary pupils student Topic for 6 hours a week and Geography is an integral part of</p>	Mandatory up to the end of Key Stage 3 and optional	<p>In geography we focus on understanding the local and the global and how they interact. Pupils of all ages master geographical skills and fieldwork techniques to enable them to be active</p>

	<p>that curriculum.</p> <p>In Secondary pupils have 1.5 hours a week in Key Stage 3 and 2.5 if they choose in Key Stage 4.</p>	beyond that.	enquirers.
RE	<p>In Primary pupils student Topic for 6 hours a week and RE is an integral part of that curriculum.</p> <p>In Secondary pupils have a termly drop-down day and subsequent visit to a place of worship in Year 7 &amp; 8 and then 1.5 hrs /week in Year 9 &amp; 10.</p>	Mandatory up to the end of Year 10 and the GCSE Short Course.	All pupils take RE through to Short Course GCSE to enable them to gain a deeper appreciation of the religious landscape we live in. Pupils lower down the school visit places of worship and engage in depth with all of the major world religions.
French	<p>1.5 hours a week from Year 2 onwards.</p> <p>2 hours from Year 7 onwards.</p> <p>2.5 hours in Key Stage 4.</p>	Mandatory up to the end of Year 9, all pupils to take one language to GCSE.	<p>We are committed to all of our pupils having a rich experience in MFL. Our Primary pupils are taught by a language specialist from Year 2 onwards.</p> <p>In Secondary, pupils have the opportunity to join a residential trip to France in Year 8 and further residential opportunities will be available for pupils considering A-level.</p>
Spanish	<p>1.5 hours a week in Year 8 and 2.5 hours in Year 9 and beyond.</p> <p>Spanish to start in Year 6 for pupils coming</p>	Mandatory for all pupils for 1-2 years, then optional.	Spanish is the second language that pupils learn and is offered both to supplement French and give pupils an alternative. Our intention is that a proportion of the pupils will pursue two languages and all will do one of French and Spanish.

	through Reach Primary.		
PE	2 hours a week throughout the school.	Mandatory for all pupils.  Pupils have option to take a GCSE.	PE is extremely important at Reach, in terms of embedding a positive attitude to learning, promoting healthy lifestyles and encouraging opportunities to play sports competitively.  A high quality curriculum offer will be supplemented by a rich extra-curricular offer - more information below.  In order to promote exercise and help retain a positive attitude to sport amongst our older pupils, we will have a gym and other spaces for pupils to pursue individual sports and pursuits.
Art	In Primary pupils student Topic for 6 hours a week and Art is a part of that curriculum.  In Secondary, pupils have one hour a week in Key Stage 3 and then 2.5 if they choose to continue with Art into GCSE.	Mandatory to Year 9 and optional at Key Stage 4 & 5.	Art at Reach is one of our pupils' primary forms of creativity and self-expression and is an important element of our curriculum. Pupils will have the opportunity to pursue Art to GCSE and A-level and will be taught using a range of media throughout Primary and lower Secondary.  There will be opportunities to access learning opportunities outside the classroom and a rich extra-curricular offer in Art.
Music	In Primary pupils will have 45 minutes a week of Music taught by a trained specialist.  In Secondary, pupils have one hour a week in Key Stage 3 and then 2.5 if they	Mandatory to Year 9 and optional at Key Stage 4 & 5.	Being an all-through school provides a huge opportunity where music is concerned. The school will offer a specialist teacher teaching Music from Year 1 onwards as well as a range of instrumental lessons working with our partners the Hounslow Music Service.  Pupils will have the opportunity to pursue GCSE and A-level as well as having a range of performance opportunities throughout their school

	choose to continue with Music into GCSE.		career.
Drama	<p>In Primary pupils student Topic for 6 hours a week and Drama is a part of that curriculum.</p> <p>In Secondary, pupils have one hour a week in Key Stage 3 and then 2.5 if they choose to continue with Drama into GCSE.</p>	Mandatory to Year 9 and optional at Key Stage 4 & 5.	<p>Drama will be used consistently throughout Primary as part of the Story-telling approach to teaching writing.</p> <p>Pupils from Year 7 have discreet drama lessons to build their confidence, and help them to learn about Shakespeare and his plays in the forum for which it was intended.</p> <p>All pupils will have regular opportunities to perform with school productions and small year group shows.</p>
Food Technology	All Primary pupils cook once a half term and in Key Stage 3 pupils have 1 hour a week for half the year.	Mandatory	<p>Food technology is important to us as a school. We focus on healthy living and teach the pupils healthy recipes which they can replicate with their families at home.</p> <p>Cookery is taught in an integrated way to stress the importance of a healthy diet to physical health and fitness.</p>
Team Reach	Weekly lesson of 45-60 minutes throughout the school.	Mandatory	Team Reach throughout the school combines citizenship, character education, SMSC and PSHE. We follow a curriculum which we have designed which aligns with the values and vision of the school and helps to prepare the pupils to be active members of society both as young people and as adults of the future.

## Extra-curricular offer at RA2

Extra-curricular clubs	All phases / multiple hours	Voluntary	We offer a wide range of clubs before and after school from running club and table tennis in the mornings to ballroom dancing, debating and Reach Out (Community Action) afterschool. Pupils also run clubs themselves such as magic club, drumming club and chess club.
Sports teams	All phases / multiple hours	Voluntary	We have a number of sports teams competing and playing at a range of levels including football, rugby and netball.
Assemblies	All phases / up to 1 hour per week	Mandatory	We regularly come together to celebrate successes as a school and to deliver key messages.
Whole School Productions	All phases / multiple hours	Voluntary	At least once per year we put on a whole school production. Pupils audition and take a leading role in organising the event.
Annual Residential	P3 onwards / multiple hours	Earned through behaviour	Each year the pupils work towards an end of year residential trip involving culturally enriching activities and a university experience. We work with regular partners such as Jamies Farm, York University and the University of Cambridge to ensure quality experiences for all pupils.
Duke of Edinburgh	Bronze in Y9 Silver in Y10/11 Gold in Y12/13	Mandatory Voluntary Voluntary	All pupils in Y9 complete the Bronze Duke of Edinburgh Award and pupils then have the option to go onto Silver and Gold awards.
Sports Leaders Award	Multiple in Y9	Voluntary (85% take up)	The vast majority of pupils in Y9 complete the Sports Leader Award and use their skills to go on to lead afterschool clubs and activities for the younger pupils.
Student Leadership			We have a range of positions within the school which are held by student leaders.



	Various	Voluntary	Leaders have applied for the roles and they hold prestige. These include Assistant Head of Year, Council Member, School Ambassadors and many more.
Careers Education	Various events	Mandatory	As part of the tutoring programme pupils receive careers education. In addition to this we hold an annual Careers Fair for Phase 3 students and a Y10 Lecture Programme. Pupils also undertake work experience.

In addition to the curriculum set out above, the school will also offer a dedicated curriculum to parents that combines taught sessions on how to support pupils with their learning to a six part parenting programme inspired by the Family Links Programme that is offered annually. In addition, the parent curriculum includes workshops on keeping pupils safe and healthy, tackling issues such as homophobia, extremism and e-safety, diet and sleep.

### **Pupil Population**

RA2 will have a very similar pupil population to RAF. We can guarantee this due to the location and our admissions criteria which ring-fences 30% of places for pupils eligible for Free School Meals and prioritises FSM pupils transitioning from Nursery to Reception.



The existing pupil population at RAF is as follows:

% of pupils in Secondary eligible for the pupil premium	34%
% of pupils in Primary eligible for the pupil premium	23%
% of pupils in Secondary with English as an Additional Language	40%
% of pupils in Primary with English as an Additional Language	43%
% of pupils in Secondary with AEN needs	38%
% of pupils in Primary with AEN needs	14%
% of pupils in Secondary from ethnic minorities	57%
% of pupils in Primary from ethnic minorities	74%
% of new Reception cohort who are eligible for Pupil Premium	35%

## Curriculum overview

We will take the very best of our curriculum offer in the outstanding RAF and apply this to the new school. Because we are proposing to serve a very similar community in the same area and are confident that the curriculum on offer is setting up our pupils for success at A-level and to access the very best Universities, and we intend to use this model at RA2. As our pupils are yet to sit external examinations at KS4 and 5 we have to use proxy data to extrapolate and predict their future success.

- Based on the progress of our frontier cohort in Year 3, with expected progress in Key Stage 2, pupils would be working at the equivalent of a Level 5 at the end of Year 6, setting them up for success at GCSE and beyond. Our aspiration is that they will make more progress than this.
- Based on their first assessment in Year 10, we are predicting that our frontier Secondary cohort will achieve a Progress 8 score of 1.18 and an Attainment 8 score of 64.8 (the equivalent of a B grade on average).

The attainment of our other cohorts of pupils exceed the above and we are confident that the school's outcomes will only improve, giving confidence in the curriculum at RA2.

