

BURNT MILL ACADEMY TRUST

**FREE SCHOOL APPLICATION TO THE DEPARTMENT
FOR EDUCATION**

SIR FREDERICK GIBBERD COLLEGE

2ND MARCH 2016

BURNT MILL ACADEMY TRUST



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

**SIR FREDERICK GIBBERD COLLEGE –
BURNT MILL ACADEMY TRUST**

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The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document* and the *assessment criteria booklet*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

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

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

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

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

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

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

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

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

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

Application checklist

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

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

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

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

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

Declaration

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

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

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

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

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

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

Signed: [REDACTED]

Position: [REDACTED]

Print name: [REDACTED]

Date:

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:

Completing the application form

Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C – vision

This section will need to be completed by **all** applicants.

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

We are delighted to submit this application to open Sir Frederick Gibberd College, an 8FE, 1200 place secondary school with a 400 place selective sixth form in Harlow. We propose that the school will open to Year 7 pupils in 2018, introducing the Sixth Form in 2020, growing year on year to reach capacity of 1600 pupils in 2022.

Sir Frederick Gibberd College, named after the English architect, town planner and landscape designer who designed Harlow Town, is part of BMAT's vision to transform the educational landscape in Harlow, smashing through the barriers that prevent many pupils in our community from becoming confident, high achieving and independent individuals.

About Burnt Mill Academy Trust

BMAT was formed in 2013 to ensure that Harlow families would have the opportunity to access high quality provision from nursery until the end of compulsory education. BMAT schools already ensure that the young people within the north west of Harlow have successful outcomes at the age of 16, and develop the skills so they can take their place in society and compete with others locally. However, the journey is incomplete; we need to be able to ensure that our pupils can compete on the world stage. Sir Frederick Gibberd College is part of our strategy to achieve this ambition. It will enable us to offer our outstanding secondary provision to a greater number of young people in Harlow, as well as enabling high-achieving 16-19 year old pupils from other schools to complete their journey with us, by providing a high quality A-level provision in facilitating subjects. This provision is currently missing from the town, however from our discussions with local educationalists and consultation with the wider community, we know there is significant demand for it.

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[REDACTED]

[REDACTED]

[REDACTED], who has made an exceptional contribution to raising achievement [REDACTED] [REDACTED] has had a significant impact on the success of Burnt Mill Academy's Teaching School, in particular with [REDACTED] [REDACTED] [REDACTED] has been instrumental in transforming the approach to Maths teaching and outcomes at Burnt Mill Academy. [REDACTED]

[REDACTED], has resulted in the raised aspiration and increased access to Russell Group universities for our pupils. [REDACTED] will be supported in leading this school by an exceptional Deputy Head, with experience of selective, academic A-level provision who will be recruited through a competitive process.

BMAT plays a vital role to the education community in Harlow and Stansted. Burnt Mill Academy, the first school in the Trust, was rated as 'Outstanding' in every category by OFSTED in 2012. Since then, the Trust has taken on a number of failing schools, and is opening one new school, bringing real opportunity and high quality education to the young people in our care. All of our schools continue to show a trajectory of improvement; we believe that effective collaboration and the latest research-driven pedagogical developments are the foundations for success. Please see Annexe 1 for a letter from the Minister of State for Schools, Nick Gibb, praising Burnt Mill Academy's recent exam performance.

We have a clear growth strategy for the Trust, which we anticipate will grow to three hubs with between 5 and 10 schools by 2020. This vision has been discussed with

¹ Ofsted Annual Report 2012-13 East of England

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██████████ who has confirmed his support for this free school proposal in the letter enclosed at Annexe 2.

The Trust comprises of six open schools and one ‘free school by presumption’ in pre-opening:

Name	Location	Phase and NOR	Date Opened	OFSTED Rating
Burnt Mill Secondary Academy	Harlow	Secondary 11-16 NOR 1162	1 st December 2011	Outstanding November 2012
Freshwaters Primary Academy	Harlow	Primary 3-11 yrs NOR 320	1 st September 2013	Good May 2015
Cooks Spinney Primary Academy	Harlow	Primary 3-11 yrs NOR 487	1 st December 2013	Requires Improvement Good Leadership July 2015
Roydon Primary Academy	Harlow	Primary 4-11 yrs NOR 208	1 st December 2013	Good July 2015
Little Parndon Primary Academy	Harlow	Primary 4-11 yrs NOR 420	1 st April 2014	Awaiting Inspection
Forest Hall School	Stansted Mountfitchet	Secondary 11-16 yrs NOR 324	1 st February 2015	Awaiting Inspection
Magna Carta Primary Academy	Stansted Mountfitchet	Primary 4-11 yrs NOR 210 (at capacity)	In pre-opening due to open September 2016	n/a

We are applying to open Sir Frederick Gibberd College in 2018 because this fits in with the basic need for new school places in Harlow, and consider that the Trust has the capacity to deliver this Free School, alongside its wider plans for strategic growth.

The Burnt Mill Academy Trust team includes educators and high-profile professionals who have a proven track record in developing outstanding teachers and of

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transformational school systems, and our approach to school leadership has been proven to be highly successful. We take an evidence-based approach to developing outstanding learning experiences, linked to the international research we have access to through our Teaching School and we couple this with a sophisticated model of monitoring, tracking and professional development.

The Rationale Behind Sir Frederick Gibberd College

Replicating Excellence

Sir Frederick Gibberd College will be our second, outstanding secondary academy in Harlow for young people aged 11-16, and will introduce a selective, academic sixth form for 16-19 year olds into our family of schools. The new school will replicate the excellence we have established at Burnt Mill Academy, which provides pupils in the town with exceptional teaching and a broad and deep curriculum, enhanced by a life changing enrichment offer, which includes free musical tuition to all and access to a wide range of sporting activity. Our 'no failure curriculum' and high expectations ensure that pupils who endure high levels of deprivation become academically successful. Our schools in Harlow serve communities where unemployment is high and a 'benefits culture' exists; we are breaking this culture, replacing it with one of hard work. Like Burnt Mill Academy, Sir Frederick Gibberd College will have extended school hours, from 8.30am until 5.00pm with compulsory Saturday morning school from 9am-12pm, as well as holiday school. Other local schools and colleges do not match the provision BMAT offers in Harlow, and our consultation for this application has shown that there is high demand for a school with our ethos and strong values.

In 2015, Lord Nash, the Parliamentary Under Secretary of State for Schools visited Burnt Mill Academy. He said:

"I am very impressed with how focused students are here at Burnt Mill and how dedicated they are. The lessons I saw were really excellent, the children were engaged and the teaching was strong.

"The whole ambition of the school stands out. Students are expected to excel and it works. I believe schools are very much about a mindset. Here, there are very high expectations, but too many schools have lowered their sights."²

² <http://www.harlowstar.co.uk/Lord-Nash-impressed-Harlow-school-Burnt-Academy/story-26424540-detail/story.html>

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Burnt Mill Academy is oversubscribed every year and therefore, with the predicted deficit in school places in Harlow set out in detail at Section E, Sir Frederick Gibberd College will address both the high demand we have for this type of provision from the community but also ensure that children entering Year 7 in 2018 have a local secondary school place.

Extending our model to Post-16

Sir Frederick Gibberd College will also offer a new unique provision for our pupils, post-16. We are very excited about offering post-16 education within our Trust for the first time, and, to give us specialist support in developing our curriculum and wider enrichment offer, we will be working with an expert in this field, John Walter, previously Head of the OFSTED ‘Outstanding’ rated Sixth Form at Mossbourne Academy in Hackney, Hills Road College in Cambridge, and Haileybury, a leading independent boarding school.

There is a lack of high quality A-level provision in facilitating subjects in Harlow - an area of high deprivation with large numbers of White working class - which needs to be addressed. Sir Frederick Gibberd College will meet this need, establishing itself as the local centre of excellence for KS5 study.

The Sixth Form at Sir Frederick Gibberd School will be highly academic, with the expectation that pupils will follow a course in at least two facilitating subjects. Pupils from schools within the Trust will be prioritised for entrance in Year 12 if they meet the academic entry criteria. Our aim in the sixth form will be to prepare pupils for life at Oxbridge or a Russell Group University and beyond. We will nurture the ambitions, dreams and passions of our young people so that they can become the thinkers, educators and leaders of the next generation.

Given the geographical location of our schools to our preferred site, the opportunity to provide continuity of education from 4 to 19 is a unique one. Already 95% of our primary pupils move to Burnt Mill Academy in Year 7, and our aim is that they will be able to continue with us post-16, subject to securing the grades required for entry.

Burnt Mill Academy Trust became a Teaching School in 2015 and is part of our strategy to realise our ambition to become a Centre of Excellence for teacher training and research. Our research team enjoy links with UCL and the University of Bristol and every year we have 100% success rate in our ITT secondary programmes. Sir Frederick Gibberd College will access the excellent pedagogical support and research that we have within our Teaching School.

Burnt Mill Academy Trust only recruits exceptional people to leadership positions; this means that our local governance is of the highest quality. Our schools have Local Advisory Bodies with members who are highly-educated and have a passion and a

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burning desire to improve the lives of pupils, particularly pupils from deprived backgrounds. Our Local Advisory Boards are standards committees who scrutinise the teaching, leadership and outcomes for our pupils. Sir Frederick Gibberd College has already generated a great deal of interest, and we have recruited local governors who will drive the vision forward to make it a reality, and who, once the school is open, will ensure that rigorous standards and expectations are set from the outset to ensure an ‘Outstanding’ rating at the first OFSTED inspection. The Local Advisory Body will be chaired by Marc Rowland, Deputy Director of the National Education Trust.

Meeting Harlow’s critical need for new school places

This proposal for Sir Frederick Gibberd College is driven by the demand and the belief that all families should have access to good and outstanding schools in their communities. Essex County Council’s latest school place planning projections dated October 2015 show a predicted deficit of 212 places in 2018 rising to more than 440 places by 2022.³

Year	Year 6	Without impact of housing (current PAN)		With impact of housing (current PAN)	
		Year 7 forecasts	Year 7 Surplus /Deficit	Year 7 forecasts	Year 7 Surplus /Deficit
2016	1040	1020	-80	1032	-92
2017	1055	1035	-95	1056	-116
2018	1140	1119	-179	1152	-212
2019	1267	1244	-304	1290	-350
2020	1221	1198	-258	1262	-322
2021	1227	1204	-264	1284	-344
2022	1284	1261	-321	1354	-414
2023	1272	1249	-309	1353	-413
2024	1303	1279	-339	1393	-453
2025	1234	1211	-271	1333	-393

³ Essex County Council – Harlow Secondary Update October 2015

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This basic need for secondary places, will, in time, feed into post-16 provision. Sir Frederick Gibberd College will ensure that the demand and basic need requirement is met with new, quality school places. We have discussed our proposals with the Local Authority and they are supportive, including providing a site for the new academy. A letter from Clare Kershaw, Head of Commissioning: Education and Lifelong Learning, at Essex County Council is attached at Annexe 3.

Introducing quality school places into the Harlow school system

Published performance tables show that there is a need for more high quality Key Stage 4 and 5 provision in the town. Opening Sir Frederick Gibberd College will improve the quality of secondary places available to Harlow families who should not have to send their children to schools that currently just scrape the floor target. This view is supported by other local primary education providers – please Annexe 4 for a letter of support from Peter Shephard, Chairman of Harlow Executive Board, NET Academies Trust. Our free school application is also supported by Matthew Cooke, Achievement Commissioner for Children in Care (Essex Virtual School), and Malcolm Morley, CEO of Harlow Council.

Making use of academy freedoms to improve standards in the local area

We will make use of the freedoms granted to us through academy status. These include offering a compulsory extended school day, Saturday School and Holiday School. We will use unqualified teachers, whom we are developing through our 'Teachers for Tomorrow' programme, to supplement and support our outstanding qualified teachers. Further, BMAT has its own pay policy, which applies across our family of academies. Our Main Scale teachers' working hours are commensurate with the School Teachers' Pay and Conditions Document, however our Lead Practitioners are contracted to work an extended academic year to lead holiday provision in our academies. We aim to offer subsidised accommodation for some of our newly-qualified staff. As well as benefiting our staff in terms of providing them with good value, quality accommodation close to their workplace, this opportunity boosts the Trust's capacity to recruit and retain quality staff.

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VISION

Our vision for Sir Frederick Gibberd College:

- Academic Excellence will be at the heart of everything we do
- Our sole purpose is to develop the intelligence and the skills of all pupils in a safe environment to create highly-motivated, life-long learners
- We will nurture the ambitions, dreams and passions of our pupils so that they can become the thinkers, educators and leaders of the next generation.
- Our pupils will become the adults who make a positive contribution to society. As principled global citizens, they will challenge intolerance, injustice and inequality.
- We will offer a challenging curriculum, focusing on the EBACC subjects to prepare our pupils for Oxbridge and other top universities.
- There will be opportunities for all pupils to experience success in a variety of ways.
- Outstanding teaching, strict discipline and high expectations will not waver
- Our ethos “hard work, no excuses” will ensure all our pupils achieve academic excellence.

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This vision is further explained below:

PUPILS	STAFF	SFGC	BMAT
<p>Produce pupils who are prepared for the constantly changing modern world.</p> <p>Through our curriculum, our pupils will be:</p> <ul style="list-style-type: none"> - Proficient in reading, writing, <u>oracy</u> and maths. - Ambitious, driven, adaptable, confident and self-disciplined. - Fluent in problem solving and able to master difficult academic content. - Thoughtful, principled global citizens. - Lifelong learners. - Healthy individuals. - High achievers. <p>Our internal and external assessments, pupil outcomes, high participation in enrichment activities and destinations at 16 and 18 will be evidence of our success.</p>	<p>Ensure all teaching staff are outstanding classroom practitioners.</p> <p>We will employ experts in their fields.</p> <p>We will set up effective monitoring systems to ensure Teaching and Learning is outstanding at all times.</p> <p>We will support newly qualified staff and trainees to ensure they are delivering outstanding lessons.</p> <p>All teachers will strive to continually improve their teaching, skills and knowledge and we will offer appropriate support.</p> <p>We will deliver high quality CPD to all staff to develop them further.</p>	<p>All achieve "Academic Excellence".</p> <p>Our curriculum will deliver outstanding results. Our external examination results will be significantly above the national averages in every category.</p> <p>All pupils will develop to their full potential, particularly, our disadvantaged pupils'. Their academic achievement will match their more privileged peers', improving their life chances.</p> <p>Our challenging academic targets will build a culture of high expectations and hard work for all.</p> <p>We will deliver a broad and balanced curriculum that is accessible where education of every pupil will be of equal value at all times.</p> <p>We will provide rich, varied and up to date range of resources/learning environments which are modern, relevant and fitting to the needs of our pupils.</p>	<p>Contribute to the vision and the development of the Trust.</p> <p>We will:</p> <ul style="list-style-type: none"> - Raise aspirations and outcomes in the local community. - Provide additional resources and space for all Trust schools. - Contribute to the partnership between the Trust schools. - Support the next generation of teachers through participating in the teacher training programmes on offer through the Teaching School.
<p>Ensure all pupils progress to Further/Higher Education.</p> <p>We will collaborate with other institutions to ensure appropriate progression and continuity takes place.</p> <p>We will dedicate teams of adults to support pupils with their ambitions and plans.</p> <p>Our 'NEET' figure will be 0 and all of our Year 13 pupils will attain places at top universities.</p>	<p>Develop all staff to their full potential.</p> <p>We will provide training and progression opportunities for all staff to enhance their professional development in support of their careers.</p> <p>Staff recruitment and retentions will be evidence of our success.</p> <p>The staffing plan sets out our ambition of staff progression.</p>	<p>SLT will lead by example.</p> <p>The leadership will power the drive for school improvement and pupils' success.</p> <p>We will be clear on our areas to improve and proactive about ensuring these areas do improve.</p> <p>We will be involved in learning and with learners.</p> <p>As pedagogical leaders we will be highly skilled in teaching and learning and deploy considerable leadership skills.</p> <p>We will provide CPD for all staff, including opportunities for leadership development at all levels.</p> <p>We will apply the same principles, values and expectations to our staff as to our pupils learning, building a community of lifelong learners.</p> <p>We will involve our governors in every aspect of the running of the school to ensure there is robust and transparent leadership at all levels where every member of staff is held accountable.</p>	<p>Form partnerships with other schools and organisations.</p> <p>We will seek to develop partnerships with other schools in and around Harlow, as well as with other organisations where pupils and staff can benefit from their input.</p> <p>We will ensure all pupils in our trust benefit from these partnerships so we can improve outcomes for our pupils.</p>