The focus on improving teaching and learning and supporting every member of staff to improve their practice is a significant strength of RAF. As Ofsted noted, **“Very effective strategies to improve the quality of learning and teaching have had a clear impact in sustaining high levels of achievement by ensuring pupils receive a consistently high quality of education. Comprehensive and personalised training for teachers has led to a significant increase in the proportion of outstanding teaching. No teaching requires improvement or is inadequate.”**

We will bring the same levels of rigour and focus to the curriculum offer at RA2 by:

---

<b>Leveraging staff expertise</b>	We will bring some of our longest standing and most effective teachers and leaders from RAF to RA2.
-----------------------------------	---

<b>Creating leadership capacity</b>	We will ensure that our staffing models provides capacity at middle and senior leadership levels to invest time in RA2 and also to enable leaders from both schools to collaborate and critically evaluate meaningfully together.
-------------------------------------	---

<b>Aligning timetables</b>	We will align timetables so that teachers can co-plan, observe and attend CPD. We think that this is vital to enable the sharing of excellent practice and ensure efficient innovation.
----------------------------	---

<b>Codifying excellence</b>	We are in the process of freeing up time of the founders of RAF to codify excellent practice and enable a seamless start to the new school.
-----------------------------	---

---

Ofsted remarked that “**The academy provides a vibrant, broad and balanced range of subjects**”. We have continued to refine the curriculum on offer at RAF and are confident that very strong foundations are in place.

In terms of the curriculum offer, it will be as follows:

- 
- Early Years** We will blend a self-directed approach that supports pupils to make rapid progress in the Prime Areas with a focus on Communication and Language. There will be robust and rigorous modelling of reading, writing and maths. We will explicitly teach phonics, concepts of print and high frequency words from Nursery onwards and are confident that we will be able to replicate the excellent results in the Foundation Stage at RAF.
- Phase 1 (R, Yr1, Yr2)** We will build on this strong foundation and use Maths Mastery curriculum and the Story-telling approach to teaching Literacy to ensure that all pupils are working at or above age-related expectations by the end of Key Stage 1. This will be supplemented by a rich Topic offer that introduces key concepts of Humanities and Science. We will also have dedicated language lessons taught by a specialist, along with Strong PE teaching and opportunities for self-expression in Art and Music.
- Phase 2 (Yr3, Yr4, Yr5)** P2 will see greater specialisation with a continued focus on pupils’ Literacy and Maths, continuing to work with Maths Mastery and Story-telling, as well as the explicit teaching of Grammar that we are currently using at RAF. Specialisation will come in the form of very explicit teaching of Science and Humanities so that pupils are ready to excel when they move into Phase 3, alongside rigorous language teaching and a strong PE and Creative Arts offer, including Art and Music taught by subject specialists.
- Phase 3 (Yr6, Yr7, Yr8)** We will build on the excellent work done at RAF to ensure that all of our pupils are working at a high level by the end of Phase 3. This will include building the deep conceptual knowledge that is provided by Maths Mastery, along with a rigorous English curriculum that focuses on inculcating a love of reading alongside a deepening understanding of Shakespeare which is so critical to the study of English at A-level and beyond. This will be supplemented by the rich curricular offer set out above and an imbedding of healthy lifestyle practices such as regular exercise, healthy eating and mental health awareness.
- Phase 4 (Yr9, Yr10, Yr11)** Our pupils will have access to a broad, academic offer at Phase 4 focused around the E-Bacc subjects that are favoured by the top Universities. As a minimum pupils will sit GCSE examinations in English Literature and Language, Maths, Science (dual or separate), a Humanities, a Language and then two further options, with Art, Music, PE and Drama all on offer as well as a second humanities subject or a language.
-

---

**Phase 5 (Yr12, Yr13)** Phase 5 will focus on preparing pupils explicitly for life beyond school through a range of extra-curricular experiences. At its core, Phase 5 at RA2 will offer academic subjects that open doors to universities and employment. We intend to offer a combined sixth form experience across RAF and RA2.

**Alternative Pathways** We will have an alternative pathway for a very small group of pupils (we anticipate 1-2 each year) who are not able to access the above which will be rigorous and focus on employability skills.

---

### **Why do we feel this curriculum is suitable for RA2?**

The communities of the two schools would be extremely similar and therefore give confidence that the underlying principles of our curriculum will meet the needs of the pupils in RA2. In addition, we are reflective and continually seek feedback from parents, pupils and staff and are therefore open to altering aspects of the curriculum if we assess that changes would help us to achieve the vision and meet the needs of individual pupils. One example of this is the focus on well-being and health. When we started RAF we knew that these were important aspects of our curriculum, however they have become central tenets of our school and we intend to take this learning into RA2 from the beginning.

We have refined our curriculum offer at RAF over the past 4 years and will continue to do so. This places the curriculum offer at RA2 in an even stronger position than in our first school. In addition pupils and staff at both schools will benefit from increased scale in some areas, for example we will be able to have sporting fixtures, drama performances and so on across the two schools, thus increasing the quality of experience of the pupils and enriching their education.

### **How will we ensure that the delivery of this curriculum is as high quality as at RAF?**

The proximity of the two schools will enable us to co-plan, co-teach and co-evaluate the schools on an on-going basis. We will align excellence across the two schools and create systems and structures that enable sharing of best practice. We will also create systems and structures that ensure colleagues from RAF can act as critical friends to their peers at RA2.

### **Praise from Ofsted**

- “Marking and feedback are regular and tell pupils how well they are doing. They show pupils what the next steps in learning are, and teachers give pupils time to respond to comments.”

- “Staff encourage parents to be involved with their children’s learning at home. Pupils regularly take reading books home and read with their parents. Homework is systematically planned and marked”
- “Pupils and parents who spoke to, and met with, inspectors, spoke glowingly about the quality of teaching across the academy. They value the excellent working relationships they have with teachers, and particularly appreciate teachers’ willingness to provide additional support and guidance when children fall behind or need extra help. This included through after-school ‘Master classes’, working on Saturdays and during school holidays.”

## D2 – measuring pupil performance effectively and setting challenging targets

### Planning and target setting

We intend to take the same approach to measuring pupil performance and setting challenging targets at RA2 that we have at RAF. We are confident that the ambitious targets that we have set have driven the **high standards of attainment and progress** that we have seen at RAF, including more than 80% of pupils achieving the Good Level of Development and 90% passing the Phonics Screen.

The approach that we will take is grounded in the concept of **backwards design** whereby the targets that are set at each stage of our pupils' schooling is driven by what they need to have mastered to be successful in the next stage and to be on track to top grades at GCSE and A-level. It is this principle that led us to focus on ensuring that pupils in Reception were exceeding the Early Learning Goal in Reading (more than 90% have done so) because we felt that *achieving* the ELG did not set pupils up for success in Key Stage 1. We focused on ensuring that our Key Stage 3 pupils ended Year 9 working on (the old) level 7 in Maths because we know that that is what will put them on a path to a top grade at GCSE and the opportunity to take on A-level successfully.

We will use the **rigorous, ambitious academic targets** that our Secondary subject specialists have crafted for success at the end of Key Stage 2, ensuring that our pupils are not only working at a high level in English and Maths at the end of Primary but have also developed the core knowledge and skills in Humanities, Languages, Science and Creative Arts that will enable them all to be successful.

### Data analysis

We will **measure and monitor pupils' progress and attainment** with the same rigorous system that we have refined at RAF. We will assess progress three times per year using a variety of methods, including a range of standardised tests, for example the PIRA and PUMA tests in Key Stage 1 and 2, and externally marked and moderated exams in Key Stage 3 and 4.

We will **collate and analyse data** from the class teacher up to the Governing Body, identifying trends within cohorts of pupils, subjects and across the school. In order to collate and analyse data accurately we will use class-based pre and post-learning quizzes, plus summative assessments which are analysed at the question-level. We will report to parents three times a year and ensure that every pupil who is not making progress has high quality intervention inside and outside the classroom.

In addition to reporting to parents three times per year on their child's academic progress, we also report to parents three times per year on their child's character growth.

### **Monitoring and accountability**

We will bring our **accountability system** from RAF in RA2. For each teacher there will be a weekly observation and coaching session to identify areas for development and ensure that all teachers are constantly improving their practice. There will also be a weekly line management meeting focused on pupil progress and ensuring that teachers are clear about where their pupils are and what they need to do next to support them to progress.

This will be supplemented by regular departmental and **monitoring visits** which are run by staff from inside and outside the school and which monitor quality of teaching, review all aspects of curriculum, behaviour and safety, as well as the experience of vulnerable pupils and make recommendations around next steps. Governors take part in termly reviews of these teams where action plans are monitored and reviewed and support for particular teams identified.

The **performance management system** that has driven success at RAF will do the same for RA2 due to its transparency and its focus on individual contributions to the school as well as valuing collaboration with others.