Raising Aspirations

There has long been a culture of low expectations within the local schools in Harlow, which, over the last 5 years, BMAT has been challenging, working towards delivering an outstanding education in all of its schools. In particular, we work to ensure that the most disadvantaged can achieve successful outcomes. We don't talk about 'narrowing the gap', rather about 'raising attainment for all'. Our ambition and drive to improve outcomes for disadvantaged pupils was recognised in the 2013/14 OFSTED Annual Eastern Region Report, in which Burnt Mill was cited as one of *'only seven secondary schools, including Denbigh High School in Luton and Burnt Mill Academy in Essex'* where pupils from deprived backgrounds are served well, and as schools from which others *'serving the most deprived areas can learn.'*

West Essex has the highest percentage of ethnic minority pupils in Essex (17.7%) with Harlow (21.9%) and Epping Forest (20.6%) both having the highest percentage of minority ethnic children in the county (Essex rate is 12.3%). In Harlow there are high

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proportions of Black pupils (5.8%), in particular Black African pupils; Mixed Ethnicity pupils (4.6%); White Other pupils (4%); and Asian pupils (3.6%), in particular Indian. Over 1,300 children have EAL and 95 languages are spoken in Harlow; including nearly 100 speakers of Shona and over 100 Polish speakers.

We have a track record of raising aspiration for disadvantaged pupils and, in particular, disadvantaged White British.

In 2014 HMCI Sir Michael Wilshaw reported that there was: *'a continuing crisis in the education of the poor White working class'*⁴. We believe this crisis still exists in Harlow and Sir Frederick Gibberd College will address the issue with the high expectations that we have for all our pupils no matter what their background is.

We refuse to accept excuses for failing the most vulnerable in our community and we are driven by our two fundamental beliefs:

- that every parent should be able to send their child to a high quality local school and
- that every child deserves an outstanding education.

Our state education system should provide the highest standards of education, but, regrettably, many of our local schools are failing to do this. There is a desperate need for improved outcomes for pupils at the age of 16 in Harlow. It is simply not good enough that too many Harlow pupils attend schools where outcomes are below national averages - as demonstrated by the data from Ofsted and the performance tables discussed in Section E. Too few pupils are being prepared adequately for post-16 and university study. Too few pupils are being inspired and motivated to achieve the highest grades and apply to the best universities. There is a need for a new school in Harlow to challenge and address the current low standards.

In our Trust we believe we have a duty of care to provide a range of opportunities for our pupils. With the opening of SFGC, and by establishing a formal partnership with Sir Charles Kao UTC, we will be able to offer a life-changing comprehensive education to all of our pupils from reception to post-16. Our curriculum will be balanced and broad all the way through from early years to Sixth Form. Whilst SFGC Sixth Form will focus on delivering academic A Levels, the UTC will focus on Level 2, 3 and 4 apprenticeships. Our UTC will not be a place for the disaffected or the less able pupils, but would serve

⁴ <http://www.theguardian.com/uk-news/2014/dec/14/white-working-class-boys-unlucky-ofsted>

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

all abilities interested in apprenticeships and vocational studies. Hence, we will be able to:

- Broaden our curriculum even further, particularly at KS4 and 5, whilst providing additional resources and teaching spaces to all ages. Hence, we will maximise opportunities for our pupils where all educational routes will have equal value.
- Develop our cross-phase collaboration further, strengthening our tracking of pupils which will have a significant impact on pupil outcomes, particularly for those from disadvantaged backgrounds.
- Have two post-16 providers offering a wide range of options, ensuring our pupils and their parents/carers truly understand the different pathways available.
- Fully support our pupils through KS2 to KS3 and KS4 to KS5 transitions, ensuring we retain more of our pupils within the Trust post-16, particularly the most disadvantaged pupils who do not have the means to travel to neighbouring towns.
- Attract even more outstanding staff to the Trust who will have the opportunity to specialise and develop thoroughly in their disciplines.
- Build up an even more extensive network of business and school links in and around Harlow.

Building Cultural and Social Capital in Harlow

Burnt Mill Academy Trust has a long-held ambition to regenerate the community of Harlow. Unemployment is high in Harlow, despite the presence of large pharmaceutical companies and its close proximity to Stansted and London. Employers have traditionally found it difficult to recruit good people to positions in Harlow and some have left the town, for example Pitney Bowes moved to Hertfordshire in 2012 to help resolve the recruitment challenges they faced. We know that our outstanding schools will provide employers with their future workforce. We know, through our links with the Chamber of Commerce, that employers want knowledgeable, highly skilled and hard-working employees. We also know that our outstanding schools will contribute to the regeneration of Harlow by engendering in our pupils high aspirations and a sense of pride in achievement. Our schools in the town have made notable progress in demonstrating that through education we can positively change children's lives, and Sir Frederick Gibberd College will be no different. However we understand that we cannot work in silos. [REDACTED]

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████████████████████ We use the links we have with local businesses in Harlow and large corporates in London to raise aspirations and contribute to a rebirth of belief and ambition in the town. Ashurst LLP have commenced a 5-year partnership with our schools, providing mentoring, work placements and other opportunities for our children. In particular, they have committed to providing opportunities for our post-16 pupils to shadow senior partners to raise aspiration and fuel their desire to attend Russell group universities. We are also liaising with Haileybury School, an independent School in Hertfordshire, to look at opportunities to run a Royal Artillery Cadet Unit in Harlow, as well as sharing expertise from the independent sector into our school community.

Burnt Mill Academy is contributing to developing social and intellectual capacity in the community offering highly-subsidised adult learning. All our schools have opportunities for families to participate. It is the Trust's mission to explore every opportunity to raise the aspiration, desire to succeed and ambition of the pupils and their families. In doing so collaboratively with a wide range of partners we will effect change across the community. This vision is shared by local dignitaries and politicians, including Robert Halfon MP, who has supported the ambition for BMAT to provide high-quality sixth form provision in Harlow for some time – please see Annexe 5 for a letter of support.

Access to Higher Education for White Working Class Pupils

There is much research into the impact that ethnicity, location and economic status have on the likelihood of continuing in education and studies. The most relevant study to our situation in Harlow are the findings by the Sutton Trust published in 2015.⁵ It highlighted that White working-class boys living in an area of deprivation face double disadvantage, and it is likely that only 29% progress to Sixth Form. This statistic certainly reflects the current picture in Harlow. However Harlow White working class face a triple disadvantage, because in their home town the provision for facilitating subjects is poor. For example, a student cannot study particular combinations of facilitating subjects, there is no provision for Maths and Further Maths, an area that Burnt Mill Academy pupils are very successful at, with over 24% securing A/A* at GCSE in 2015. Harlow suffers from high levels of deprivation and Burnt Mill Academy is in Group 8 of the Families of Schools data, which indicates the highest poverty in the town. It is our intention that Sir Frederick Gibberd College and Burnt Mill Academy will be a vehicle for

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

reversing this trend. Through our proven track record in providing an academic curriculum and outstanding teaching, both schools will produce high calibre A-level pupils from White working-class backgrounds who will be given local access to facilitating subjects.

Sir Frederick Gibberd College will encourage all its pupils to go to top universities. It will promote scholarship and traditional academic values, whilst preparing pupils highly effectively for future study and successful careers both in this country and overseas. We will give our young people a developed understanding of the landscape of Higher Education – funding opportunities, an appreciation of the value of a degree and an overview of the different universities and courses available. We have an excellent record of working with our families from the minute their children enter school; however, at present, the support we give them drops off at the end of Year 11. When parenting is poor or weak, the importance of the school takes on even greater significance; currently there is nobody with our track record of working with parents so they too can support their children to make decisions in this area. We have seen some of our top pupils leave with a suite of A/A* grades at GCSE who have stopped their facilitating subjects once commencing their studies, or have failed to apply to Russell group universities. Our parents, who have little knowledge of the university system and are provided with little support, have often just accepted this. We are seeing much of the hard work we do to raise aspiration undone in the two years at sixth form. We could easily ignore this, but as [REDACTED] and an expert on Pupil Premium, stated in his Pupil Premium Review of Burnt Mill:

' the only thing the Trust are doing to let down their pupil premium children is not providing them with high quality sixth form provision.'⁶

We will actively engage with parents, with a focus on targeting the poorest families to understand post-16 ambition and aspiration, offering 'master classes' in understanding higher education, arranging for academics to present on interesting topics to community groups and organising visits for pupils and their parents to universities across the country.

Our focus to date on Higher Education at Burnt Mill Academy has resulted in an increased number of pupils studying A-levels in high quality sixth forms such as Hills Road Sixth Form College in Cambridge, Hockerill Anglo-European College in Hertfordshire, and King Edward VI Grammar School in Chelmsford. At Sir Frederick

⁶ M Rowland

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Gibberd College we will replicate and build on the excellent career advice and guidance pupils receive at Burnt Mill Academy, ensuring they are fully-supported with their post-16 choices, including the University Technical College.

We have strong links with Emmanuel College (University of Cambridge), and University College London. We hold community events at Burnt Mill Academy to enlighten Harlow parents/carers about Higher Education. In the past we have hosted a variety of guest speakers, including Professor Michael Arthur, the Provost and President of University College London, who had previously been Chairman of the Russell Group of UK universities and the Vice-Chancellor of the University of Leeds between September 2004 and 2013.

With our new Sixth Form, our aim is to replicate the success of the top state sixth forms and work closely with independent schools in Essex, Hertfordshire and Cambridgeshire as well as with more Russell Group Universities.

In summary, Sir Frederick Gibberd College will introduce 1600 quality new school places into Harlow, with a focus on addressing deprivation by raising aspirations. Our new school will not just replicate and extend the excellent provision on offer to families at Key Stage 3 and 4, but will provide them with A-level provision that will enable their children to apply for the top universities both in the UK and abroad. The education we provide, through our Teaching School and wider partnership network, will be the only opportunity these pupils have to escape the deprivation into which they were born. We will break this culture of dependency and ensure that the young people of Harlow have high aspirations and a great work ethic, leaving Sir Frederick Gibberd College with the knowledge and skills they need to become highly successful, confident working adults.

Section D – education plan: part 1

This section will need to be completed by **all** applicants. Please:

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

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

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023	2024
Year 7	n/a	0	240	240	240	240	240	240	240
Year 8	n/a	0	0	240	240	240	240	240	240
Year 9	n/a	0	0	0	240	240	240	240	240
Year 10	n/a	0	0	0	0	240	240	240	240
Year 11	n/a	0	0	0	0	0	240	240	240
Year 12	n/a	0	0	0	100	150	200	200	200
Year 13	n/a	0	0	0	0	100	150	200	200
Totals	n/a	0	240	480	820	1210	1550	1600	1600

Section D – education plan: part 2

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

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

All applicants will need to complete the table of subjects and hours. Please use the table below.

Key Stage 3 (Years 7 and 8)

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	4	Mandatory	
Mathematics	4	Mandatory	
Sciences	4	Mandatory	Including Computer Science
History	1.5	Mandatory	
Geography	1.5	Mandatory	
Religious Education	1	Mandatory	Including Citizenship
MFL	3	Mandatory	Spanish/French (Latin, Italian, German to follow)
Technology	1	Mandatory	Graphics, Textiles, Food, RMT and Photography
Art	1	Mandatory	
Performing Arts	2	Mandatory	

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Physical Education	2	Mandatory	
Nurture	19	Mandatory	Includes Eng, Ma, Sci, Comp.Sci., His, Geo, RE, MFL. Tech, Art, Perf.Arts will be delivered in mainstream. Approximately 12 pupils per year group
Tutor Period	2.5	Mandatory	Incorporating British Values/ Philosophy/ RE/ PSHE
Enrichment	4	Mandatory	After school and on Saturdays
Private Study	6.5	Mandatory	After school and on Saturdays
Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments

Key Stage 4 (Years 9, 10 and 11)

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5	Mandatory	600 minutes per fortnight. Language and Literature.
Mathematics	4.2	Mandatory	500 minutes per fortnight.
Sciences	4.2	Mandatory	500 minutes per fortnight. 20% of the cohort will study Core, Additional, and Further Additional Science. 75% of the cohort will study Core and Additional Science. 5% of the cohort will study Core Science.
Physical Education	1.7	Mandatory	200 minutes per fortnight. Core PE, not a GCSE.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Option A	5	Mandatory	Pupils will study the option subjects in one year with the exception of History and MFL which will be studied over two years. MFL will only be available to study in Years 9 and 10. History will only be available to study in Years 10 and 11. Other option subjects are: Media, French, Spanish, NCFE Lang, Computer Science, History, Geography, Religious Education, Sociology, Business Studies, Citizenship, ASDAN/Cope, Tech RMT, Tech food, Tech graphics, Tech textiles, BTEC Cooking Skills, Art, Photography, Drama, Dance, Music, Perf. Arts Award, Physical Education.
Option B	5	Mandatory	
Tutor Period	2.5	Mandatory	Incorporating British Values/ Philosophy/ RE/ PSHE
Enrichment	3	Mandatory	After school
Private Study	10.5	Mandatory	After school and on Saturdays

Option subjects will be constantly under review to ensure that performance measures are upheld, ensuring pupils are given the best possible opportunities for future success.

There will be three pathways for pupils to follow:

Pathway 1 – Pupils study all of the EBACC subjects. We expect 75% of pupils to follow this pathway.

Pathway 2 – Pupils will study some of the EBACC subjects and combine them with other high quality qualifications. Some of these pupils may also require additional core support, particularly in English and Mathematics. We expect 20% of pupils to follow this pathway.

Pathway 3 – Pupils will study core subjects, some GCSEs and alternative qualifications. We anticipate these pupils will require additional support in their core subjects. Therefore, they may only study one option and receive extra support in English, Maths and Science. These pupils may also complete additional core qualifications which are widely valued and recognised. We expect 5% of pupils to follow this pathway.

Key Stage 5 (Years 12 and 13)

Subject/other activity	Hours per week	Mandatory/ Optional	Comments
Option A	5	Mandatory	Pupils will be expected to study 3 options in Year 12 and three in Year 13. Our most able pupils will have the opportunity to study Further Maths as a 4 th option. We expect this to be the 10% of the cohort.
Option B	5	Mandatory	We will be following the lead of Hills Road Sixth Form College and London Academy of Excellence with this model. The subjects we plan to offer are; English Literature, English Language, Film studies, French, Spanish, Maths, Further Maths, Biology, Chemistry, Physics, Computer Science, History, Geography, Government and Politics, Philosophy/RE, Psychology, Sociology, Economics, Art, Music and Drama & Theatre Studies.
Option C	5	Mandatory	This is on the advice of John Walter, our Lead Consultant.
Option D	5	Mandatory	This option is for pupils taking Further Maths as a fourth A-level.
Home Languages	2	Optional	EAL pupils will have the opportunity to study their first language to A-Level.
Academic Literacy	1.7	Mandatory	This is compulsory for all Year 12 pupils and will be for 200 minutes per fortnight.
Extended Project Qualification	1.7	Mandatory	This is compulsory for all Year 13 pupils and will be for 200 minutes per fortnight.
Tutor Period	2.5	Mandatory	Incorporating British Values/ Philosophy/ RE/ PSHE/ UCAS Guidance
Sport	1.5	Mandatory	After school
Enrichment	1.5	Mandatory	After school
Private Study	11	Mandatory	After school and on Saturdays

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Introduction

At SFGC we will base our KS3 and KS4 curricula on the proven, very successful model of our OFSTED 'Outstanding' rated 11-16 school - Burnt Mill Academy. Our rationale for this is simple; our intakes will be almost identical with the learners at both schools having similar needs and abilities. However, most importantly, we know that Burnt Mill Academy's offer is exceptional, and we wish for more children in Harlow to benefit from a similar educational experience. At Burnt Mill Academy the focus on English, Maths and Science from Year 7 has resulted in above-average numbers of pupils making exceptional progress by the end of Key Stage 4. Our three-year Key Stage 4 offers pupils the opportunity to study EBACC subjects to GCSE level without narrowing their access to study more creative subjects which support our pupils in developing confidence and providing cultural knowledge that is too often missing from the homes of our pupils. Our curriculum model involves pupils studying for longer sessions than is traditionally used as they enter Key Stage 4; this gives them the opportunity to drill down in to the detail, developing knowledge and skills at a much deeper level. We prefer the use of textbooks to 'off the shelf' online tutorial programmes, as these enable our pupils to study further if they wish to, read ahead in advance of lessons, revise material easily, as well as taking pride in owning and looking after a book.

At KS5, we will introduce a challenging, rigorous curriculum which stretches our able, selective cohort. This will be developed in conjunction with outstanding partners and supported by our [REDACTED] who established the OFSTED 'Outstanding'-rated Sixth Form at Mossbourne Academy in Hackney.

Burnt Mill Academy has a proven track record of meeting the needs of a wide comprehensive intake and ensuring that all groups of learners make excellent progress. This is because we set aspirational targets for all pupils. Unless we expect our pupils to make five levels of progress, they will never be able to achieve outcomes that will enable them to go on to study facilitating A-level subjects or other post-16 qualifications. The needs of our cohort are varied and diverse. Burnt Mill Academy serves children:

- who are 'Looked After',
- have special educational needs,

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

- have disabilities,
- who are entitled to free school meals or are “Ever 6”, therefore are considered to be Pupil Premium,
- whose first language is not English,
- who are gifted and talented.

Each and every one of these children is provided with a bespoke curriculum that is suited to their needs and receives personalised tracking, interventions and enrichment throughout their 5 years at Burnt Mill Academy. We call this our ‘**No Failure Curriculum**’.

Compared to other Essex secondary schools, Burnt Mill Academy serves the most deprived children and the poorest families in Harlow. Our school is in Group 8 of the Families of Schools data which indicates the highest poverty in the town. Its performance, however, is the fifth highest in Essex after the four selective grammar schools - a statistic of which we are immensely proud. The Academy has demonstrated that it can transform the lives of disadvantaged children through raising their aspirations, removing barriers to learning and offering a broad curriculum in and out of the classroom.

Burnt Mill Academy is feted as a national example of an outstanding school which serves a deprived area well and was nominated for a national award:

<http://www.thenews.coop/95641/news/general/co-operative-academy-shortlisted-national-award/>

The following articles share success stories of pupils from Burnt Mill Academy:

<http://www.harlowstar.co.uk/GCSE-results-2015-Burnt-Academy/story-27645035-detail/story.html>

<http://www.harlowstar.co.uk/GCSE-RESULTS-Burnt-Academy/story-22796253-detail/story.html>

At SFGC we will follow Burnt Mill Academy’s lead and deliver this exceptional ‘**No Failure Curriculum**’. We will work collaboratively with staff at Burnt Mill Academy, as well as other colleagues across the Trust, utilising their expertise to raise the aspirations of more families and transform even more lives in Harlow.

Expected Pupil Intake

SFGC will serve a community very similar to that of Burnt Mill Academy community, based in the North West of the town. We expect that the average APS in Year 7 will be slightly lower than Burnt Mill Academy’s current Year 7 data, as published evidence

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

shows that some of the feeder primary schools in CM18 are not yet providing good or outstanding education. However, we are expecting that some of our intake will enter Year 7 having met the demands of the new national curriculum in English and Maths.

We anticipate that the intake at SFGC will comprise:

- No significant difference between the number of boys and girls.
- 3% - 5% will have a statement of special educational needs and/or an education health care plan.
- Approximately 10% of our pupils will not have English as their first language.
- Our Pupil Premium pupils will be in the region of 30% in each cohort.
- Approximately 20% of our pupils will be Gifted and/or Talented.
- Just above 80% will be White British.
- Less than 1% will be Romany or Gypsy or of Irish Traveller Origin.

Burnt Mill Academy data

Table 1.1.2: Basic Characteristics by National Curriculum year group (BasicNCYearGroup)

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
7	258	48.8 / 51.2	29.8	18.6	4.7	13.2	0
8	241	50.2 / 49.8	31.1	16.6	8.7	11.2	0
9	240	49.6 / 50.4	35.8	13.4	8.3	9.2	2
10	222	49.1 / 50.9	35.1	18.0	10.8	5.9	0
11	219	51.1 / 48.9	26.0	20.1	13.7	7.3	2

(Source: RAISEonline 2015 Summary Report)

Harlow Secondary Schools

▲ school name	Number of pupils on roll	Number of boys on roll	Number of girls on roll	Percentage of SEN pupils with a statement or EHC plan	Percentage of pupils with English not as a first language	Number of pupils eligible for FSM at any time during the past 6 years	Percentage of pupils eligible for FSM at any time during the past 6 years
England - national (secondary state-funded)	3184728	1601615	1583113	1.8%	15.0%	801329.7	29.4%
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here Compare)							
<input checked="" type="checkbox"/> Mark Hall Academy	493	270	223	1.6%	14.2%	152.0	30.6%
<input checked="" type="checkbox"/> St Mark's West Essex Catholic School	973	474	499	1.4%	27.6%	146.0	19.1%
<input checked="" type="checkbox"/> Passmores Academy	1024	541	483	4.3%	3.1%	295.0	28.8%
<input checked="" type="checkbox"/> Stewards Academy - Science Specialist, Harlow	1045	523	522	3.3%	12.2%	340.0	32.5%
<input checked="" type="checkbox"/> Burnt Mill Academy	1180	587	593	2.6%	9.1%	380.0	32.2%
Displaying 1 - 5 of 5 schools							

(Source: DfE School and college performance tables)

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

- take part in extended learning beyond the traditional school day, which will include weekly Saturday school and holiday school programmes.

The following tables indicate our anticipated pupil intake:

Burnt Mill Academy (% by prior attainment)

	% by Prior Attainment Band						
	School				National		
	Low	Middle	High	% based on TA *	Low	Middle	High
Year 11	27.2	52.4	20.4	8.2	15.9	49.0	35.1
Year 10	23.0	58.9	18.2	N/A	17.3	51.8	30.9
Year 9	18.2	51.7	30.1	N/A	13.4	48.1	38.4
Year 8	16.6	55.3	28.1	N/A	13.5	44.8	41.7
Year 7	10.5	54.5	35.0	N/A	11.2	45.3	43.4

(source: RAISEonline 2015 Summary Report)

Burnt Mill Academy

Table 3.1.1: The prior attainment of pupils at Key Stage 3 and Key Stage 4 (PriorKS3_4)

The tables below show the prior attainment in terms of Key Stage 2 average fine points score, of pupils studying at Key Stage 4 and Key Stage 3 in your school in 2014/15. This has been broken down by year group. The tables also show the national picture for maintained mainstream schools. The national averages are not comparable with previous years. When interpreting the tables the level of coverage should be taken into account.

NC Year starting Sept 2014	Average fine points score at KS2				
	School	National	Difference	Sig	% Coverage
Year 11	26.0	27.6	-1.6	Sig-	94.1
Year 10	26.5	27.5	-1.0	Sig-	94.1
Year 9	27.4	28.4	-1.0	Sig-	98.3
Year 8	27.4	28.6	-1.2	Sig-	97.5
Year 7	28.4	28.9	-0.5		99.6

(source: RAISEonline 2015 Summary Report)

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

Harlow Primary Schools Percentage Achievement at KS2

	PERCENTAGE ACHIEVING READING, WRITING AND MATHS			
DATA FROM 38 SCHOOLS	LEVEL 3 OR BELOW	LEVEL 4 OR BELOW	LEVEL 5 OR ABOVE	AVERAGE POINT SCORE
HARLOW AVERAGE	7%	76%	18%	28.3
NATIONAL AVERAGE	6%	80%	24%	28.8

(source: DfE School and college performance tables)

Burnt Mill Academy Trust believes the best pastoral care is measured by the outstanding outcomes pupils achieve. In order to ensure all groups of learners make rapid and exceptional progress, KS3, KS4 and KS5 Pastoral Teams will be appointed at SFGC. Each of these teams will be led by their own designated individual who will monitor the academic progress of different groups of learners every week. This weekly tracking will be overseen by a senior leader and the Head of School. All teaching staff and governors will be responsible for the achievement and attainment of pupils in accordance with their role within the school. This model has been very successful at Burnt Mill Academy. It enables efficient monitoring, accurate tracking, targeted support, successful interventions, and improves attendance; all of which are contributing factors to Burnt Mill Academy's outstanding exam results and continuing success. This very precise diagnostic and responsive system of tracking means that no child ever gets left behind.

Burnt Mill Academy - Absences

% of sessions missed due to Overall Absence		% Persistent absentees - absent for 15% or more sessions	
School	National average for secondary schools	School	National average for secondary schools
2.9	5.2	0.5	5.6

(source: RAISEonline 2015 Summary Report)

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

Harlow Secondary Schools

2013/14 Pupil Absence / Pupil Absence - Sorted by School name, in ascending order.

2013/14 Pupil Absence
data last updated on 20 Mar 2015
Click on headings to sort figures in ascending/descending order.
Schools without data will be displayed below those with data.

Displaying 1 - 5 of 5 schools.

▲ school name	School type	Overall absence	Persistent absence: 15% +
England - national (secondary state-funded)		5.2%	5.3%
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here: Compare)			
<input checked="" type="checkbox"/> Mark Hall Academy	Academy Sponsor Led	9.1%	14.7%
<input checked="" type="checkbox"/> St Mark's West Essex Catholic School	Academy - Converter Mainstream	4.8%	4.6%
<input checked="" type="checkbox"/> Passmores Academy	Academy - Converter Mainstream	4.1%	2.3%
<input checked="" type="checkbox"/> Stewards Academy - Science Specialist, Harlow	Academy - Converter Mainstream	3.9%	2.4%
<input checked="" type="checkbox"/> Burnt Mill Academy	Academy - Converter Mainstream	3.0%	0.4%

Displaying 1 - 5 of 5 schools

Outstanding delivery of the curriculum by exceptional teachers is a cornerstone of BMAT's success with pupils in Harlow. SFGC's leadership team will be responsible for ensuring every child is sitting in front of an exceptional teacher every day in every lesson. They will work with BMAT's Teaching School to develop and model strategies to effectively teach different groups of learners, with a key focus on differentiation to ensure every pupil makes progress. The Trust's Teaching School has employed many outstanding teachers across our family of schools, with a particular focus on ensuring that the disadvantaged able are given appropriate stretch and challenge in all their subjects. Burnt Mill Academy has established an internal system of Planning Trios which aims to improve the quality of planning and consequently the teaching and learning. Research suggests that collaboration with colleagues is an essential part of every teacher's job and results in rising pupil achievement⁷.

All our teachers and teaching assistants are allocated weekly time to share best practice and plan outstanding lessons to meet the needs of all groups of learners; they do this in groups of three – called Planning Trios. Experienced practitioners lead the planning trios to coach, support and model for their colleagues how to plan lessons which demonstrate this and to share creative and engaging teaching strategies to enthuse the learners. The initial feedback from the trios at Burnt Mill Academy has been highly positive, with colleagues embracing the opportunity to learn from each other. Middle leaders review the planning trios and change the groups to ensure

⁷ Leana C. 2011 'The missing Link in School Reforms:
http://ssir.org/articles/entry/the_missing_link_in_school_reform

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maximum impact in terms of planning and teaching and learning. SFGC staff will adopt this excellent practice and will plan jointly with the experienced and outstanding teachers at BMA.

All staff from SFGC will have opportunities to observe Burnt Mill Academy teachers to ensure that the high quality teaching at Burnt Mill Academy is mirrored at SFGC. Our Key Stage 5 Teachers will be mentored and supported in lesson planning by experienced teachers from Haileybury School and by [REDACTED]

[REDACTED] This is part of our vision to form strong links with other successful elite Sixth Forms in and around Essex to ensure our Key Stage 5 curriculum and delivery is quality assured, monitored effectively and is of the highest standard.

Key Stage 5

While SFGC, KS3 and KS4 will be a comprehensive intake, our Sixth Form will serve the more able pupils of Harlow, offering pupils from within the school, and from other schools, an exceptional sixth form experience that will be tailored to each individual who meets the entry requirements. The common characteristic all pupils will share is academic excellence. This selective academic cohort will receive a curriculum that offers them access to facilitating subjects and a stimulating learning environment, extensive enrichment opportunities and exciting sporting activities.

As this is the first time our Trust is delivering KS5, we have enlisted the support of [REDACTED]

[REDACTED] to work with us on a consultancy basis. [REDACTED]

We believe that this support will ensure our Sixth Form is outstanding from the outset. Our capacity in KS5 will be boosted further by our emerging partnership with Haileybury, a co-educational boarding school in Hertfordshire.

Within the town of Harlow, there are three Sixth Form providers, none of which offer all of the facilitating subjects at A-level. SFGC's Sixth Form curriculum will be informed by the pupils we currently have, as they will be the first entry in 2020. Already we have analysed the range of subjects that our pupils typically wish to study. According to a survey we conducted in January 2016, among the current Year 11 pupils who are applying to study A-levels, the most popular subjects were English Literature, Biology, Chemistry, Physics and Mathematics.