The **oversight** of pupils' progress and attainment provided by the Governing Body at RAF will be a feature of RA2. This will include a Pupil Standards Committee that includes significant educational experience and meets termly to interrogate progress data and the school's planned responses to it.

### **Praise from Ofsted**

- "Governors are very committed to the academy and the community. They know the academy extremely well. They have a very good understanding of the quality of teaching in the academy and through setting targets for the Principal and teachers to improve their work; they ensure there is a strong link between the quality of teaching, the achievement of pupils and teachers' pay progression."

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

RA2 will have a very similar model to RAF, taking into account that the school will be larger, with three forms of entry rather than two. We will ensure that we maximise the impact of RAF on the development of RA2, especially in the first few years, where capacity will limit the school's ability to hire subject specialist middle leadership in all areas.

The diagram below sets out the proposed staffing structure. The school will be divided into Phases which will provide the learning and pastoral units across the school. These phases will also drive the design of the school's premises. Each Phase will be led by an Assistant Headteacher who will have "power to lead" – the ability to make decisions that will support the excellent progress of pupils in that phase. These roles will be supported by an Executive Team that will coach, line manage, support and hold to account.

The school will have senior curriculum role in each subject area that will be the guardian of the curriculum throughout the academy, while primarily teaching in the upper phases. These roles will be the guardian of the backwards plan mentioned in previous sections, and will ensure that throughout the academy pupils are learning the right things that will set them up for success at A-level and beyond.

We will continue to work intensively with parents and support our most vulnerable pupils, hence the senior family engagement and well-being roles.

Our intention is that full Curriculum Leaders will be appointed when the school has been open for three years, and the Assistant Headteachers will be appointed when there were two year groups in the phase. The middle leadership roles (Head's of Year and Curriculum Co-ordinators) will be appointed as each year group is added for Heads of Year and in order of curriculum importance, with four being appointed each year (English, Maths, Humanities, Science, followed by MFL, PE, Creative Arts). An oversight of the Academy's steady state staffing is provided in organogram 1.

We will seek to bring the expertise from RAF to bear and will seek to free up a day a week for our Early Years specialist, our Primary Literacy and Maths leaders, and the Curriculum Leaders in English, Maths and Science to provide this leadership in Year 1, together with half a day a fortnight for our other curriculum leaders.

The Executive Principal role would be a coaching role for the Head of School, based at RA2 for two days a week and will support with all strategic and operational aspects of the school's early years.

Organogram 2 shows the way that staffing will grow. A third organogram shows the non-teaching functions and sets out what will be shared with RAF, emphasising the



opportunities for efficiencies. Operational leadership across both schools will be provided by the Chief Operating Officer and key staff will provide leadership in functions across both schools.

## Organogram 1 – Steady State Staffing Structure

Organogram 2	Phase 0 (Nursery)	Phase 1 (R-2)	Phase 2 (3-5)	Phase 3 (6-8)	Phase 4 (9-11)	Phase 5 (12-13)
Executive Team	Executive Principal					
	Head of School					
	Deputy Headteacher (Community)			Deputy Headteacher (Curriculum)		
Senior Leadership Team	AHT – Phase	AHT – Phase	AHT – Phase	AHT - Phase*	AHT - Phase*	AHT - Phase*
	AHT - Senior SENDco					
Wider Leadership Team	Head of Pupil Well-being					
	Head of Family Engagement					
						CL- English
						CL – Maths
						CL - Humanities
						CL – Science
Middle Leadership Team						CL – MFL
	HoY – N & Lead Phonics	Head of Year (R, 1, 2) & Literacy / Maths	Head of Year (3, 4, 5) & Literacy / Maths	Head of Year (6, 7, 8)	CL - Creative Arts	
		Co-ord Science & Y1		English T (x3)	CL – PE	
		Co-ord PSHE & Y4		Maths T (x3)	CL – PSHE	
		Co-ord PE & Y5		Science T (x3)	Head of Year (9, 10, 11)	Head of Year (12, 13)
		Asst SENDco - Phase 1 & 2 & Y2		Humanities T (x3)	HoY 10*	HoY 13*
		Reception T (x3)	Year 3 T (x2)	MFL T (x3)	HoY 11*	
Teaching Staff		Year 1 T (x2)	Year 4 T (x2)	MFL T	Asst SENDco - Phase 3 - 5 *	
	Nursery T (x4)	Year 2 T (x2)	Year 5	PE T (x2)	English T (x2)	English T (x2)
		Year 2 T	Year 4 T	Creative Arts T (x3)	Maths T (x2)	Maths T (x2)
				Creative Arts T	Science T (x4)	Science T (x3)
					Humanities T (x4)	Humanities T (x4)
					MFL T (x2)	MFL T (x2)
					Creative Arts T (x2)	

## Organogram 2 – Hiring plan for teaching staff

Executive Team	Phase 0 (Nursery)	Phase 1 (R-2)	Phase 2 (3-5)	Phase 3 (6-8)	Phase 4 (9-11)	Phase 5 (12-13)
<b>In Year 1</b> Executive Principal Head of School Senior SENDco	<b>In Year 1</b> 3 x Nursery Ts	<b>In Year 1</b> AHT (Phase 1) 3 x Reception Ts (Literacy Co-ord) HoY R	<b>In Year 1</b> AHT(Phase 2) 4 x Year 3 Ts (Maths Co-ord) HoY 3	<b>In Year 1</b> AHT (Phase 3) CL - English CL - Maths CL - Science CL - Humanities PE Teacher Arts Teacher HoY 7	<b>In Year 3</b> AHT (Phase 4) English Teacher Maths Teacher Science Teacher MFL Teacher Music Teacher HoY 9	<b>In Year 6</b> AHT (Phase 5) HoY 12 Humanities Teacher Social Science Teacher Science Teacher English Teacher Maths Teacher
<b>In Year 2</b> Deputy Headteacher (Curriculum)	<b>In Year 2</b> AHT (Phase 0)	<b>In Year 2</b> 3 x Year 1 Ts (Science Co-ord) HoY 1	<b>In Year 2</b> 3 x Year 4 Ts (PE Co-ord) HoY 4	<b>In Year 2</b> HoY 8 CL - MFL CL - PE English Teacher Maths Teacher Science Teacher HoY 8	<b>In Year 4</b> English Teacher Maths Teacher Science Teacher MFL Teacher PE Teacher HoY 10	<b>In Year 7</b> HoY 13 Humanities Teacher Social Science Teacher Science Teacher
<b>In Year 3</b> Deputy Headteacher (Community)		<b>In Year 3</b> 3 x Year 2 Ts (PSHE Co-ord) HoY 2	<b>In Year 3</b> 3 x Year 5 Ts HoY 5	<b>In Year 4</b> 3 x Year 6 Ts HoY 6	<b>In Year 5</b> English Teacher Maths Teacher Science Teacher MFL Teacher Drama Teacher HoY 11	
<b>In Year 4</b> Head of Family Engagement Head of Pupil Well- being						

### Organogram 3 – Non-Teaching Functions and Timeframes

Chief Operating Officer					
Office Manager and PA	HR Manager	ICT Manager	Premises Manager	Finance Controller	Pupil Support Lead
Receptionist 1		Technician 1	Premises Assistant 1	Finance Assistant	Data Manager
Receptionist 2		Technician 2	Premises Assistant 2	Finance Apprentice	Exams Officer
Admissions Officer					
Attendance Officer					

Denotes shared with RAF

Already in post at RAF:	To be hired in Year 1:	To be hired in Year 2
COO	Receptionist 1	Receptionist 2
HR Manager	Technician 1	Technician 2
ICT Manager	Attendance Officer	Premises Assistant 2
Premises Manager	Premises Assistant 1	Finance Apprentice
Finance Controller	Finance Assistant	
Pupil Support Lead		
Data Manager		
Exams Officer		
Admissions Officer		

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

RA2 will be a fully inclusive school and will welcome all pupils, regardless of their faith and world view. We will foster this culture by using many of the same structures and approaches that have been so successful at RAF.

The school's inclusivity and supportive environment was recognised in its Ofsted inspection, which stated that:

- “The academy is an **exceptionally calm and purposeful environment in which to learn and flourish socially, personally and academically**. Pupils' excellent social, moral, cultural and spiritual development permeates all aspects of academy life. As a result, pupils from all year groups get along very well together and are extremely tolerant of others' differences. Parents and pupils describe the academy as a happy place that promotes values that encourage tolerance, cooperation and team work”.

This tolerance, cooperation and team-work come as a result of a rich offering related to pupil safety, which we would provide to RA2. The inspection reported that:

- “The academy's **work to keep pupils safe and secure is outstanding**. Parents and pupils agree that pupils are safe in the academy and parents report no concerns. Inappropriate behaviour is very rare indeed and everyone within the academy is virtually unanimous that any incidents are swiftly and fairly resolved. Pupils have an excellent and perceptive understanding of the dangers of bullying in all its forms, including that based on racism and homophobia. They are aware of the dangers of the internet. The development of pupils' e-safety ensures they are fully aware of the dangers of cyber bullying and the misuse of mobile phones including 'sexting'.”

### **How will Reach Academy meet the needs of all pupils and parents?**

We understand that Feltham is diverse area and would make that diversity a strength of the school, helping pupils to identify and celebrate difference while at the same time celebrating all that brings us together.

We have 5 core values as an institution which underpin all that we do: Reflect, Endeavour, Aspire, Show Courage, and Have Fun. These 5 values enable open dialogue around complex issues and ensure that there is one vision at the heart of all that we do as a school.

## Working Closely with Families

In order to ensure that the needs of all pupils and parents are met experienced staff will conduct a home visit for each family before they join the school to get to know them, build relationships and assess need.

We seek to engage families deeply with their child's learning. Some of the ways we will do this are:

---

<b>Home visits</b>	We visit each family in April – July pre-September start and ensure that all expectations are clearly laid out in the form of Whatever it Takes Commitments. We also use the home visits as an opportunity to get to know families, build strong relationships and identify and put in place early intervention and support.
<b>Parent Consultation Days</b>	These occur on the first day of each school term and enable each term to start with a clear shared vision of success for each pupil.
<b>Getting to Know You Dinners</b>	Each year group has a dinner once a year where each family and member of staff brings a dish to share with the rest of the families.
<b>RAP Events</b>	We have events such as quiz nights and summer BBQs which are organised by Reach and Parents (RAP), our PTA.
<b>Family Power Hour</b>	We invite parents and other family members into school to see their child's lessons in action.
<b>Teacher Mobile Phones</b>	Teachers have mobile phones which parents and pupils may call up until 8pm at night for help with homework, discussions about well-being and general relationship building.
<b>Behaviour Payslip</b>	Each week every child receives a consolidated report of their behaviour choices which is shared with parents. This provides an opportunity for meaningful dialogue between school, families and pupils about behaviour choices and also enable rewards linked to behaviour such as trips and visits.
<b>Open Door Policy</b>	All families are welcome to visit the school at any time.
<b>Parent University Visits</b>	We run visits to universities for parents to break down barriers and ensure one coherent vision for the lives of our pupils.
<b>Co-learning</b>	We believe that subjects such as food technology

---

---

provide excellent opportunities for co-learning of parents alongside pupils.

---

## **Preparing for life in modern Britain**

As an institution we take very seriously our duty to prepare pupils for life beyond school, both in modern Britain and as part of a global society.

---

<b>Teaching of SMSC</b>	Each child's spiritual, moral, social and cultural growth and development is owned by all staff and led by their coach. Each coach is responsible in a tutoring capacity for 10 pupils. Key times of the day are used to deliver explicit teaching and to facilitate discussion and practice of key SMSC topics. These times include assemblies, form times and focus (form time at the end of the day). In addition all subjects are required to highlight opportunities for SMSC teaching to the pupils.
<b>Teaching of PSHE</b>	<p>PSHE and elements of what used to be covered in Citizenship are covered through a subject called Team Reach. Pupils have an explicit lesson each week, the content of which is reinforced through subject lessons, assemblies, form times and family dining.</p> <p>Occasionally when PSHE topics are challenging and / or particularly pertinent to our pupils we teach in very small groups to enable pupils to feel safe and secure in exploring challenging concepts. In addition we have Team Reach days where elements of the curriculum are explored in depth, often with outside speakers and / or trips out of school.</p>
<b>Prevent Duty</b>	Reach Academy is an extremely tolerant community and any form of extremism will not be tolerated. All staff receive training on what to look out for and all students receive education on extremism and tolerance.
<b>Safeguarding and welfare</b>	Pupil welfare is the most important thing we do as a school. We have a highly qualified safeguarding lead in Primary and Secondary and all staff are training in how to ensure the safeguarding of pupils. We have excellent relationships with colleagues in the local authority and in other external services to ensure that the needs of all of our pupils are met. We do not shy away from taking action and the pupils feel safe at school. Since RAF opened in 2012 not a single parent has disagreed that "This school deals effectively with bullying". In the recent survey 99% of parents agreed that "My child is safe at Reach Academy."

---

---

**Internet safety and sexting** We have done a lot of work with our pupils on internet safety and in particular around grooming and sexting. All pupils know what CEOPS is and how to report any concerns online through CEOPS.

**Nurture groups** We believe in attachment being paramount to forming strong relationships with children and have put in place additional support for some pupils for whom we identify weak attachment with caregivers.

**Place2Be Counselling** All pupils and staff have access to Place2Be counselling, either through scheduled slots for those with high need or through drop-in sessions. We also run a staff supervision model for all staff which is mandatory in order to ensure the ongoing mental well-being of staff in order to enable them to do their best work with the pupils.

---

## Promoting British Values

Reach Academy believes that its duty to pupils extends to all aspects of social conduct both now and in the future. Below are examples of how we will ensure that pupils can be active and positive contributors to society by understanding:

---

**Democracy** We explore all models of political system with the pupils and ensure that they understand democracy, their democratic rights and voting. This is done through Form time, coaches, assemblies and all subjects.

The Student Council gives all pupils an opportunity to experience the democratic process and through engagement with current affairs (which happens daily in Form Time throughout the school), pupils develop an understanding of and commitment to democracy.

**The rule of law** We work with local police officers to deliver key messages to pupils about the law. We also partake in the Mock Magistrates Competition. We ensure that our pupils develop a clear understanding of right and wrong and the respect that is promoted for all in the school naturally extends to the institutions that keep us safe.

**Individual liberty** Concepts of liberty are promoted throughout the curriculum, with a particular focus in humanities on understanding the differences between societies where this liberty is absent, and in History where understanding the journey to the freedoms we currently have is a focus, for example through a depth study of the Magna Carta.

**Mutual respect and tolerance** The overall culture of the school and the school's values make mutual respect and tolerance a fundamental part of the school's DNA. In order to explore these ideas in different ways, there will be a focus on using curriculum design to promote these ideas. The English curriculum in particular has been used with success at RAF to introduce pupils to

---



---

areas where tolerance has proved more challenging for this generation, for example in challenging homophobia.

The pupil leadership opportunities described elsewhere also promote these values, as do opportunities provided for pupils, including to travel and engage with other cultures and communities.

---

### **Attracting pupils from all backgrounds**

The school will be marketed across the community, as with RAF, with a focus on the school's core features: ambitious aspirations for all, high expectations, a small community with strong relationships between pupils and staff and active engagement with parents throughout their time in the school.

At RAF we have pupils speaking more than 40 home languages and are a school of choice across ethnicities and parts of the community, as well as amongst pupils who are exploring their sexuality and identity. We intend that RA2 continues that tradition of tolerance and respect.

We will use word of mouth and the RAF parent population to ensure that the school is known about in all areas and make sure that our curriculum and extra-curricular offer continues to meet the needs for all parts of the community.

### **Encouraging and Ensuring Community Cohesion**

Bringing together a community that has not always been totally cohesive will be an important priority of RA2. In the first instance, the high expectations of behaviour and the school's values and norms will ensure that every pupils feels safe and tolerated. Staff openness and their willingness to tell pupils about their lives and the way that they are different and similar will ensure that the school community itself is a cohesive one. As mentioned above, the survey results from RAF show that parents are delighted with their pupils' safety and the way the school tackles bullying in all its forms. This approach would be brought across to RA2.

One important way that the school can ensure cohesion is by bringing families together. The school will provide the curriculum for parents that will provide a platform for them to build relationships with each other. In addition to this there will be informal and low stakes opportunities, including regular coffee mornings and dinners and community events. We will set up a PTA as soon as the school opens and invite parents to take the lead organising events that promote positive relationships between parents and carers.

**At RA2 we will take seriously our responsibility to create a tolerant caring environment where all pupils are able to be happy and learn well and a school that is open to all parts of the diverse community of Feltham.**

## Section E – evidence of need

### E1 – provide valid evidence that there is a need for this school in the areas

It is our strong belief that there is a need for this school because:

1. DfE data shows a basic need for school places in Hounslow and that need is growing as the population increases;
2. Families want and need this new school, as can be seen from applications to the present RAF;
3. Borough place planning statistics are of limited use to families in Feltham who want a high quality local school;
4. Feltham is growing, with new developments for 2,675 new homes planned across the town in the 'Feltham Masterplan' as well as the recently announced residential development of the substantial [REDACTED] delivering a potential further 3,640 new homes, demanding new infrastructure including a school;
5. The school provides an opportunity to raise performance in Feltham; and
6. We are offering something different to the other schools in the Borough:
  - a. The creation of a 'Reach Children's Zone';
  - b. An academic 6<sup>th</sup> Form; and
  - c. An excellent nursery.