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Burnt Mill Pupil Sixth Form Preferred A-level Subject Survey – January 2016

English Literature	35.71%
English Language	17.86%
Film studies	14.29%
Media Studies	17.86%
French	14.29%
Spanish	0.00%
Maths	53.57%
Further Maths	10.71%
Business Studies	21.43%
Accounting	0.00%
Biology	42.86%
Chemistry	50.00%
Physics	46.43%
Computer Science	28.43%
History	21.43%
Geography	25.00%
Gov and Politics	17.86%
Philosophy	4.29%
RE	21.43%
Psychology	28.57%
Sociology	21.43%
Economics	25.00%
D&T	17.86%
Art	14.29%
Drama	11.43%
Music	17.86%
PE	21.43%
Other (please specify)	0.00%

Curriculum Principles

Our curriculum will be designed on the basis of the following principles:

- **Challenge and enjoyment**
- **Breadth**
- **Progression**
- **Depth**
- **Personalisation and choice**
- **Coherence**
- **Relevance**

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These principles will be taken into account for every pupil in our care. They will assist all staff in their practice, in and out of the classroom, and as a basis for continued review, evaluation and improvement. Although all of these principles will apply at any one stage, they will have different emphases as pupils learn and develop throughout their time at SFGC.

Challenge and enjoyment

Pupils will find their learning challenging, engaging and exciting. Our curriculum will encourage high aspirations and ambitions for all. At every stage, pupils of all aptitudes and abilities will experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They will be active in their learning and have opportunities to develop and demonstrate their creativity, skills and knowledge. There will be support, both academically and pastorally, to enable pupils to sustain their effort.

As demonstrated in the Raise-online document (*see Burnt Mill Academy Raise-online 2014-2015*), Burnt Mill Academy pupils' achievement is significantly above national averages in almost every category. This is due to:

- The challenging targets set for every pupil (5 Levels of Progress)
- Offering and delivering a demanding, rigorous curriculum
- Outstanding teaching by exceptional people who make learning enjoyable
- The experiences outside of the classroom
- The support pupils receive academically and pastorally.

At SFGC our curriculum model will mirror that of Burnt Mill Academy; as set out in D2 we will also set similar challenging targets for all pupils in Key Stages 3, 4 and 5.

Our teachers will be of the highest calibre and experts in their subjects. They will receive extensive, continuous CPD from the Teaching School and the SFGC Teaching and Learning Team, as well as our external consultant and established Sixth Form partners.

We will work closely with Burnt Mill Academy and extend the opportunities and activities that are already on offer to SFGC pupils. This includes termly experiences linked to the curriculum, for example visits to the Globe Theatre. We have an established partnership with The Brilliant Club for KS2 and KS4 pupils which will be extended to SFCG pupils to increase awareness of Russell Group universities. We also have other life-changing experiences to offer our pupils at SFGC, for example links with a Greek orphanage and world challenge.

We will enter pupils for national and international competitions such as UKMT Maths Challenges, various STEM competitions, BBC Radio2 500 Words, World Maths Day,

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World Spelling Day, World Science Day, Four Nations Challenge, UKMT Team Challenge, Young Writers' Competitions.

Breadth

All pupils will have opportunities for a broad range of experiences. The curriculum will be organised so that pupils will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

In BMAT we are moving towards having specialised teachers in all key stages from Key Stage 2 upwards. We also organise teachers across phases, for example a Year 6 maths teacher may also deliver Year 7 and 8 Maths. In SFGC we will have specialised KS4 and KS5 teachers who will focus solely on their subjects at a particular key stage. This is to ensure teachers become subject specialists and can focus on attaining exceptional pupil outcomes.

The unrivalled sports programme which has been set up by the [REDACTED] will offer pupils at SFGC opportunities such as the Sports Leaders' Award, UK Table Tennis Championships, fencing, hockey and rowing training. These are not offered at other local schools. At SFGC, we will be committed to ensuring our young people grow up to be fit and healthy adults. We are particularly interested in raising the participation of girls in sports that are traditionally considered to be 'male' sports, such as rugby and football. Within BMAT there are many exceptional sportsmen and women. Some of these already compete for clubs in and around Harlow. However, our pupils do not have equal opportunities; those from more affluent backgrounds tend to be the ones that benefit from sporting facilities. Therefore, we wish to make amends for this injustice and hope, with external investment, to have a rugby field, external table tennis facilities, tennis courts, a multi gym and an astro-turf on site at SFGC. We will continue with the very successful delivery model of Sports afternoons for all our children in KS4-5 who will have one afternoon devoted to a sport or fitness activity of their choice.

Progression

Pupils will experience continuous progression in their learning from Year 7 to Year 11, or to Year 13 if they continue in the SFGC Sixth Form. Each stage will build upon earlier knowledge and achievements. Pupils will be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early. The progression will be evident within pupil experiences and the outcomes.

The success of the Nurture curriculum at Burnt Mill Academy is a prime example of Progression which we will replicate at SFGC. The Nurture Group is a small, special

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class with an adult to child ratio of 1:5. The aim of this class is to provide a safe, predictable and structured environment for vulnerable pupils, whilst helping them develop their skills, experiences, confidence and self-esteem. Teaching staff and Nurture Co-Educators model positive relationships and there is an emphasis on the development of language and communication skills. In this group, pupils have the opportunity to work 1:1 or in pairs or in small groups with an adult. Pupils in the Nurture Group have carefully targeted learning opportunities which raise their levels of achievement and helps them make sustained progress. Although pupils in the Nurture Group receive more curriculum time for English and Maths, their curriculum follows the National Curriculum and pupils are taught some of their lessons in specialist learning spaces, such as Science, Technology, Art, Performing Arts and PE. The goal is to integrate pupils back into mainstream education when they are ready and equipped with the necessary skills and motivation to further their knowledge and maximise their ability to learn.

Burnt Mill Academy has developed a Nurture curriculum for pupils who are unable to access the entire KS4 curriculum. These pupils study the compulsory core subjects alongside Level 1 vocational qualifications and one or two GCSEs as their option choices.

Case Study

A notable nurture success story from Burnt Mill Academy is a former pupil who was in Year 11 last academic year. She started at Burnt Mill Academy having gained a Level 2B in English and a 2A in Maths at primary school. In her GCSE examinations, she achieved 5 A*-C grades and 9 A*-E grades (including a C grade in Maths and a D grade in English Language).

Whilst at Burnt Mill Academy, we discovered that she had a natural flair for cooking and baking. Her favourite subject was Food Technology and she enthusiastically attended every enrichment event her Food Technology teacher organised. In Years 10 and 11, she took part in the Junior Chef Competition as well as other local and in-house competitions. Currently, she is completing an apprenticeship at Burnt Mill Academy as a junior chef in the school canteen.

Through a tailored curriculum that offers pupils opportunities, we can have many more success stories like this in schools. Although this young lady lives in poverty, has learning difficulties and lacks confidence; we know that she will have a career she thoroughly enjoys and will be able to find employment in the future. None of this would have been possible without Burnt Mill Academy and its dedicated staff.

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Pupils who are in the Nurture Group tend to have multiple disadvantages and have parents/carers who are not highly educated, and often who are quite young themselves. Mostly, these pupils have emotional ages much lower than their chronological age and lack social skills. The role of the school becomes even more important in such cases.

At Burnt Mill Academy, Nurture pupils are invited to breakfast club, without charge. Their teachers organise special trips and activities that will compensate for lack of parental engagement in their lives, such as cinema trips, days out in London, pantomime at Christmas, meals at a restaurant and so on. The experiences other children receive through their parents/carers are offered to Nurture pupils through their teachers.

These experiences are not only available to Nurture pupils. Burnt Mill Academy staff understand the complexities of the lives their children live and each adult in that school is committed to making a difference to children's outcomes. This culture has been built by senior leaders who lead by example. We will also build this culture at SFGC to ensure that our vulnerable pupils, who are in danger of underachievement the most, will be successful and will be prepared for the next stage in their lives when they leave us at 16 or at 18. With Sir Charles Kao UTC becoming part of our Trust, we will be able to offer Level 1 and Level 2 courses or apprenticeships to our Nurture pupils, hence, ensuring a successful progression for them to Post-16. We will then be able to continue our nurturing of these pupils, securing them with employment when they leave us at 18.

We will provide personal support to all pupils that are in need and have been identified through careful monitoring and tracking. Similar to Burnt Mill Academy, we will have a Senior Leader in charge of Achievement and Pastoral Care who will work with a team to ensure all pupils that need support receive it.

Depth

There will be opportunities for pupils to develop their full capacity for different types of thinking and learning. As they progress, they will develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding. We have created a model which allows pupils to study many subjects, but yet avoids a wide and shallow curriculum. We have done this through structuring the school day into a very different model with KS4 and KS5 being blocked into 100 minute sessions. This has been instrumental in helping pupils achieve great success at GCSE level.

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Mathematics is one of the most successful faculties at Burnt Mill Academy. At SFGC we will create an equally successful faculty and collaborate with all BMAT schools to ensure pupils have the same experience. Maths is delivered in 100 minute blocks allowing pupils to explore, repeat and master very difficult mathematical concepts. This has seen not only an increase in the number of pupils achieving top grades in Maths, but also has enable some pupils to commence studying Additional Maths, AS-level Maths and A-level Maths. The expertise in Maths A-level teaching within the Trust will position our SFGC cohort for success from the outset.

Personalisation and choice

The curriculum will respond to individuals' needs and support particular aptitudes and talents. It will give each pupil increasing opportunities for exercising responsible personal choice as they move through the school years. Once pupils have achieved suitable levels of attainment across a wide range of areas of learning, the choice will become as open as possible. There will be safeguards to ensure that choices are soundly-based and lead to successful outcomes.

SFGC will ensure that all pupils are offered the opportunity to develop their interest and create passion for subjects and study. At SFGC, like at Burnt Mill Academy, the extensive free musical tuition which extends from violin to electric guitar will be offered to all our pupils from Year 7. This tuition will continue for as long as the child wishes it. Pupils who receive music tuition are offered graded exams for a wide range of instruments and singing, from Initial to Grade 8. These exams offer pupils the choice and the flexibility to focus on their strengths, enabling them to gain confidence and recognition as performers.

At SFGC we will aspire to excellence in the Performing Arts. As the school grows we look forward to hosting school productions and other performances. We will replicate the success of the KS3 Minims Choir and KS4 Gospel Choir at Burnt Mill Academy which are popular among the boys and the girls. Minims are easy to distinguish around the school with their special jackets, especially made for them. It is a privilege to be a Minim at Burnt Mill Academy. The BMA School Orchestra consists of pupils who play a wide range of instruments. The choirs recently toured Germany, performing at several venues (<http://www.yourharlow.com/2015/08/18/burnt-mill-academy-musical-students-went-on-their-first-international-performing-tour/>). They also performed with the British Vocal Group, Blake, at the Harlow Play House (<http://www.yourharlow.com/2015/09/24/young-burnt-mill-singers-took-to-the-stage-with-a-brit-award-winning-group-blake/>). BMAT has a mission to enable young people

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to be able to perform on the world stage in their chosen field of expertise, whether this is in the Arts, Languages, Sciences or Humanities

SFGC will ensure that at Key Stage 4 and 5, pupils are able to follow a broad and balanced curriculum. At Key Stage 4 pupils will have intense guidance and support to make their six subject choices well. At Key Stage 5, we will work with all pupils entering the Sixth Form to ensure they are on appropriate programmes of study.

Cohesion

Pupils' learning activities will combine to form a cohesive experience. There will be clear links between the different aspects of the curriculum, including opportunities for extended activities which draw different strands of learning together.

BMAT has invested greatly in developing a knowledge-based curriculum across its family of schools which will be shared with SFGC. The curriculum ensures that pupils have deep knowledge of core areas that will support them in their studies in academic subjects. This enables teachers at all key stages to build on the learning from the previous key stage. Knowing what pupils have been taught, and therefore what they know, enables faculties and subjects to make links with other subjects, further deepening the understanding pupils have. For example, in Year 7 pupils studying a Shakespeare play in English also cover the same text in Drama at the same time. Another example, is of our Mathematics faculty delivering lessons on constructing and interpreting graphs prior to pupils using these skills in Geography and Science.

Relevance

Pupils will understand the purpose of their activities. They will see the value of what they are learning and its relevance to their lives, present and future.

Similar to Burnt Mill Academy, at SFGC we will organise projects, careers events, trips, activities and work experience placements for pupils so they can understand how the curriculum they are studying is relevant to them. We will involve the parents/carers, where appropriate, in order to gain their trust and support, but also to engage them in their children's learning.

Each subject will build into their schemes of work opportunities for exciting activities, trips and cross-curricular work. We believe that these experiences are essential in a community such as ours. Pupils will need these experiences to enrich their writing and also to deepen their understanding of the topics they are exploring.

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Sixth Form

Our Sixth Form curriculum will consist only of academic A-levels. There will be a stimulating and inspiring range of subjects available, which will enable pupils to pursue their passions and facilitate entry to leading universities. All Year 12 pupils will be expected to study Academic Literacy, while all Year 13 pupils will be expected to study the Extended Project Qualification which provides stretch and challenge for pupils, preparing them for university-style learning. We are being supported by [REDACTED] who set up the highly successful Mossbourne Sixth Form to ensure that our curriculum model will be rigorous and provide pupils with the facilitating subjects they need to gain entry into top universities.

A key driver in our Key Stage 5 Curriculum will be the development of Academic Literacy in Year 12. We know that for many of our pupils, although successful in English GCSE, their academic literacy is a barrier to them being successful post-16. They often do not have the extensive vocabulary needed to explore the materials at undergraduate study. They will not get exposure to this literacy in their homes. It is imperative that our pupils' literacy skills are developed as this will have a direct impact on their ability to access the curriculum, hence, on their academic achievement, particularly at KS5. We will utilise our links with Haileybury, Cambridge and UCL academics to design a bespoke academic literacy programme which will be delivered to all of our Year 12 pupils.

Many of our staff within the Trust are experienced A-level teachers. In the next four years, we will refresh their skills, train them on the new KS5 content, develop new staff in KS5 teaching and focus on recruitment of high quality professionals who are outstanding sixth form teachers. We will encourage all KS5 teachers to become examiners in their subject areas and attend exam board-specific subject courses. Developing partnerships with other high performing Sixth Forms, such as Haileybury will ensure our teachers are offering the highest standards of A-level teaching, our pupils' work is moderated and our assessments are accurate.

In a meeting conducted with the Gifted and Talented KS4 pupils, they were asked what they would look for in a successful Sixth Form. Their responses were:

- A broad range of subjects
- Exotic subjects which no other provider offers
- Autonomy and independence for themselves
- Exciting opportunities in and out of the classroom
- Opportunities to develop skills such as leadership, literacy, independent study, stress management and ICT
- Valuable work experience placements relative to their studies
- *"More of Burnt Mill, but for older pupils"*

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We are confident that we can deliver all of the above and build on the success of our KS3 and 4 curriculums at Burnt Mill Academy because we have the expertise already in the organisation.

We will teach with an average group size of 17 pupils in popular subjects, but also offer smaller group sizes in less popular subjects such as Music and Further Maths. We will be working towards including subjects such as Latin and Classics to our repertoire by the time SFGC reaches its full capacity. All of the facilitating subjects will be offered at A-level, and we will hold others in equal high regard. Our selection of subjects will provide access to Oxbridge and Russell Group Universities.

We will offer a sixth form experience that will bridge the gap between school and university, with a broad and challenging curriculum balanced by new personal freedoms and a wide range of cultural, social and sporting opportunities.

Privilege goes hand-in-hand with responsibility and pupils will be encouraged, with close support, to demonstrate independence of thought, to take control of their working environment and to develop a capacity for self-motivated study.