#### 1. Basic Need

The following data is taken from the most recent [DfE forecast](#) on pupil numbers in February 2015 and clearly shows a need both in Primary and Secondary (the figures in orange). The Primary data stops at 2019, but given the massive level of need in 2018/19 one can safely assume that the need will remain in the future. Our Primary pupils would come from the Feltham and Hanworth area, while the Secondary data does not break down by area. In an unusually shaped borough where it is five miles from Feltham at one end to Chiswick and Brentford at the other, we believe that the detailed data in Secondary would further support our proposal.

<b>Primary basic need</b>				
<b>Planning area</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
Chiswick	-81	-74		
Brentford	439	565		
Heston & Cranford	544	741		
Central Hounslow	1286	1589		
Feltham & Hanworth	462	487		
<b>Secondary basic need</b>				
Hounslow Secondary	-2538	-1625	-287	746

We understand that the this data at Secondary includes the provision of 6FE at the new Bolder Academy Secondary Free School and so even with that new school providing 180 school places, there will still be a shortage at Secondary in 2020, and the huge Primary population is going to soon hit the Secondary sector. The table above does not take into account the number of children leaving the Borough for their Secondary schooling or the residential developments springing up in and around Feltham.

Presently our pupils are mainly drawn from the Feltham & Hanworth areas, with Central Hounslow catering for a small number. However, this year will be the first year of our new lottery admissions systems so pupils will be drawn from anywhere within the Priority Admissions Area (Page 8 of this [link](#)).

## **2. Need from local Families' perspectives:**

RAF is extremely popular with families, as the following application statistics demonstrate. We know that in 2016 we received 584 applications for our 60 places in Secondary, but have not yet had the breakdown of preferences. This was an increase of almost 100 applications on the previous year, a trend that has continued since our opening. These are the application numbers for 2015 (note that the 2016 figures are 100 applications higher):

	<b>1<sup>st</sup> Pref</b>	<b>2<sup>nd</sup> Pref</b>	<b>3<sup>rd</sup> Pref</b>	<b>4<sup>th</sup> Pref</b>	<b>Total</b>	<b>Places at RAF</b>
Secondary Applications	153	140	70	55	491	60
Primary Applications	162	140	42	18	384	60

We could fill Reach Academy 2 with families that did not get their first preference. Parents who applied unsuccessfully would argue that there is an acute need for a new Reach Academy to provide more school places. In 2015 we defended 40 appeals from parents desperate to send their child to our school. This new school will be an opportunity to enable more families to experience RAF's unique approach.

**3. The limitations of Borough Place Planning:**

At Secondary, borough place planning projections are of limited value to our families in Feltham due to the long and thin shape of the Borough and its boundaries with five other boroughs, including two very close to Feltham. For example, the Gunnersbury Catholic School and Brentford School for Girls, which feature on the Borough's planning list, are some 5 miles away from Feltham – farther away than many schools in other Boroughs. Another example is Cranford Community School in Heston, which can easily take an hour to reach by public transport during rush hour.

When RAF opened, there was a concern expressed in the community that there was already a surplus of places and that we would exacerbate that surplus. In reality parents were not choosing the local schools and the opening of RAF actually increased by 60 (the school's PAN) the number of local children staying in Feltham for Secondary. We are confident that we can fill RA2 without taking pupils who are currently attending local schools.

This reality is demonstrated in the numbers of children leaving local Primary schools at the end of KS2 compared with the number of children going to local secondary schools. This is the list of Primaries within 1.5miles of Reach Academy and the number of children leaving those schools at the end of Year 6 in 2015, numbers which are projected to rise:

Southville Junior School	89	Sparrow Farm Juniors	56	Fairholme Primary	52
Oak Hill Academy	83	Edward Pauling Primary	55	Crane Park Primary	47
Victoria Junior School	80	Oriel Academy	55	St Richard Primary	24
St Lawrence RC Primary	58	Bedfont Primary	54	<b>TOTAL</b>	<b>653</b>

This compares with the number of pupils entering Secondary schools within 1.5miles in 2015:

Rivers Academy	240	Feltham Community College	130	Reach Academy Feltham	60	
					<b>TOTAL</b>	<b>430</b>

There is a discrepancy of around **220 children** who are not progressing to local Secondary schools. In addition, Rivers are planning to lower their PAN to 180 as their Studio Schools reaches capacity in the coming years.

In addition, the Borough's present place planning does not take into account the new residential developments planned for Feltham – either the 2,675 additional homes planned for the town centre or the housing development on the [REDACTED]. For more on this, please see the next section on 'An increasing demographic need.'

A Times article about the shortage of school places published on the 1<sup>st</sup> March 2016 and based on an FOI request, lists Hounslow as the London Borough with the biggest shortfall, with a deficit of 2,264 places.

#### 4. An increasing demographic need

Feltham is growing rapidly. In the three and a half years that our first school has been in existence we have watched as residential developments have sprung up all over the town centre. To take a simple example, when our first school opened, the three premises adjacent to the school were (1) an office building, Millennium House, (2) a derelict petrol station and (3) another office building, Kings House. All three of those buildings have now been turned into residential developments and they are indicative of a change that can be seen across the town centre. Another example is the Manor Lane development, a stone's throw from the school, providing a further 36 apartments.

These developments are not just anecdotal; they are part of the London Borough of Hounslow's '[Feltham Masterplan](#)'. On p.78 of the plan, a forecast is made of the number of houses that could be built as at May 2015:

- 'Based on these estimates Feltham town centre has the potential to accommodate the following in the future: approximately 2,675 additional homes, of which 2,515 are apartments and 160 town houses; and 780 student homes;

[REDACTED] As the Masterplan states on p.55:

- ‘If the MOD decides to close its Feltham facility, there is an opportunity to develop a substantial new urban residential quarter with a permeable block structure that integrates with Feltham town centre.’

[REDACTED] the 12 sites are expected to create more than 15,000 housing units. [REDACTED] is the only one of the twelve sites to have substantial land in London, and based on the massive demand for housing in London, we understand that many thousands of housing units will be built in Feltham. [REDACTED]

[REDACTED] Our best estimates are that 14 hectares in an urban setting and with a Public Transport Access Level of 4, would result in between 980 and 3,640 flats. All of these housing developments require infrastructure, including schools. Our vision is to offer an excellent new school for the families moving into these homes.

On page 59 of the Feltham Masterplan, the need for a new school is clearly spelled out, and indeed, our present school is mentioned:

- “Feltham has a good provision of primary and secondary schools in and around the centre. The Reach Academy, an innovative all-through school, offers a promising new addition to the spectrum of schools within the centre. While schools currently have some capacity this is likely to change when substantial new residential development is delivered in Feltham. In the longer term, whilst having schools in the town centre is an asset for Feltham, population increases may necessitate the provision of expanded school facilities within walking distance of the town centre.”

[REDACTED]

## **5. An Opportunity to Improve Outcomes in Feltham**

The outcomes currently being achieved at RAF indicate that pupils will achieve at levels not currently the norm in Feltham. GCSE results in the local community are currently below the borough average in terms of EBacc and pupils achieving 5 A-C including English and Maths, and below the National Average on value added measures. At Primary, our current projections for RAF pupils attaining at Level 5 and above are ahead of those for local Primary Schools.

At our first school, Reach Academy, we have striven to be positive and collaborative neighbours with other local schools, however we also recognise that local school performance is an aspect of the Free School application process. And so without singling out individual schools it is important to note how the forecast results at the existing Reach Academy contrast with the results at local schools as follows:

- At Reach Academy, 100% of children are forecast to achieve 5 GCSEs at C or above including English and Maths. By contrast, at local schools, 50% and 57% of pupils achieved 5 GCSEs at C or above including English and Maths, figures which are below the Borough average of 65.2%.
- At Reach Academy, 100% of pupils are forecast to achieve the EBacc. By contrast, at local schools 16% and 35% of students achieved the EBacc.
- At Reach Academy, the value added measure is expected to be extremely positive due to the challenging intake and the excellent forecast results. By contrast, the best 8 values added scores at local schools were 992 and 997.6, below the national average.

Our present school, Reach Academy, and our proposed school, will achieve outcomes for our pupils which far exceed the results of local schools.

## **6. Offering something different**

Former Secretary of State Michael Gove remarked on the rigour of the curriculum in Primary, Mayor Boris Johnson praised the ambition and the “clear focus on reading across the curriculum”. The offer at RAF, and at RA2, is different to what is on offer elsewhere in the borough. Our belief in strong relationships between the school and its families permeates everything we do, from the design of the school in having an all-through model with a small number of children in each year, to our focus on health and wellbeing, via our partnership with Place2Be, our school farm and our focus on healthy food and family service meals. All of this is a different offering to families and it has clearly been shown to be both popular and effective. Families in Feltham, Bedfont and Hanworth need and want another school like Reach Academy.

### **a. Creation of a ‘Reach Children’s Zone’**

Much of the inspiration for RAF came from the Harlem Children’s Zone in New York City. A focus on early intervention with 2 and 3 year-olds, a commitment to take all children through from 2yrs-18yrs and then to and through University, with strong relationships with families via home visits and integrated family support – all critical elements of our approach inspired by HCZ.

We are serving a largely white working-class community that has been under-served and neglected for many years. The government recently issued new guidance to the Office for Fair Access demanding that universities do more to boost social mobility and raise aspirations among disadvantaged groups. In particular, the government calls for intervention with disadvantaged white boys, who are five times less likely to go to university than those from the most advantaged backgrounds. Our school model seeks to address this inequality head-on and to affect transformational change in a

community where the need is very significant. **This is an opportunity to capitalise on the success of Reach Academy and create a blue-print for community transformation.** An outline for 'Reach Children's Zone' is attached in Annex D.

#### **b. Academic Sixth Form**

Our new school, like our existing one, will include a sixth form. This is an essential part of our 'all-through' philosophy. Our vision is that the sixth form at each school will work together to form a larger cohort, enabling a broader curriculum offer. Our vision is that one site will provide a language/arts/humanities offer and the other site a maths and sciences focus. Our priority, as always, will be on academic subjects and University Access, and so our curriculum will be driven by documents such as 'Informed Choices,' the paper provided by the Russell Group to inform schools and pupils about the best course choices for academic study. No local school offers such an overtly academic approach at sixth form, and Reach Academy will offer a unique 16-19 experience locally.

Currently there are approximately 2625 students finishing Y11 in Hounslow schools, with approximately 2016 students entering school sixth forms in Hounslow (excluding approximately 1000 students attending West Thames College).

There are a few sixth forms with a roll at sixth form higher than their end of Y11 number. This implies that students are moving to find courses suitable for them.

No other Hounslow school offers a purely academic sixth form and so Reach will market itself on this basis. We propose to work with organisations such as 'Into University' in order to further differentiate our sixth form as a pathway to University study.

There is currently no school in Hounslow where the A Level average grade achieved is higher than a B- (and that is only two schools). This level of attainment does not set pupils up for success at university and beyond; RA2 intends to offer an alternative.

The two closest 6<sup>th</sup> Forms to Reach Academy achieved 66% 3A\*-E and 54% 3A\*-E grades at A Level respectively. This is in the lowest quartile of all Hounslow sixth form results. There is a need for a better provision for students pursuing A Levels locally.

In addition, RA2 (and RAF) is close to the border of other areas where there are a number of schools who do not have sixth form provision and therefore Reach Academy has the potential to become a destination for students in those areas.

We know anecdotally that, as is the case at the transition from Primary to Secondary school, at Sixth Form many pupils who wish to pursue an academic route currently look to transition out of the borough, for example to Esher College. We also know that the schools nearest to RA2 in Richmond, which has an easy commute to Feltham, achieve



much lower results than the national average (one nearby Academy achieved 0% 3A\*-E grades at A Level).

Based on the number of pupils currently on our waiting list at any given time (and the number of applicants to Secondary who do not get in at the Year 7 entry point) we are confident of high demand for our sixth form provision. We would therefore propose to open RA2's sixth form when our present pioneer cohort, presently in Year 10, reaches Year 12 in 2018. In its first year, the entire cohort could be housed in the present Reach Academy's sixth form block (because there would not yet be a Year 13 at that point), if the new RA2 building is not yet ready, with a view to moving onto the new site in 2019.

We are confident that RA2 will offer something unique in the area and will be able to successfully market itself, due to the existing reputation of RAF, as a destination sixth form, just as RAF is already a destination school.

**c. Nursery**

In line with our 'all-through' philosophy, our new school, like our existing one, will include a nursery. We have already seen the dramatic benefits of our existing nursery on the pupils who have now come through to our Reception classes, with more than half of our Reception cohort in 2015 coming from Nursery and their attainment is well ahead of the rest of the cohort on entry. These children are more ready to learn, and have progressed further than the children that have not been through our nursery. We now take 2 year olds from disadvantaged families and again are seeing excellent results for these children. The nursery is an essential part of our philosophy and indeed our intention and hope is to develop 0-2 provision for the most needy families in the coming years.

Please tick to confirm that you have provided evidence as annexes:	X
--	---

## E2 – successful engagement with parents and the local community

### Our existing work with parents and the community

In opening and running our existing school, Reach Academy, we have already engaged substantially and successfully with the local community. Community engagement is absolutely central to everything we do at school. All families receive a home visit before they start at school and the more vulnerable families can receive up to 20 or 30 home visits over the course of a year from our family liaison team, our SEN team, our teachers and our Senior Leadership Team. We have started a Parent Teacher Association and we run regular parent workshops for all year groups and all families as well as the ‘Family Links’ course for the most needy families. We know this community extremely well and engage with local families on a daily basis.

Our parents are extremely supportive of the school. In our most recent survey, 97% of parents would recommend the school to a friend, 98% report that their child is well taught and 97% agree that their child is well looked after.

We have consulted with existing parents and conducted two focus groups with local parents of children outside the school. We are confident that there is huge demand for another Reach Academy in the local area.

As mentioned above, a key indicator of our success in engaging with families is our application data, which show strong support for the existing school as well as latent demand for a new school:

	<b>1<sup>st</sup> Pref</b>	<b>2<sup>nd</sup> Pref</b>	<b>3<sup>rd</sup> Pref</b>	<b>4<sup>th</sup> Pref</b>	<b>Total</b>	<b>Places at RAF</b>
Secondary Applications	153	140	70	55	491	60
Primary Applications	162	140	42	18	384	60

One main way in which the public engages with Reach Academy is via our website, which outlines our educational vision, the team behind the school and supplies families with all of the information they need to know about the school:

<http://www.reachacademyfeltham.com/>

Reach Academy is regularly in the news, having appeared on ITV, the BBC, the Guardian, the Times, the Telegraph, often in conjunction with National campaigns such as the School Food Plan, Mental Health Week and the Free Schools policy itself as well as welcoming dignitaries to the school such as Boris Johnson, Lord Nash, Michael Gove and local MP Seema Malhotra. This all contributes to a broad range of local

people and families knowing about and engaging with the school. We will use this great reputation as a springboard for our second local school.

We have engaged with local families since we first explored a Free School application in 2011. We are well known and have an excellent reputation in the community. We know that a new Reach Academy would be extremely popular. We have worked closely with local Primary schools and nurseries, recently offering free access to our community farm and regularly sending our older pupils to mentor and support in local Primaries.

We intend to run information sessions for parents and prospective parents about the new school at the same time as our open events for the existing school, presently scheduled for September and October.

### **Our work to promote the plan for a new school**

We have had little time since finding out about the site availability to consult with the community. Our intention is to begin to run events to promote the school from the point that we are invited to interview. These will take place alongside existing events at RAF, including our Summer Fete on the 15<sup>th</sup> June, where we will have a stall for RA2, and in September when we host our Secondary Open Meetings.

We will ask our existing parents to bring one new parent to explore the plans for the new school, and will use our extensive social media reach and strong relationships with local Nurseries to promote the school to the wider community.

We will soon be beginning marketing for our Sixth Form at RAF and will include information about RA2 in all communications.

Just as when we started Reach Academy we will hold multiple open meetings and will engage with the local community by door-knocking and flyering both on Feltham High Street and through letterboxes.

We do of course have an advantage this time which is word of mouth and the many parent and pupil advocates who currently attend RAF.

## Section F – Capacity and capability

### F1 (a) – Skills and experience of your team

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]

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

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
------------	------------	------------	------------	------------	------------

Having successfully opened Reach Academy in 2012 under extremely challenging conditions (when the policy and process was in its infancy, having no track record of running schools and with only 10 months between approval and opening), we feel very well placed to successfully open a second school. Opening a school will never be easy, but many of the biggest obstacles we faced last time will not be as challenging the second time around. A huge asset in our favour is the positive reputation that Reach Academy now has, which will have a significant impact in all areas, from recruitment of students to recruitment of staff.

Our core group of Governors remains unchanged since 2011. At that point we were explicit about our desire to create a well-balanced Governing Body which would serve all of the needs of a successful school. Thus we ensured we had business and financial expertise [REDACTED], legal expertise [REDACTED], project management [REDACTED] and education [REDACTED].

As well as the same core group of trustees that opened the original school, bringing with them all of that experience, we also now have a school full of dynamic and motivated staff to support the opening of a second school. Key personnel within our existing school who will assist with the opening of a new school are:

- | [REDACTED]
- | [REDACTED]
- | [REDACTED]
- | [REDACTED]
- | [REDACTED]
- | [REDACTED]

The policies and procedures of the present Reach Academy were built from scratch in 2012, and these will be reviewed and reused in the new school, giving our team a significant head start.