Although there will be some autonomy among Year 12 and 13 pupils, reasonable pressure will still be applied to ensure that they are completing high quality work, meeting deadlines and achieving their true academic potential. Hence, all study time will be structured, timetabled and directed by a member of staff.

We recognise that a first-class education is not just about exam results and, while our academic standards will be high, we are just as interested in the whole person. Hence, we will offer enrichment opportunities to all sixth formers that are meaningful and precious.

The Sixth Form Enrichment Programme will be divided into two sections **educational** and **practical**. Pupils will be expected to participate in both educational and practical activities.

Educational enrichment will consist of a range of courses, training, activities, conferences and talks that aim to broaden pupils' interests, teach useful skills for life beyond school and provide the opportunity to gain some additional qualifications.

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Practical enrichment will consist of activities such as the Duke of Edinburgh Award and debating, as well as music, sport, drama, community service and charity work.

We will insist that pupils take part in minimum one enrichment activity every week, one sporting activity every week, one lecture every half term and one charity event every term. The aim of the programme will be to help pupils develop into remarkable, well-informed and well-rounded individuals. It will also equip pupils with the assets to produce outstanding personal statements and the skills to perform in interviews.

The outstanding academic and pastoral support delivered at Burnt Mill Academy will be mirrored in SFGC and built upon at sixth form to ensure no pupil stagnates. There will be a Senior Leader in charge of Achievement and Pastoral Care as well as a Deputy Headteacher in charge of the Sixth Form who will work with a team of people to ensure at KS5 pupils are tracked, monitored and supported.

On a personal level, our KS5 Pastoral Manager, SENCO and Education Welfare Officer will be able to help, liaising with external agencies where appropriate.

Careers guidance will be thorough, and tailored to each individual pupil. Every sixth former will have a personal mentor, who will guide them through their time in the Sixth Form.

All potential Year 12s will receive an individual consultation with a member of the Sixth Form Team to articulate their aspirations, demonstrate what they have done and describe why their personal qualities and abilities will enable them to be successful at a particular university course.

We will replicate the Post-16 Guidance Programme at Burnt Mill Academy for KS4 pupils and modify it for KS5 pupils. Currently, KS4 pupils at Burnt Mill Academy receive guidance on post-16 choices. This is through a variety of activities which are discussed later in the "KS4 to KS5 transition" section.

At SFGC Sixth Form, we will develop a similar support programme, UCAS Guidance Programme (UGP) which will be in effect from the instant Year 12s are accepted into the sixth form. We will have visiting speakers and workshops to increase awareness of what is on offer. We will encourage pupils to attend Open Days at universities and arrange transport for them. We will enlighten the parents/carers as well as the pupils on all Higher Education related matters through events at school and at Higher Education institutes. We will hold events on UCAS process, finances, summer schools and applications to Oxbridge, Veterinary Science, Medicine, Nursing or Dentistry.

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Some Year 12 and 13 assemblies will focus on UCAS, Oxbridge, Russell Group Universities, Higher Education, and certain careers such as medicine, law, and teaching. We will invite guest speakers to talk to sixth formers on a range of topics related to universities. Our strong links with Cambridge Emmanuel College, UCL and Imperial College London will mean, we will continue to hold talks at SFGC similar to Burnt Mill Academy. As we establish additional partnerships with other universities, there will be opportunities for pupils to attend lectures at these institutions as well as host events at SFGC.

All sixth formers and their parents/carers will be provided with the *'Informed Choices'* Guide, university prospectuses, UCAS help booklet and information on finances. There will be several designated FE/HE areas that are welcoming and informative. They will be updated regularly and pupils will be encouraged to make use of them. Each form will receive a selection of university prospectuses for pupils to read during form time. Displays will be used to publicise successes and information on different aspects of HE.

Our Careers Advice Service will continue at KS5. Pupils will have the opportunity to meet with a careers advisor should they wish to do so. However, we expect our pupils to have a clear idea of what they wish to pursue in the future before they make their A-level options. This said, however, we understand circumstances change, and therefore, will support all pupils where necessary. There will be advice and support available for parents/carers throughout the year too.

Pupils will be encouraged to attend Open Days at universities with their parents/carers. This is particularly important as parents/carers often are fearful of their children, particularly daughters, attending universities away from home. SFGC will organise transport and visits for parents/carers and pupils which will promote such events and increase participation.

Every pupil will receive personal support and advice during the UCAS process including on results day. This will be particularly important for pupils who will enter into clearing/adjustment. We will ensure there are special programmes for Oxbridge candidates, medicine/veterinary science/dentistry candidates and to prepare pupils for Admission Tests such as BMAT, STEP, MAT, PAT, etc.

Upon completing End of Year 12 Exams, our pupils will continue with their curriculum; alongside this, they will have an enrichment day aimed at UCAS progression and will be taken to the UCAS careers fair in London. Personal statements will be completed

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during the summer term of Year 12 and work experience, together with University visits, will take place at the end of summer term.

By the start of Year 13 most pupils will be able to complete their UCAS applications with little effort. Pupils will be offered mock interviews and will have the opportunity to observe interviews. We will utilise our links with Haileybury, Cambridge, UCL, Imperial and other universities/independent schools as we form partnerships, to support pupils through admissions, applications, admission tests and interviews.

An academic support programme will be established using a similar model to the KS3 and KS4 interventions at Burnt Mill Academy. Pupils will be assessed regularly and placed in intervention groups based on performance in class work, homework and internal assessments. We will communicate our assessment results with parents/carers and meet those whose sons/daughters are underachieving after each assessment point. These meetings will focus on pupils' achievements and strategies to improve their attainment.

Saturday and Holiday School Programmes will be extended to KS5 when the Sixth Form opens. Sessions during these times will be held to support the pupils academically. They will be tailored to the needs of the individuals. Some pupils may need these sessions to catch up on work because they have fallen behind, some may use them to complete private study because they lack the space at home and some may be requested to attend so they can be stretched even further.

The Library and the canteen will be open during school hours including the extended hours. We will form a mini-enterprise where a group of pupils will form a company and manage it as a business. They will be in charge of market research, purchasing supplies, stock take, finances and customer service. This has worked very well at Burnt Mill Academy and we look forward to replicating it at SFGC with pupils from Year 7 to Year 13.

We will continue to offer free musical tuition to sixth formers as well as an opportunity to complete graded exams. Year 12 and 13 pupils will also form a Sixth Form choir and perform in school productions.

We will also encourage our sixth formers to be more creative and take part in local, national and global projects, as well as competitions. We will expose them to the world outside of Harlow as much as possible and encourage them to have an active interest in global and current affairs.

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In November 2015, the Sutton Trust published a research paper on differences in A-level entries by ethnicity, neighbourhood and gender entitled "*Background to Success*"⁸. Some of the key findings were; boys, disadvantaged pupils, FSM pupils and pupils living in poor areas are less likely to continue onto an academic post-16 route. Disadvantaged pupils of White UK heritage, who live in the poorest areas, particularly if they are male, are least likely to study A-levels. We have incorporated the recommendations from this Sutton Trust paper into our curriculum and will continue to review this at all key stages, taking the latest research and pedagogy into consideration. By doing so, we will be supporting the most disadvantaged pupils to progress onto advanced level studies.

UCAS Guidance Programme (UGP) Details

Year 12

- 1) In August, at enrolment, A-level subject choices will be checked to ensure that combinations are appropriate to pupils' career aspirations. A member of the Sixth Form Team will meet each pupil and their parent/carer should they have any concerns.
- 2) Sixth Form Team will ensure pupils will undertake the necessary voluntary work in their chosen subjects/careers. In order to accomplish this, we will form links with local businesses and public services as well as those in London, Essex and Cambridgeshire such as Ashurst LLP in London, a multinational law firm.
- 3) All pupils and parents/carers will be kept fully informed of pre-university courses, presentations and Open Days. Pupils will be offered opportunities to experience university life through university visits, lectures and summer school, such as UCL residential and non-residential summer schools for Year 12 pupils in a variety of disciplines.
- 4) All pupils will attend the London Higher Education Exhibition in April and Essex Higher Education Exhibition in June to explore a variety of post-18 options. Their parents/carers will also be encouraged to attend. These events will be an opportunity for pupils and parents/carers to talk to the university admissions staff and subject specialists so they can find out about university life on and off campus, and discover what else is on offer when exams are completed - voluntary work, gap year options, and career prospects.
- 5) Pupils applying to Oxbridge will attend one of the Oxford and Cambridge Conferences in March to find out up-to-date information on the application and admissions procedure at both institutions and what student life will be like on

⁸ <http://www.suttontrust.com/researcharchive/background-to-success/>

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campus. Pupils will also have the opportunity to speak with admissions tutors, academic staff and current undergraduates from both universities.

- 6) Pupils will be encouraged to read university prospectuses and to explore university websites. Prospectuses will be made available to pupils in the library and in their form rooms. Pupils will have access to a wealth of information. Individual advice will be available from staff. This information will be made available to parents/carers at all events.
- 7) Admission tutors from various Universities across a range of disciplines will be invited to assemblies to speak to pupils and to evening events to speak to parents/carers.
- 8) In June, pupils will complete a form detailing their interests and achievements to help them with the preparation of UCAS applications.
- 9) In mid-June, we will hold talks on 'Writing a Personal Statement'.
- 10) In June, there will also be an evening event for parents/carers to provide information about University entrance and the issues involved.
- 11) In July, pupils will register on the UCAS website and will draft their personal statements before the summer holidays.

Year 13

- 1) Subject choices will be checked to ensure that they are appropriate for proposed University courses.
- 2) In September, our Sixth Form team will discuss with each individual pupil the suitability of chosen university and degree course. During the completion of on-line UCAS forms, staff will also check accuracy and offer support.
- 3) All UCAS forms will be submitted by October half term so that our pupils will benefit from early rounds of offers from universities and can continue to focus on their studies.
- 4) Our Sixth Form team will keep a file in which the progress of each pupil's application will be recorded. This will be updated and monitored regularly.
- 5) Help and advice on interviews and various entrance exams will be available to all pupils. We will use our links with Haileybury, UCL, Imperial and Cambridge to support this.
- 6) Upon receiving offers from universities, individual advice will be given to pupils on their firm and insurance acceptances.
- 7) On A-level Results Day, and thereafter, our Sixth Form team will be available to offer support and advice to pupils should they need it.

Subjects

In order to ensure our pupils have options available to them at post-16 as well as in later life, the key focus of our curriculum will be the EBACC subjects. As Education Secretary Nicky Morgan stated in June, "... *young people who are able should be studying these subjects up until 16, because they give you that flexibility and choice,*

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*down the line. Thousands of pupils are missing out. Because they were told that academic subjects weren't for them, making it harder for them to get a good job, an apprenticeship or a university place. And the worst thing of all is that it's the poorest young people who are most likely to miss out, with disadvantaged pupils only half as likely to be entered for the EBACC as their classmates ..."*⁹

SFGC will join Burnt Mill Academy and other schools in the Trust to ensure all pupils, regardless of background, are offered an outstanding education.

When developing our schemes of work, we will use much of what Burnt Mill Academy has designed. As the new reformed GCSEs and A-levels will be in effect from 2017 and 2018, Assistant Head of Schools in charge of curriculum areas across our Trust staff are updating the schemes of work. Our subject leaders will collaborate with them and review the schemes of work, making recommendations where appropriate to prepare pupils for A-level studies. We believe that we need to design our curriculum based on the skills and the knowledge pupils should have to be successful at A-level as well as building on the learning from the previous key stage.

Pupils will have the opportunity to decide whether they wish to study one or two year GCSE courses. They will also choose between subjects that are assessed by examination only, subjects that are practical, or subjects that have coursework/controlled assessment. Similar to Burnt Mill Academy, we will offer practical qualifications for a small number of pupils at our local college in Engineering, Mechanics, Brick-Laying, Painting & Decorating and Hair & Beauty. We are excited that from 2016/17 there will be additional vocational courses available through the Sir Charles Kao UTC becoming part of our Trust.

There will also be opportunities for our pupils to study at Burnt Mill Academy or at Forest Hall School and vice versa. This is to ensure that option subjects with low number of pupils opting for them can still be delivered. For example, if 6 pupils from Burnt Mill Academy, 3 pupils from Forest Hall and 5 pupils from SFGC choose to study GCSE Dance, we will be able to combine the pupils at one organisation and offer them this course. We can also offer early AS-levels to BMAT pupils at KS4, should pupils wish to delve further into a particular subject through enjoyment or natural aptitude.

⁹ <https://www.gov.uk/government/speeches/preparing-children-for-a-successful-future-through-the-ebacc>).

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English

Similar to Burnt Mill Academy, pupils will study 8 hours of English a fortnight in Key Stage 3 and 10 hours in Key Stage 4. The English Curriculum in Key Stage 3 will be driven by a strong focus on literary heritage texts, in addition to high quality modern novels, poems and drama texts. We will also devote a large amount of curriculum time to reading, writing skills and teaching grammar basics. Our aim is to ensure that every child loves reading.

In Years 7 and 8 pupils will explore a wide range of texts and will be given many opportunities to read on their own as well as in groups. Pupils will regularly be expected to offer their views on texts, characters and writers and make links and comparisons between texts. Creative writing will be essential to the English curriculum in Key Stage 3 and 4. Creativity and imagination will be nurtured, alongside the explicit teaching of writing skills. Pupils will be encouraged to share their ideas and support each other's creative processes.

Links with local organisations and writers and poets in residence will bring literature to life, as will theatre trips and drama lessons. Pupils will engage with national competitions such as the BBC Radio 2 '500 Words' and 'Young Writers' Competitions. World Book Day will be an important day in the calendar, with a range of events and competitions bringing together the school community. Throughout the year, poetry competitions and writing competitions will inspire, motivate and encourage creativity and higher level language skills. We will be able to make clear links between drama texts and performance.

Many of these important aspects of the English curriculum: reading, oracy and creativity will be supported by extra-curricular clubs, where pupils can develop their passions and talents. For example the successful BMA debating club will be replicated, with pupils from both schools collaborating and competing, using language to formulate their views and opinions about a wide variety of topics.

The English Faculty at Burnt Mill Academy is very successful (over 90% of pupils in Year 11 achieve A*-C grades in English) and we will deliver the same curriculum at SFGC. We will ensure joint planning with Burnt Mill Academy and cross-phase planning with our feeder primaries take place to ensure continuity, challenge and rigor, particularly in Key Stage 3.

English teachers will support the delivery of Academic Literacy in Year 12 which will enable pupils to understand essential content in their courses and develop as independent learners. We will continue to recruit top graduates through our own train to teach programme and the National Teach First campaign to ensure we have the

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calibre of English graduate to support and teach our pupils. Through Academic Literacy, we will be able to help pupils develop the skills they need to analyse, evaluate, critique and question texts and papers from all subject areas. We will instil good habits in our pupils such as legible hand writing and SPAG. We will teach our pupils to communicate clearly, coherently and cogently.

Reading will be at the heart of the English curriculum at SFGC. Pupils of all ages will be expected to read widely and diversely; novels, poems, plays, modern texts, older works, English writers and foreign writers. Pupils will be encouraged to broaden their horizons through listening to the music, looking at the art, thinking about the politics and the morality that give context to the literature they are exploring.