We have conducted a skills audit and an audit of the time commitment our current team can give to the opening of RA2. We have a very good idea of what opening a school entails in terms of time and expertise and therefore we have identified that we would benefit from using our funding to appoint an experienced project management company. In 2011-12 we appointed [REDACTED] for our school and we would look to do something similar this time. We also appointed

Stone King as legal counsel and would seek a similar partner to manage the move to becoming a MAT.

## F1 (b) – Skills gap analysis

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Project Management	We will bring in a full-time project manager to play an active role in the planning process. This person/team will also be more involved in the premises element of the pre-opening phase which is an area we know from previous experience is absolutely vital and can be challenging to navigate.	Once approved we will interview project managers and already have a few recommendations from existing Free Schools as a starting point.
HR	Governing body/Trustees	This is a gap we have already identified and have dealt with it by having an HR company on call when needed, rather than appointing a governor/trustee with particular HR expertise. This has worked well in the current school.
Education	Governing body/Trustees	We are conscious that if and when we form two LGBs, we may want to bolster our educational expertise so that each LGB has sufficient capacity. We are confident that we have sufficient capacity to take us through start-up process goes and the first year of the new school. When you look at our existing Governing Body there is extensive educational capacity for the pre-opening and initial opening phase, so this is a plan for year two of the school being open.



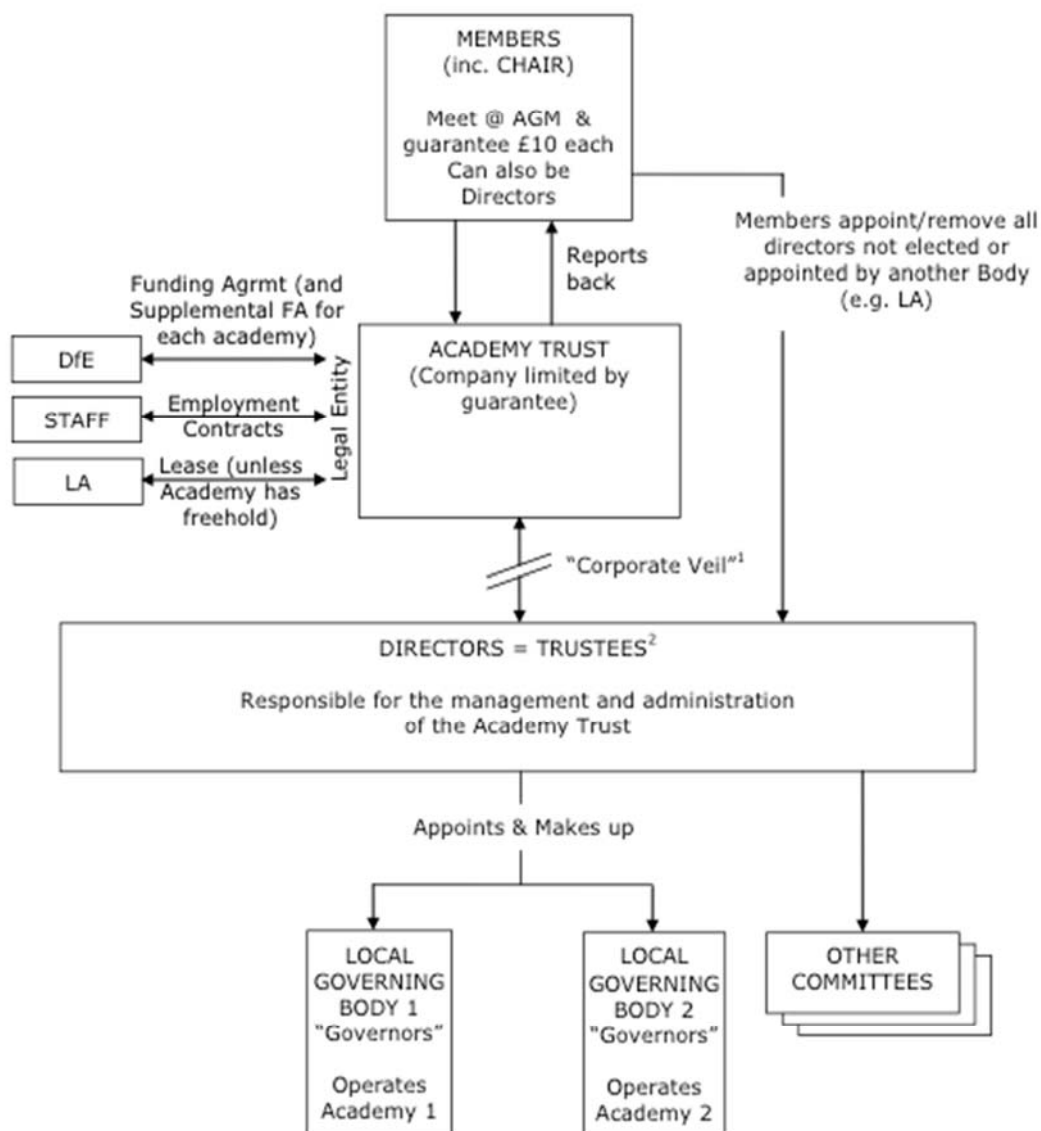
## **F2 - Governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

Working with a New Schools Network adviser, we have decided on the following approach to governance at the new academy, taking into account our existing school. We have also discussed our capacity and capability with our [REDACTED] [REDACTED] and are reassured that the following governance plan is robust: Our aim is to focus on our existing strength as a Governing Body, which already has the experience of setting up a new school. We want that experience to be harnessed in the pre-opening phase and the first few years of the school. At the same time, we want to ensure that our existing school continues to be successful. We believe that keeping our core Governing Body together for first few years is the best way to achieve this.

We will adopt Multi Academy Trust Articles once approved and our Members will remain the same. [REDACTED] [REDACTED], and all other roles will remain the same for the first few years.

The following diagram was put together with our lawyers, Stone King, in 2011 when we opened our first school and forms an important part of our Governor induction pack because it shows our intended governance structure as a Multi Academy Trust. Our Members and Trustees are all aware of and supportive of this structure and it was developed in conjunction with our Governor [REDACTED]:

## MULTI ACADEMY GOVERNANCE STRUCTURE



### Notes:

<sup>1</sup>Corporate Veil

The Directors/Trustees/Governors have no personal liability for their actions on behalf of the Academy, unless they act outside their powers or continue to trade when they are aware the Academy is insolvent.

## **Pre-Opening and the first few years**

In the short-term we do not see the need to have two separate Local Governing Bodies (LGBs), because the schools will be in such proximity and there will only be a few additional year groups. So our present governing body would become the Trustee group and it would have three committees: 1. The present Finance and Resources Committee 2. The present Pupil Standards Committee, and 3. A Start-up Committee for the new school. In time, once the new school is established, we would look to develop two LGBs.

## **Long-term structure**

After the school's second year, we would move to the structure outlined in the diagram above, with Trustees, a group of 7-9 people who would focus on the strategic elements of running the two schools i.e. Strategy, Finance, Resources, Premises, Overall Quality and then we would have two Local Governing Bodies who would focus on the education aspect of their school; the progress and attainment of pupils, teaching and learning, and engaging with the community. The LGB would have oversight of the school's self-evaluation process.

In terms of Ad hoc committees, we envisage that Exclusions would be dealt with at LGB level, employment-related committees at Trustee level and Appeals would continue to be administered by the Borough's independent panel.

## **Managing the Trust**

Ofsted described the leadership and management of the existing school as 'Outstanding' and judged the governing body as follows:

- 'The very strong governing body has a range of considerable skills and expertise. Governors are knowledgeable about what is going well and what can be improved further. This enables them to ask searching questions of leaders to make sure the academy is doing as well as it can. Governors' understanding of the academy and its community very effectively contributes to the academy's success.'

It is our intention to harness this outstanding governance track record to manage the new school along with the existing school. Our existing induction pack for governors includes many items that are essential to the good management and running of the trust, including the following, all of which can be supplied on request:

- A clear vision for the school;

- Declarations of interest forms and record to ensure any conflicts of interest are identified and managed;
- A Code of Practice for all trustees to abide by;
- Clear Terms of Reference for the governing body, which will be updated to incorporate the new start-up committee for the new school;
- Annual calendars and agenda items for meetings;
- Documentation regarding the structure of the trust and clarity over legal definitions and roles of all involved including Articles, Funding Agreement, Financial Handbook, Governors Handbook (Guide to the law), and the Ofsted framework;
- An annual governing body skills audit;
- Guidance on governor visits to the school and a draft record for visits;
- A record of training undertaken and planned for the Governing body; and
- Arranging of external auditors, both for the financial and the educational aspects of the school.

We have also recently outsourced our governing body clerking to 'Athena clerking and governor services' in order to free up our governors and school staff to concentrate on the matters at hand in meetings and ensure we meet all statutory responsibilities. This sustainable long-term arrangement stands us in good stead as we move to become a MAT.

### **Lines of accountability**

In the initial period, while we retain the existing governing body and add on a third 'start-up' committee, the lines of accountability will remain as they are now: The Executive Principal (currently the Principal) will be accountable to the governing body for all elements of both the existing school and the new school as it goes through the pre-opening and opening process, with the Heads of each school and COO answerable to the Executive Principal and in attendance at Governing Body meetings.

Once we transition to the structure with two local governing bodies, the Executive Principal will remain accountable for the management and administration of the trust, and will be held accountable at meetings of the Trustees, covering key areas such as Strategy, Finance, Resources, Premises and Overall Quality, bringing the COO and Heads of School in as necessary. Meanwhile, the Heads of School will be held accountable by the Executive Principal at the LGB level for the educational aspects of the school including the progress and attainment of pupils, teaching and learning, and engaging with the community. We believe this structure is the best way to give our Heads of School the 'power to lead' whilst ensuring that the Executive Principal has oversight of the trust's educational as well as its operational outcomes.

## **Section G – Budget planning and affordability**

The financial state of RAF is extremely strong. The school has had three clean audits and currently has reserves of [REDACTED]. The Governing Body and the Senior Leadership Team have shown themselves to be capable of managing a school's budget very effectively and is achieving excellent value for money for the tax payer.

The school has an established approach to recruiting and developing its own teachers using the Schools' Direct programme, which ensures access to excellent Newly Qualified Teachers who know the school and are able to be highly effective from day one.

The plan for RA2 is for it to be a 3-form entry school. This will offer additional financial flexibility compared to RAF and will ensure that the school is secure against future changes to the funding landscape.

In addition, there is considerable opportunity for economies of scale across the two schools. We see costs being shared 50:50 in relation to financial support, ICT strategy and operations and premises oversight. This will reduce the costs at both schools which can be invested in teaching and learning. As mentioned, the additional capacity will reduce the need for external consultant support in CPD and curriculum development.

Our most recent audited accounts and management letter have been sent to the DfE Sponsor Application Department and can be supplied again in support of this application as necessary.

# Annexes

[Redacted]

[Redacted]

[Redacted]

Annex D – Reach Children’s Zone Summary for Supporters

[REDACTED]

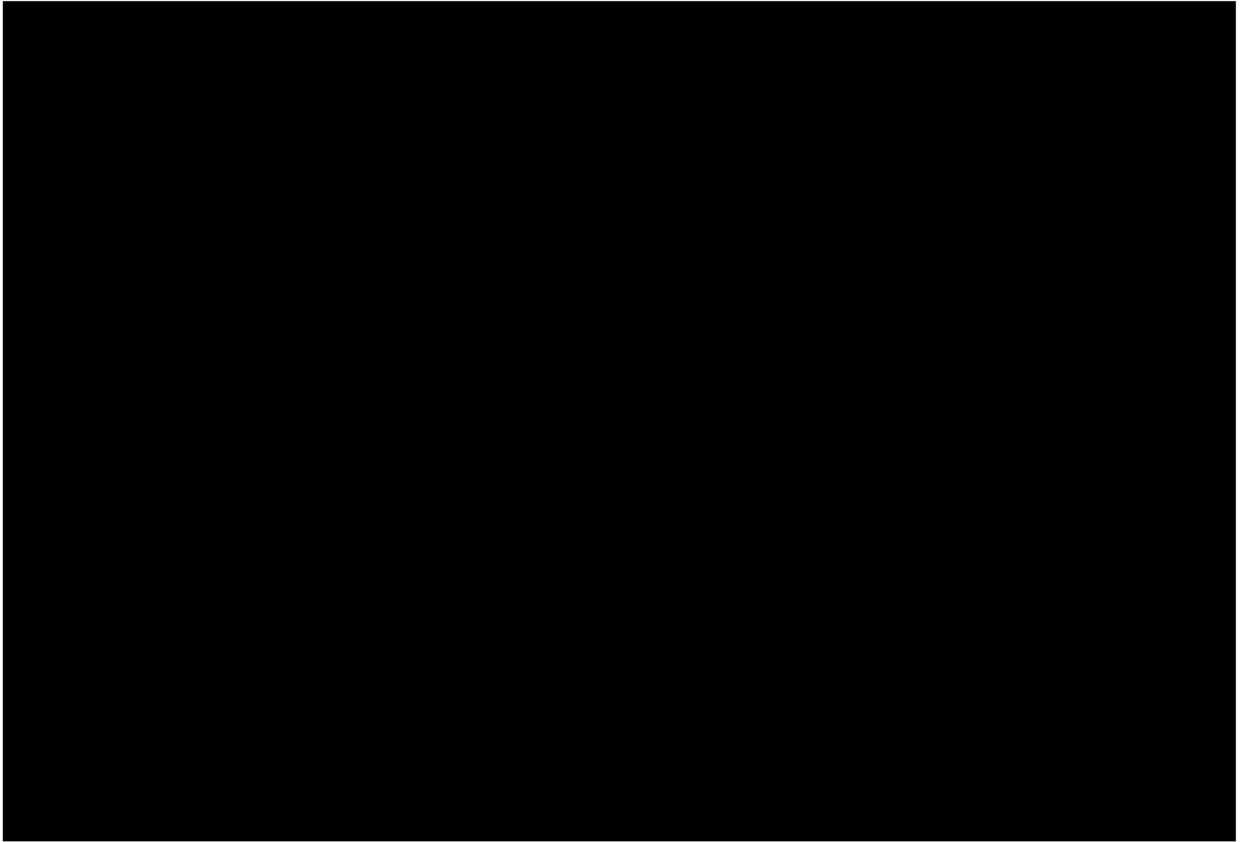
[REDACTED]





[REDACTED]

[REDACTED]



# Annex D – Reach Children’s Zone Summary for Supporters

## Reach Children’s Zone



Modelled on the Harlem Children’s Zone in New York City

February 2016

Reach Academy Feltham opened in 2012 and was the first all-through Free School to be rated ‘Outstanding’ by Ofsted. It now admits 2 and 3 year olds to its Nursery as well as running successful Primary and Secondary phases. The school has thrived in its first four years and the children are on target to make exceptional progress at both Primary and Secondary, with 100% of pupils forecast to achieve 5A\*-C including English and Maths when they sit their GCSEs in summer 2017.

Much of the inspiration for Reach Academy Feltham came from the Harlem Children’s Zone in New York City. A focus on early intervention with 2 and 3 year-olds, a commitment to take all children through from 2yrs-18yrs and then to and through University, with strong relationships with families via home visits and integrated family support – all critical elements of our approach inspired by HCZ.

**We now have a unique opportunity to create a ‘REACH CHILDREN’S ZONE’ in Feltham.**

[REDACTED] This offers an exceptional opportunity to open a second Reach Academy in close proximity to the first, and create a rich ‘REACH CHILDREN’S ZONE’ offer, whose vision would be for every young person growing up in challenging circumstances in Feltham West and Hanworth Park to be able to live lives of choice and opportunity.

We can have a **transformative impact** in an area of London that has not benefited from investment and support. In a time of austerity and desire for efficiency, a second school provides the institutional platform to build a broader offer.

[REDACTED] We know that there is huge demand for our existing school, with over 580 applications for our Secondary section last year. We also know that the population in the area is growing rapidly, with residential developments all over Feltham and of course the thousands of new homes due to be built on the MoD site. We know that Reach Academy is already an outstanding educational model, and we want to expand our provision.

We are serving a largely white working-class community that has been under-served and neglected for many years. The government recently issued new guidance to the Office for Fair Access demanding that universities do more to boost social mobility and raise aspirations among disadvantaged groups. In particular, the government calls for intervention with disadvantaged white boys, who are five times less likely to go to university than those

from the most advantaged backgrounds. Our school model seeks to address this inequality head-on and to affect transformational change in a community where the need is very significant. **This is an opportunity to capitalise on the success of Reach Academy and create a blue-print for community transformation.**

The REACH CHILDREN'S ZONE would offer:

---

**Two exceptional schools** serving a total of 2,300 pupils aged 2-18 and more than 70 Nursery places for vulnerable two year olds;

**A universal offer for pregnant women in the borough** with a range of support and guidance and a focus on ensuring that the most vulnerable are accessing it;

**Parenting classes** based on the Family Links model provided for all vulnerable parents in the borough;

**Early intervention mental health services** for young people regardless of the school that they are attending, working through our partnership with Place2Be;

**Therapeutic opportunities** through our Community Farm;

**A GP surgery** serving the young people and their families focused on preventive and proactive support for the whole community;

**A broad public health offer** driving change around childhood obesity, dental hygiene and other critical priorities;

**An 'Into University' centre** raising the aspirations of the whole community; and

**An adult education centre** supporting our community into employment.

---

## CVs for the core team

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]