Our Librarian will manage both our Library and our reading café and will be in charge of embedding a love of reading in our pupils. He/she will organize engaging activities and displays for our pupils and parents/carers, he/she will help contribute to our desire to ensure every child is a reader.

Mathematics

Pupils will have eight hours a fortnight of Mathematics in Key Stage 3 and 500 minutes in Key Stage 4. A clear and cohesive numeracy policy will ensure that all pupils develop essential numeracy skills.

In Key Stage 3, a strong emphasis will be placed on algebra, mental mathematics and problem solving. Logic will form the backbone of the curriculum. Although, we will ensure that pupils will be skilled in scientific calculator use, the use of calculators will be restricted, with pupils encouraged to use mental arithmetic strategies instead. This approach will build a solid foundation for Key Stage 4 and Key Stage 5.

Once pupils commence Year 9, they will follow a programme of study, determined by the GCSE specification. We will offer Additional Mathematics Qualification and AS Maths dependent on pupil need. Our links with Burnt Mill Academy will ensure that this is deliverable and consistent across the two schools, increasing the enrichment opportunities for our pupils.

At SFGC we will continue the BMAT tradition of participating in competitions such as UKMT individual and group challenges. With the opening of the Sixth Form, we will be able to extend these opportunities to 16-19 year olds.

In order to be successful at A-level Maths, pupils will need to be fluent in Algebra. Hence, we will put a great emphasis on this area of Mathematics and ensure our pupils are ready for A-level Maths and Further Maths at 16, with the most able pupils being exposed to higher mathematical concepts in Key Stages 3 and 4.

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Science

In Key Stage 3, a strong emphasis will be placed on problem solving and investigatory techniques which will form a strong foundation of study for pupils going into Key Stage 4 and Key Stage 5. Hence, opportunities for pupils to complete practical work will be incorporated into schemes of work in each key stage.

In Key Stage 4, Science will be divided into the three subject areas of Physics, Chemistry and Biology. We will emulate the Burnt Mill Academy Science curriculum where teachers teach their specialism at Key Stage 4 and become experts in their areas. This has transformed the teaching and learning in the Science Faculty at Burnt Mill Academy and as a result had an immense impact on the pupils' exam results. The number of pupils studying BTEC has halved as more pupils are encouraged to study Core and Additional Science. Please see the figure below which illustrates our success:

	A* - C Grades National Average 2015	A* - C Grades Burnt Mill Academy 2015
Core Sci	57%	81%
Additional Sci	63%	93%
F. Additional Sci	80%	90%
Computer Sci	65%	85%

At Key Stage 4, Computer Science is a very popular subject at Burnt Mill Academy. We anticipate this will be the case at SFGC too. Burnt Mill Academy pupils study Computer Science in Key Stage 3 for 1 hour a week. This is to develop their ICT skills and introduce them to programming as early as possible. At SFGC we will follow this model, as it has proven to be very successful at Burnt Mill Academy.

Languages

All of our pupils will study a language at Key Stage 3 and a vast majority will be expected to study at least one language at Key Stage 4. The two languages we will offer are French and Spanish, with all pupils starting with French in Year 7 as we are working with our primary schools to ensure that this is taught from Reception upwards. By 2020, we will be offering additional languages such as German, Italian and Latin. Another secondary school within the Trust will enable us to share resources and recruit teachers who can teach in both schools which will make finances sustainable. We will aim to recruit native speakers as far as possible to teach Languages, and anticipate the opportunity to teach A-level Languages will be appealing to many linguists.

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All EAL pupils will be given the opportunity to study their Home Language during the After School Study Programme and on Saturdays.

Trips, exchanges and enrichment will support Language learning. Burnt Mill Academy and Forest Hall School MFL Faculties organise many overseas trips which is a great opportunity for pupils to experience different cultures and mix with others. Pupils from all three schools on joint trips will be a unique experience for our young people. It will also enable our MFL teams to develop and share best practice across the Trust.

Oracy will be a strong focus of language lessons, to develop our pupils' confidence and social skills. There will be strong cross-curricular links between English, Drama and Languages. There will also be strong links with History and elements of SMSC and delivery of British Values.

History and Geography

History and Geography in Key Stage 3 will prepare pupils for the EBACC, but will also have a strong focus on British history and heritage. In Key Stage 4, the programme of study will be influenced by the GCSE specification, although wider reading and study will be encouraged.

Trips and enrichment will bring history to life. Cross-curricular links between English and Humanities will be strong. We will deliver SMSC and British Values within History and Geography, ensuring our pupils are educated and informed.

Performing Arts

Performing Arts will be important to our curriculum and overall vision. Music, Drama and Dance will improve pupils' confidence, communication skills and nurture their creativity. Burnt Mill Academy which is a Performing Arts Specialist has an outstanding Performing Arts Faculty and we will be working very closely with them to ensure our pupils have the same experiences. For example, every Year 7 pupil will be offered free musical tuition and graded exams. Our free musical tuition will continue for as long as pupils choose to do so.

Enrichment, such as orchestra and school productions will be shared with Burnt Mill Academy and the two schools will work collaboratively to continue the amazing work Burnt Mill Academy has been doing.

In Key Stage 4, the programme of study will be influenced by the GCSE specification, although wider reading and study will be encouraged.

PE

Health and wellbeing are essential to the development of young people in BMAT. We believe that our main role is to use PE to create fit and healthy pupils with some

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becoming elite sports men and women. We offer a unique programme of sports to our pupils in Key Stage 4 and Five which will allow them to specialize in an area they are passionate in. Sport is delivered in afternoon sessions once a week with everybody participating including staff.

Sports enrichment activities (before and after school) such as football, netball, athletics, tennis, table tennis, basketball, hockey, fencing, cycling, swimming and rowing will also offer further opportunities for pupils to get involved in sport. Matches and fixtures with other local secondary schools will further develop a spirit of competition and teamwork. Sporting success will be highly valued within SFGC. Sport will be an important part of our culture, as it is in all BMAT schools, and we will expect all pupils to take an active part from Year 7 to Year 13. Older pupils will have the opportunity to gain coaching qualifications by working with younger pupils in the primary schools.

Technology

Technology will be a largely practical subject, where pupils will learn in a hands-on way about a variety of Tech subjects including Resistant Materials, Textiles, Photography, Food and Graphics. Healthy eating will be promoted in Food Technology lessons and pupils will be taught about the benefits and dangers of consuming a poor diet.

The curriculum followed in Key Stage 3 in this subject will fully prepare pupils for further study at GCSE.

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School Day

Key Stage 3

Time	Activity	Comments
8:00 - 8:30	Breakfast Club	Free of charge to all pupils. Library open
8:30 - 9:00	Tutor Period	Registers, administration and check-in with pupils Equipment/planner checks Assemblies, Year 8-Thursdays, Year 7- Friday
9:00 - 10:00	Period 1	
10:00 - 11:00	Period 2	
11:00 - 11:20	Break	
11:20 - 12:20	Period 3	
12:20 - 13:20	Period 4	
13:20 - 14:00	Lunch	
14:00-15:00	Period 5	
15:00-15:15	Break	Canteen open
15:15-16:45	After School Programme	Enrichment, HW support, catch-up classes and extension classes. Library open.

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Key Stage 4

Time	Activity	Comments
8:00 - 8:30	Breakfast Club	Free of charge to all pupils. Library open
8:30 - 9:00	Tutor Period	Registers, administration and check-in with pupils Equipment/planner checks Assemblies, Year 11- Monday, Year 10- Tuesday, Year 9- Wednesday
9:00 - 10:40	Period 1	
11:40 - 11:00	Break	
11:00 - 12:40	Period 2	
12:40 - 13:20	Lunch	
13:20 – 15:00	Period 3	
15:00-15:15	Break	Canteen open
15:15-16:45	After School Programme	Enrichment, HW support, catch-up classes and extension classes. Library open.

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Key Stage 5

Time	Activity	Comments
8:00 - 8:30	Breakfast Club	Free of charge to all pupils. Library and Sixth Form common room open
8:30 - 9:00	Tutor Period	Registers, administration and check-in with pupils Equipment/planner checks Assemblies, Year 12- Friday, Year 13 - Thursday
9:00 - 10:40	Period 1	
11:40 - 11:00	Break	
11:00 - 12:40	Period 2	
12:40 - 13:20	Lunch	
13:20 - 15:00	Period 3	
15:00 - 15:15	Break	Canteen open
15:15-16:45	Enrichment	HW support, catch-up classes and extension classes. Library and 6 th Form common room open.

The school day will run from 08:30 until 16:45. The start time will allow for pupils to travel in using public transport. The later finish time will support working parents/carers as well as allowing pupils to access our After School Programme.

For the Enrichment programme, pupils will select electives from a range of activities and clubs, which will be specially developed to support the academic curriculum and pupils' personal development. The electives offered will be in line with our overall vision and ethos.

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

Some pupils may be required to attend catch-up classes, particularly in the core subjects. This will be targeted groups based on assessments. Some pupils will be required to attend extension programmes to extend their learning beyond the curriculum and embed a love of learning, particularly in the academic areas they are excelling in.

Pupils will begin each day with Form Time, with their Form Tutor. This will ensure a consistent start to each day and also facilitate registration. A programme focusing on organisational skills, study skills and thinking skills will be specifically delivered during this time. Assemblies, 1:1 and small group mentoring will also take place during this time, with academic/pastoral mentors. 'Thought of the day' will be shared and discussed which has been designed by the BMAT Director of SMSC. It is an opportunity to promote spiritual, moral, social and cultural development as well as British Values.

The extended school day at Burnt Mill Academy has provided space, resources and time for pupils to complete homework, revise and use the facilities which they may not have access to at home, such as computers and internet. Burnt Mill Academy is also open on Saturdays, during half term and Easter holidays, offering extra lessons and space to pupils. At SFGC we will liaise with Burnt Mill Academy and combine our resources to offer the best Out-of-Hours provision for all of our pupils in BMAT schools, including Forest Hall School and the primaries.

As stated by the Education Select Committee's report called '*Underachievement in Education by White Working Class Children*'¹⁰, increasing the length of the school day can add two months' additional progress to pupils' attainment over the course of a year, with pupils from disadvantaged backgrounds benefiting by an additional half a months' progress relative to their peers.

For all pupils our extended school days will allow for a combination of academic and enrichment activities. We will expect pupils to complete all or most of their homework within the extended day, where pupils can receive the best support and access resources they do not have at home. Although pupils studying for exams will be expected to complete more academic studies, they will have ample opportunities to take part in enrichment activities. As our pupils mature, we will encourage them to become more independent, therefore, they will require slightly less supervision.

¹⁰ <http://www.publications.parliament.uk/pa/cm201415/cmselect/cmeduc/142/142.pdf>

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Our objectives for an extended day will be to embed self-discipline and independent learning skills. As pupils will be completing their work at school, they will be free to enjoy their time outside of school, and insisting that pupils take part in enrichment activities will support their development of creativity, character and individuality.

BMAT already has a wealth of experience of developing a longer school day at primary and secondary as a means of developing pupils' social skills and access to cultural activities. We will staff our enrichment primarily using our staff and using some external agencies so that our pupils can take part in activities such as horse riding and rowing free of charge.

Saturday School

We will offer classes and tuition to our pupils on Saturdays, targeting different groups of learners at different stages. Saturday school will operate from 9am to 12 pm and will be staffed by our teachers who will be offered late starts and early finishes during the week for their time on Saturdays. There will be an expectation that all senior and middle leaders will participate in Saturday school.

Year 7 pupils who enter secondary school below national averages in English and Maths, based on KS2 data, will receive extra English and Maths catch-up classes on Saturdays, as well as additional support during their school day. Additional adults, all graduates, will be utilised to give to additional support to ensure that reading and writing ages of these pupils improves so that they catch up with their peers. A similar approach will be adopted with Year 8 pupils who did not meet their end of Year 7 targets in English, Maths and Science.

Each term, subject leaders in English, Maths, Science, MFL, History or Geography will identify underachieving Year 7 and 8 pupils based on internal assessments. These pupils will be targeted for extra lessons on Saturdays.

Year 7 and 8 pupils will be offered enrichment activities on Saturdays alongside their academic studies.

In Key Stage 4 and 5, pupils will be targeted for Saturday school if they are underachieving, need to complete extra work or take part in extension activities to further their understanding.

Our experience is that using our ethos and culture of hard work, parents/carers, staff and pupils actively want to come in to school and recognise the value that attendance will bring to them.

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Lesson Organisation

At Key Stage 3, our lessons will be an hour long which will best suit the concentration span of our younger pupils. At Key Stage 4, our lessons will be 100 minutes long and we will dedicate certain days to core and option subjects. At Key Stage 5, the timetable structure will be similar to that at Key Stage 4, but, due to the nature of the subjects pupils will be studying, there will be free periods built into their day. We may direct pupils and build study sessions into their timetables, if they are not using their time efficiently.

School Timetable

SFGC will use a fortnightly timetable, which will be fixed throughout the year. We will liaise with Burnt Mill Academy and Forest Hall School to share timetabling expertise and in order to share school sites and utilise staff efficiently, for example all SFGC pupils will have access to the swimming pool at BMA for swimming sessions.

The Term

The school will follow a conventional school calendar over 39 weeks, structured into 6 half terms. This will be in line with other schools in BMAT and will support cross-collaboration. This curriculum structure is also well-suited to public examination schedules. However there is an expectation that pupils attend several holiday schools throughout the year.

We will have additional learning time for both staff and pupils. We will hold regular summer schools for Key Stage 2 pupils, particularly targeting those with low attainment and/or are Pupil Premium. We see this as a vital intervention, giving vulnerable pupils a head start before term begins in September. There will be a balance between structured learning and enrichment activities to encourage participation and motivation. Summer schools will take place the first week and the last week of the summer holidays, at no cost to parents/ carers.

There will be extended staff CPD at the start of each school year. This will allow all staff time to reflect on their teaching practice, become confident with any assessment changes and develop their shared vision for the pupils they are educating. INSET opportunities for staff will also be built into the calendar in line with other BMAT Schools.

Transition

KS2 to KS3

At SFGC, we will replicate the good practice Burnt Mill Academy has developed with the primaries. We are already in discussions with some of the potential feeder primaries to SFGC to understand the English and Maths curriculum they offer. We are

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committed to ensuring a smooth and effective transition from Key Stage 2 to 3. We will collaborate with all of our feeder Primary schools to ensure we build on the progress made at KS2 and avoid a dip in pupils' performance at KS3. In order to do this, we will form Teaching and Learning links with the feeder schools. This will ensure that KS3 builds on from KS2, there is no repetition of primary work and all gaps in pupils' knowledge and skills are identified early. We will also form pastoral links with the feeder schools. This will ensure we have information on pupils' emotional, personal and social wellbeing so that we know our pupils and are able to provide the appropriate support should they need it.

Our transition programme will mean that:

- Pupils settle in without difficulty, feel a sense of belonging and face new social, academic and organisational challenges with confidence.
- Pupils are provided with an appropriate curriculum and experiences which meet their needs and stretch them academically.
- Pupils make progress within their learning and reach their potential.
- Staff understand the full impact of the transition phase on pupils and their ability to make progress.
- Staff have good quality information about pupils, including predictive and diagnostic data.
- Staff are aware of information about prior social and emotional development which might affect achievement.
- Staff are able to provide good quality support and guidance to pupils.
- Parents/carers are aware of the opportunities and challenges of transition for their children.
- Parents/carers know how to support their children to help them cope confidently with the process.
- Parents/carers continue to work in partnership with staff to support their children's education.

There will be a designated Transition Group who will implement, monitor and evaluate the transition programme annually to ensure it is effective and successful. Our programme will be a three-year project, starting when pupils are in Year 5 and will continue when pupils are in Years 6 and 7. We will work collaboratively with Burnt Mill Academy and the Transition Groups from both schools will plan and organise joint activities/visits to ensure pupils and parents/carers understand the relationship of the two schools.

Within the Trust, Primary and Secondary links are very strong. Teachers are continuously sharing good practice, taking part in joint INSET programmes, carrying out cross-phase teaching. An Assistant Head of School, in charge of Data, works closely with all Year 6 teachers, Head of KS3 and KS3 intervention lead to ensure pupil

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data is accurate and available to all stake stakeholders. A new KS2 and KS3 reporting system has been implemented in September 2015 across all BMAT schools which tracks pupils' skills and knowledge in each subject area. The excellent transition programme that Burnt Mill Academy has developed will be used as a model to develop our own transition at SFGC which will ensure that all prior attainment is used to set challenging targets for every pupil.

KS4 to KS5

We believe we already have outstanding post-16 guidance at Burnt Mill Academy and Forest Hall, which will be replicated at SFGC. Our most academic pupils are guided to study facilitating subjects in high-performing Sixth Form settings, while pupils who would benefit more from vocational qualifications are guided to the organisations that offer them. Information will be shared in assemblies on post-16 options to all pupils at SFGC in the Autumn Term of Year 11 and local Sixth Forms/colleges will be invited to assemblies. This will be an opportunity for pupils to find out more about specific institutions, courses and have their questions answered. We will of course be offering an elite A-level provision in our Sixth Form and vocational qualifications/apprenticeships in our UTC, but will ensure that our own pupils in all our secondary schools are given access to information about all providers so they can make an informed choice about where they should study.

Visiting speakers will address groups of pupils or whole year groups. For example, pupils from Emmanuel College, University of Cambridge, hold talks at Burnt Mill Academy in July every year and we will also offer this to our pupils. These talks are aimed at the most able pupils from Years 7 to 11. Undergraduates and Postgraduates discuss their own experiences and answers pupils' questions. This is an established part of our transition at Burnt Mill, shown here in :

<http://www.theguardian.com/education/2014/may/27/oxbridge-state-school-numbers-falling>).

All KS4 pupils and their parents/carers will be provided with a post-16 booklet that will include information on post-16 courses and the 'Informed Choices' Guide. This booklet will be updated annually and redistributed to all KS4 pupils every year along with our Sixth Form and UTC prospectus.

There will be a designated post-16 area, in the library, with soft seating and bookshelves/stands filled with prospectuses from a variety of Further and Higher Education providers. Displays will be updated regularly to reflect the latest information on FE/HE. Each form class will receive a Post-16 Box at the start of the academic year

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which will have prospectuses and leaflets from FE/HE providers. These boxes will be updated annually.

Pupils will have opportunities to speak with careers advisors throughout the school year. Pupils who are undecided or confused about post-16 options will be required to do so and their appointments will be made by the school at the start of Year 11.

Our Year 11 Team will support pupils with post-16 applications. Pupils will be encouraged to apply to multiple Sixth Forms/colleges including our Sixth Form. Each application form will be checked by a member of the Year 11 Team who will also write the references.

An Apprenticeship Road Show will take place in the autumn term for Year 10 and 11 pupils. Those we feel would benefit from this pathway will have the opportunity to visit the stands to find out more about the benefits of apprenticeships to get onto the employment ladder while learning at the same time. Interested pupils will have appointments with a member of the Road Show.

At SFGC Sixth Form, once we receive all applications, the Sixth Form Team will begin the selection process. Pupils will be invited to a guidance meeting where they will have the opportunity to discuss their current grades, subject choices at A-level and future plans. Following these meetings, pupils will be made offers. We will invite all pupils who have received an offer to attend an induction programme in July, after their GCSE exams, where they will have taster sessions and complete group activities. This will be an opportunity for pupils to become familiar with the staff and the school. We will ensure that during the induction period pupils understand our ethos and expectations. During their induction, pupils will be set work from each subject they wish to study in Year 12. This will be to ensure they practice key skills and review important information in preparation for September. All pupils will be expected to complete the set work and submit it to their subject teachers in September so teachers can mark and grade them. On GCSE results day, our induction will begin at 10am. Upon completion, the Sixth Form Team will contact our new pupils' schools and collect information that will help us cater appropriately for the learners.

It is important to form relationships with pupils' parents/carers and this will be particularly important for pupils who will be joining us from Burnt Mill Academy, Forest Hall School and other local schools. In September, we will hold a Welcome to SFGC Sixth Form event where parents/carers will have the opportunity to meet the staff and discuss any concerns they may have.

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Academic Arrangements

At Burnt Mill Academy setting in almost all subjects has had a very positive impact on outcomes for all pupils. At SFGC we will set our pupils according to ability in all subjects except the Arts. We feel that a combination of vertical and parallel setting, best supports our vision – we are working towards a collaborative and self-motivating pupil body. This will enable staff to begin effectively differentiating for pupils - stretching the most able and providing the best support for the least able.

This setting model will be in place across Years 7 to 11. Our timetable structure will allow pupils to be able to move sets based on assessments and reviews throughout the year. Our pupils will be able to be in different sets for the EBACC subjects. Our experience from Burnt Mill Academy suggests that it does not support learning and progress when the setting of subjects is fixed against each other. Pupils may have very different abilities in Mathematics to English for example and if ability sets are to be used, it is important that they are the right ones.

Staff Contact Time

Full time staff will work to 42 out of 50 periods of teaching time per week; they will have 30 minutes per day for Form-related contact time and will be expected to facilitate 6 Independent Study periods per fortnight and will be expected to make a contribution towards the after-school and weekend/ holiday enrichment programme.

Curriculum Extension Days

Our approach to delivering citizenship, PSHE, SMSC, sex education and online safety is a successful one, which is discussed later in Section D4. In line with our desire to offer depth in all of our curriculum offer we deliver these subjects during curriculum days. BMAT's Director of SMSC is responsible for organising these and this will be mirrored at SFGC from KS3 to 5. Working with our sixth form consultant we have decided that we will also adopt this approach at Key Stage 5 as this was identified as a successful delivery model when Mossbourne Academy was judged to be outstanding in a Citizenship Inspection. Our sixth form Citizenship will be planned using the model both Mossbourne Academy Sixth Form and Burnt Mill Academy have developed:

- The BMAT Director of SMSC will plan the focus for the days, using her knowledge of issues that different year groups are facing.
- The Director of SMSC will plan the details, incorporating external contributors, such as speakers and theatre groups which will be booked well in advance.
- The Director of SMSC will prepare lesson materials and form tutors will deliver them.
- Materials will be provided well in advance. A Planning Trio session, prior to the event, will be allocated for teachers to adapt the materials according to their own teaching styles.

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- Meeting time will be used for briefing and training before each event and the Director of SMSC will be available to offer support and guidance.
- The days will be arranged around other school events, avoiding busy periods for staff and pupils and will be in the school calendar.

D2 – measuring pupil performance effectively and setting challenging targets

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

The CEO sets the targets for each school with the Head of School and tracks their performance against the targets on a monthly basis. The BMAT Data Team gather data and provide detailed analysis for a variety of audiences. SFGC will follow this rigorous model of Heads being held to account for the performance of the pupils in their schools. SFGC will use the tracking systems that are established within the Trust. In line with our desire to offer depth in all our curriculum offer, we deliver these assessments six times a year in Key Stage 3 and four times a year in Key Stage 4. In Key Stage 5 we will conduct internal assessments at the end of every half term and mock examinations at the end of every term. The results of these assessments form the basis of all meetings across the Trust. The accuracy of this data is key, given so many interventions hinge upon it, so all assessments are moderated across schools in the Trust to ensure consistency. We have started to liaise with other Trusts nationally, to share data especially for Key Stage 3 to ensure that standards are rigorous. This will be very important for SFGC which will be inspected in its third year with no final headline figure. The SLT and MLT of SFGC will use this data to put in place interventions for pupils who are in danger of not meeting their targets. The Head of SFGC will report to the CEO once a half term and they will agree actions to ensure that pupils get back on track. AT SFGC more able pupils and pupil premium pupils will receive a half-termly meeting with the SLT and their parents to monitor their progress, this is in addition to the bi-annual parent teacher consultation meetings.

D2 – measuring pupil performance effectively and setting challenging targets

Types of Assessment

SFGC like all our Trust schools will use a variety of assessments to ensure that pupils make progress. Most importantly, as assessment is embedded in teachers' practice, we ask our teachers to plan, teach, assess and plan, teach, assess on a continuum. This is built into the school's calendar so teachers have the time to assess what their pupils can and cannot do. This continuous formative assessment means that pupils sit in lessons where the teacher is planning specifically to meet their needs.

However, equally as important to us is the summative assessment which is used for grouping pupils, interventions and monitoring the performance of cohorts and schools.

Type of data	When will this be collected?	Who will provide this?	Who will this be shared with?	How will this be used?
Pupil group data e.g. PP/FSM/G&T/LAC/SEND	When a pupil starts. Updated as necessary.	Data Manager	Staff and governors.	Tracking and monitoring groups' progress.
Key Stage 2 Data	In July	Data manager	Staff and governors.	Setting of pupils. End of year and Key Stage targets. Staff performance management.
End of Year Targets for all Year 7 and 8 pupils	In August, prior to pupils starting	Data manager	Staff, governors and parents/ carers.	Tracking and monitoring pupil progress. Tracking pupils' options at KS4. Staff performance management.
End of KS4 Subject Target Grades	In June, prior to pupils starting KS4	Data manager	Staff, governors and parents/ carers.	Tracking and monitoring pupil progress. Tracking pupils' options at KS4 and KS5. Staff performance management.

D2 – measuring pupil performance effectively and setting challenging targets

Type of data	When will this be collected?	Who will provide this?	Who will this be shared with?	How will this be used?
End of KS5 Subject Target Grades	In August, prior to pupils starting	Data manager	Staff, governors and parents/carers.	Tracking and monitoring pupil progress. Staff performance management.
Reading Age Tests for Years 7-9	September, January and June	Form tutors	Staff, governors and parents/carers.	Reading interventions. Setting in English and Humanities. Staff performance management.
Year 7 baseline assessments in EBACC subjects	In September	Teaching Staff	Staff, governors and parents/carers.	Discover any special needs that haven't been identified. Reviewing pupil sets. Monitoring progress.
KS3 assessments	Half-termly	Teaching Staff	Staff, governors and parents/carers.	Organising interventions and reviewing sets. Staff performance management.
KS4 assessments	In October, December and March June – only for subjects where pupils are not sitting an external GCSE examination	Teaching Staff	Staff, governors and parents/carers.	Organising interventions.
Year 12 assessments	Half-termly	Teaching Staff	Staff, governors and parents/carers.	Organising interventions. Staff performance management.

D2 – measuring pupil performance effectively and setting challenging targets

Year 13 assessments	In October, December and March	Teaching Staff	Staff, governors and parents/ carers.	Organising interventions and reviewing sets.
Assessed performances e.g. role plays, musical, speaking and listening in MFL and English Language.	As necessary throughout the year	Teaching staff	Staff, governors and parents/ carers.	Part of public examinations. Organising interventions. Staff performance management.
Public examinations for Years 9, 10, 11 and 13.	In May/June	Data manager	Staff, governors and parents/carers.	Monitoring pupils' progress. Post-16 and University applications. Staff performance management.

All summative assessments will inform teachers' planning and interventions.

We will assess our pupils in a similar way to Burnt Mill Academy and Forest Hall School; all pupils completing the same examinations will build a healthy competition between the schools, but also we will be able to identify our strengths and weaknesses and can support one another effectively.

Targets and monitoring

Rigorous target setting and holding teachers and leaders to account for these targets will be embedded in the culture of SFGC. The whole school target will be set by the CEO every academic year and will form the basis of every meeting with the CEO and the Head of School. SFGC will follow the BMAT way and set challenging targets at each key stage but provide the support for pupils who are struggling.

Using existing measures of performance, at Burnt Mill Academy, pupils are set targets based on five levels of progress. In each subject 100% of pupils are expected to make 3 levels of progress and 60% are expected to make 4 levels of progress and 30% are expected to make 5 levels of progress. At SFGC, we will have the same expectation and will be working with the Trust to adapt our tracking system to take into account life after levels. We have already piloted a new tracking system using KPIs in the primary phase and Key Stage 3.

At Key Stage 3 targets will be set based on KS2 data for each pupil. At each assessment point, we will measure the progress pupils have made towards their end of year targets. In Year 7 and 8, we will expect 100% of our pupils to reach their end of year targets. Those pupils not making the expected progress throughout the year

D2 – measuring pupil performance effectively and setting challenging targets

will be targeted for interventions. Baseline assessments will be used as an indication of pupils' starting points in subjects which have not been tested nationally. As part of our aim to ensure every child is a reader, we will set targets to improve pupils' reading ages three times a year, in September, January and June. We will use these to track pupils' reading ages and organise our interventions for reading which include a range of strategies - both in lessons and additional tutoring.

At Key Stage 4, the expectation will be that SFGC's pupils will make exceptional progress and the headline measures for our college will be above the national averages. At each assessment point, we will measure the progress pupils have made towards their end of key stage target, identify underachieving pupils in each subject and target them for interventions. This will be reported to the CEO in a half-termly Achievement and Intervention meeting.

At Key Stage 5, we will develop a tracking system for SFGC with our Sixth Form consultant. Targets will be set for the Head of School by the CEO, and there will be an expectation that pupils in the sixth form achieve above national averages for A*-B grades at A2. Individual pupils will be tracked on a half-termly basis using rigorous summative assessments to identify areas for improvement. Individual subjects and their performance will be monitored by the SLT of SFGC; there will be an expectation that all subject areas score Grade 1 on the ALPS score thermometer. Half-termly meetings with the CEO and Head of School will focus on the attainment and achievement of post-16 learners at SFGC. As all of our pupils would have gained a minimum B grade in English and Maths, we will not be setting a target for percentage attaining C grade or above in GCSE English and Maths. Our retention and destination targets will be 100% and we will expect all of our Year 12 pupils continuing to Year 13 and all of our Year 13 pupils attaining places at top universities.

The success of BMA has been the tracking of faculties and subjects. This will form a key element of how SFGC is lead. Targets will be reviewed at meetings with the Heads of Faculty/Subject Leaders. Heads of Faculty will be held accountable for the success of their subject area(s), therefore, will be required to monitor performance in his/her faculty and report to their SLT line manager in fortnightly meetings.

The SLT will be accountable for the success of their responsibility area(s), and therefore, will need to monitor performance of their areas and aspects of the school closely and regularly. They will be required to report to the Head of School in monthly meetings.

All staff will be accountable for the performance overall of SFGC so, as well as being set personal targets as part of their PMR, they will have targets that will be in line with the College's performance targets.

D2 – measuring pupil performance effectively and setting challenging targets

At each data collection point, every member of staff will discuss their classes within their subject/faculty area to share progress against targets. Intervention strategies will be suggested and agreed. In this way, performance against targets is open and transparent and staff will regularly support each other and share expertise.

Interventions, as well as exceptional teaching, will be key to SFGC pupils achieving their targets; to support these, academic mentoring will be carried out by Pastoral and Senior staff. We will follow the model set up at Burnt Mill Academy where after each data collection point, underachieving pupils are identified and assigned an academic mentor who meets with them at least once a fortnight to review the latest data, discuss any issues or barriers to success and set short term achievable targets. All meetings and information on the pupils will be recorded centrally for staff to access. The mentors will make regular contact with parents/carers to keep them informed of their child's progress.

BMAT Data Manager will develop data trackers for each subject, similar to the ones at Burnt Mill Academy and Forest Hall School. Teachers will use these for their own subject areas. The Data Manager will also develop a whole school tracking, using SIMS software and Excel. Staff will be required to submit data for their classes via SIMS at each data collection.

The data will be shared with all stakeholders, staff, parents/carers, pupils and governors. At Burnt Mill Academy we found that pupils were more successful when they were aware of their own progress, when their parents/carers were involved, when they were tracked closely and interventions came from their teachers. Hence, we believe it is very important to be transparent with pupil data.

We will openly share some of our important targets with our parents/carers. They are important stakeholders and need to be aware of our aspirations so that they can support the school's vision and the achievement of these targets.

We will share:

- 1)** Their child's targets in all subjects. This will be done at the start of each year when parents/carers meet their son's/daughter's tutor at Target Setting. Progress against these targets will be reported at each data collection point in a parent report.
- 2)** Progression aspirations - we will talk to our parents/carers about our aspirations for our pupils to go to university. This will be discussed in initial parent-teacher meetings before pupils start at the college and also at Open Evenings and Parents/Carers' Evenings. Our parents/carers will be an essential part of this. Without their support, it will be difficult for pupils to progress to university. We will explain clearly that this is our target but also why it will enhance the life chances and opportunities of their child.

D2 – measuring pupil performance effectively and setting challenging targets

We will go beyond standard school practice by expecting parents/carers to engage fully in the reporting process. After reports are sent home we will ask parents/carers to discuss the report with their child; following this parents/carers of all under-achievers, more able and disadvantaged pupils will be met by the SLT/Pastoral Team to discuss progress, interventions and issues.

We know in areas such as Harlow Town where many parents/carers have had poor educational experiences themselves, it is important to change their negative attitudes towards school, especially if we want their children to be successful. Hence, the more they interact with the staff and the more accessible school is to them, the less negative they will be and they will begin to work with us rather than against us. This is why it will be vital for us to ensure parents/carers are kept informed, they are encouraged to attend all school events such as parents/carers' evenings.

In order to keep the parent/carers and the public informed of our achievements and aims, we will publicise our progress and achievements on our website. A community newsletter will also share our successes with parents/carers, staff and the wider community. This will be sent to parents/carers every term. We will also contribute to BMAT Newsletter.

All of the targets we have set will be an integral part of our SEF, which will be reported and monitored by our governors. They will, therefore, be able to hold the Head of School and other staff to account.

We will also report our progress against our targets directly to the CEO of the Trust, so she can monitor the success of the school. The Head of School will meet the CEO regularly for monitoring.

Our data will be used effectively by all staff to ensure 'no child is left behind'. Our Achievement team will have a highly rigorous approach to intervention. If a pupil is not making the expected progress we will provide timely and highly effective intervention.

Tracking of pupils at Burnt Mill Academy was described as "extremely thorough" during the Pupil Premium Review carried out by Marc Rowland. We will ensure the high quality monitoring and interventions that take place at Burnt Mill Academy are also mirrored at SFGC. At each key stage, there will be a team responsible for monitoring pupils' progress. They will:

- Meet as a team every data collection point and review each pupil's progress in every subject against pupils' targets.
- Meet every Head of Faculty/subject leader to discuss interventions.
- Organise interventions, inform pupils, parents/ carers, and monitor attendance.
- Create progress boards, displaying pupils' progress visually.
- Provide regular updates on each child.

D2 – measuring pupil performance effectively and setting challenging targets

- Collaborate with a variety of staff such as EWO, SENCO, Heads of Faculty, SLT, Data Manager, and Exams Officer.
- Review the interventions in place to ensure they are effective and meeting the needs of the pupils.

As much as we will support the parents/carers and the pupils, we will also support the staff. The extensive BMAT CPD programme, organized by the Teaching School, will ensure the very highest of teaching standards across the Trust. Our own Teaching and Learning Team will also carry out in house CPD sessions. The programme will be published every September for staff.

Quality of Teaching at SFGC

Outstanding teaching, or those with the potential to become outstanding teachers is all that will be tolerated at SFGC. BMAT will only employ the best to work with the pupils of Harlow. Teaching, like data, is rigorously monitored throughout the year both locally at school level, internally through the Trust and through our external links with organisations like NET and the White Horse Federation.

At SFGC, only key people will be able to assess the quality of teaching - the CEO, the Head of School and Senior leaders with teaching responsibility. Whilst developing our expertise at Key Stage 5 we will utilise our links with our post-16 partners and our post-16 consultant to complete observations and reviews of teaching. We will also use this expertise in various areas such as Sixth Form provision, LAC provision, Teaching and Learning across the school, Pupil Progress and Data, delivery of SMSC and British Values.

All teaching will be evaluated at three points during the year through a short observation, analysis of data and work scrutiny.

Climate walks will take place every week. These will be brief lesson visits and will monitor the quality of the learning experiences for the pupils. Faculty moderation time will be calendared to ensure that marking across the faculty is consistent and that pupils receive high quality feedback. Senior leaders will meet with middle leaders half-termly to monitor the quality of schemes of work and to ensure that assessments are rigorous and in line with the schemes of work. Middle leaders will carry out a review of their curriculum area annually, the schedule will be published in the school calendar. Careful book monitoring will be planned by the Senior Leadership and the Teaching Team each half term and the findings will be reported to the middle leaders to focus on improvement in their faculty areas. We will use our governors and their expertise to monitor and support the quality of our provision at SFGC, for example, PP provision, safeguarding and child protection, as two of our governors are experts in these fields.

D2 – measuring pupil performance effectively and setting challenging targets

Any teachers who are not delivering outstanding outcomes for their pupils will be given support to enable them to become exceptional practitioners. Support will be available for SGFC from within the school but also across the Trust as we have a team of SLEs and Lead Practitioners.

The Head of School will report to the CEO and the Local Advisory Body half-terminally about the standards of teaching in SGFC.

At SGFC, our staff will feel supported and they will receive the highest standards of professional development. Our Trust Recruitment and Retention Programme '10 things you will experience in your 10 years at BMAT' means we are able to recruit and retain high quality teachers. As we are a large Trust, it is often possible for individuals to have opportunities within the Trust rather than leave the organisation for a new challenge.

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

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Our staffing structure and organization will be identical to Burnt Mill Academy's, except for the additional staffing at KS5, and will very much reflect our vision and ethos. Staff will be recruited to ensure that:

- The highest academic standards are achieved.
- Pupils are fully supported in reaching their academic potential.
- A wide enrichment programme is delivered that offers life experiences for all pupils.
- Pupils receive the highest levels of pastoral care, guidance and support.
- Excellent safeguarding practice is always implemented to ensure the safety of pupils and a central record is maintained/updated.
- Outcomes will be improved for all of our pupils.

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

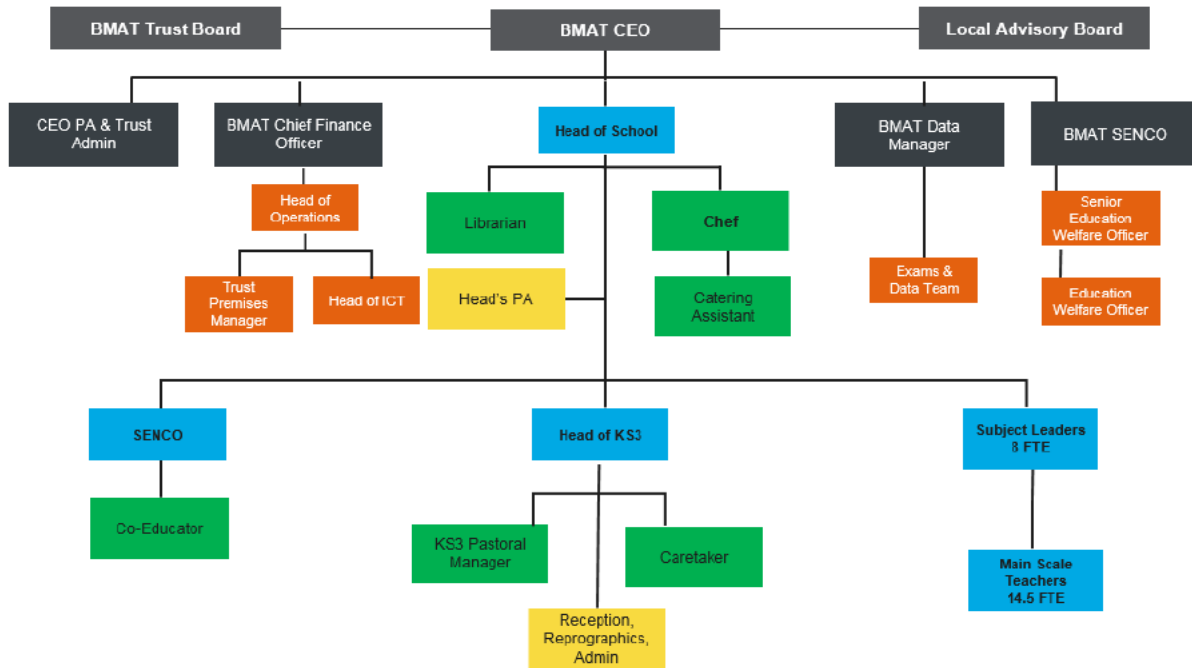
Staffing structure

Year	2018	2019	2020	2021	2022	2023	2024
Head of School	1	1	1	1	1	1	1
Deputy Head	0	0	2	2	2	2	2
Assistant Head	0	1	2	3	3	3	3
Lead Practitioner	0	0	0	8	8	8	8
Head of Faculty	0	0	8	8	8	8	8
Subject Leaders	8	8	8	8	8	8	8
Main Scale	14.5	18	23	38	54	56	56
SENCO	1	1	1	1	1	1	1
Librarian	1	1	1	1	1	1	
Head of KS	1	1	3	3	3	3	3
Pastoral Support	1	1	3	3	3	3	3
Co-educators	1	2	3	3	3	3	3
Technician	2	2	3	3	3	3	3
Administration/TA	2	4	5	5	5	5	5
Catering	2	4	6	9	9	9	9
Premises	1	1	2	3	3	3	3

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

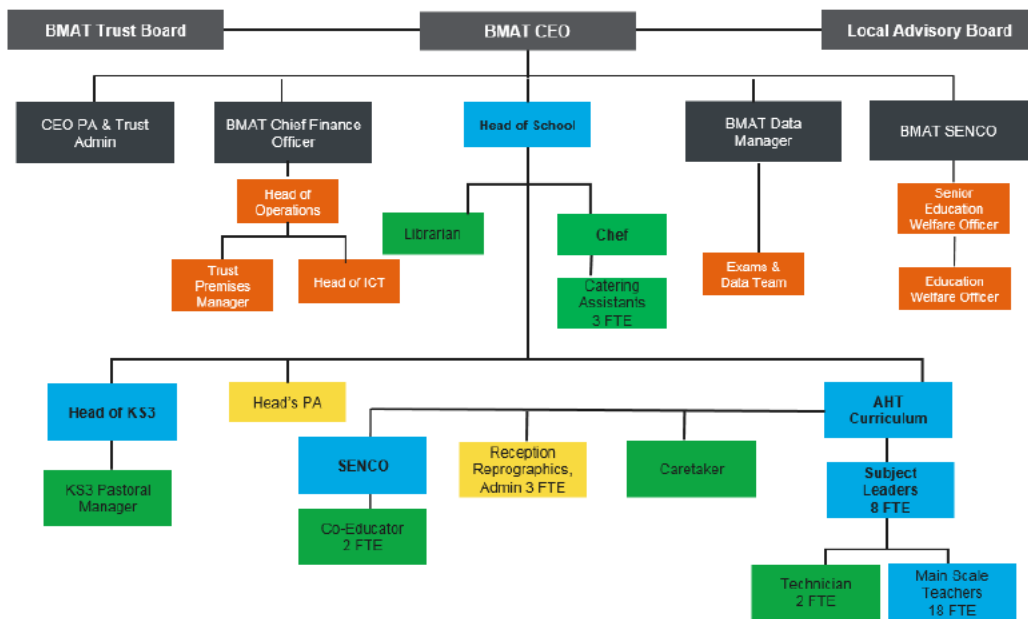
Year 1 Staffing Structure:

Burnt Mill Organisation Chart – Year 1



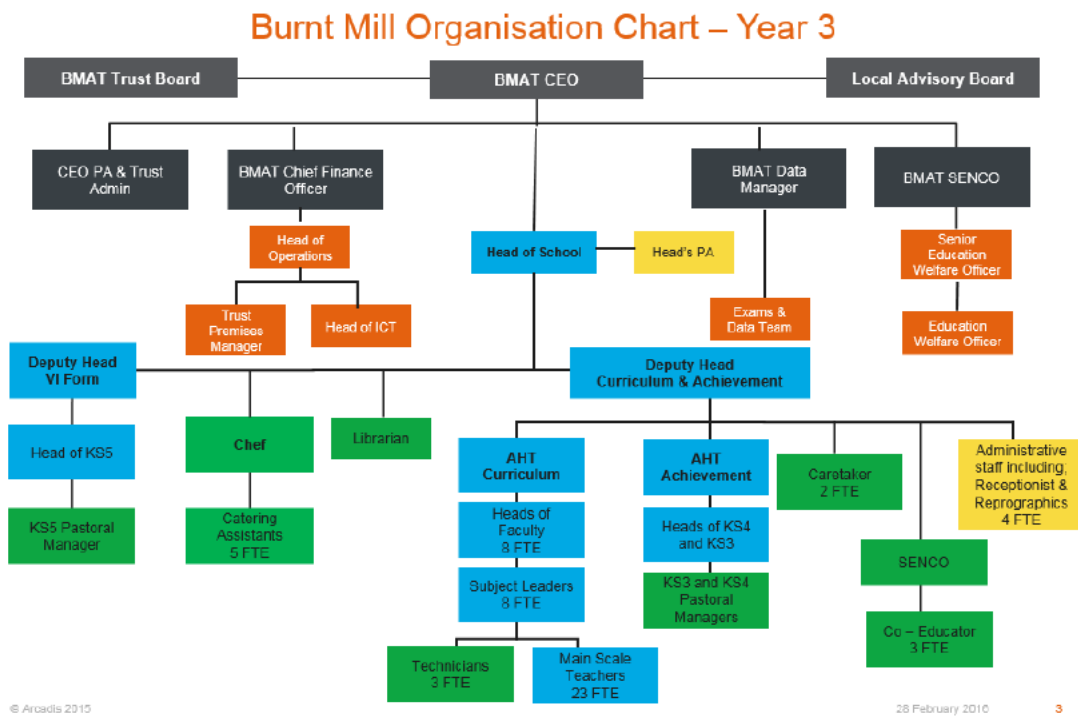
Year 2 Staffing Structure:

Burnt Mill Organisation Chart – Year 2

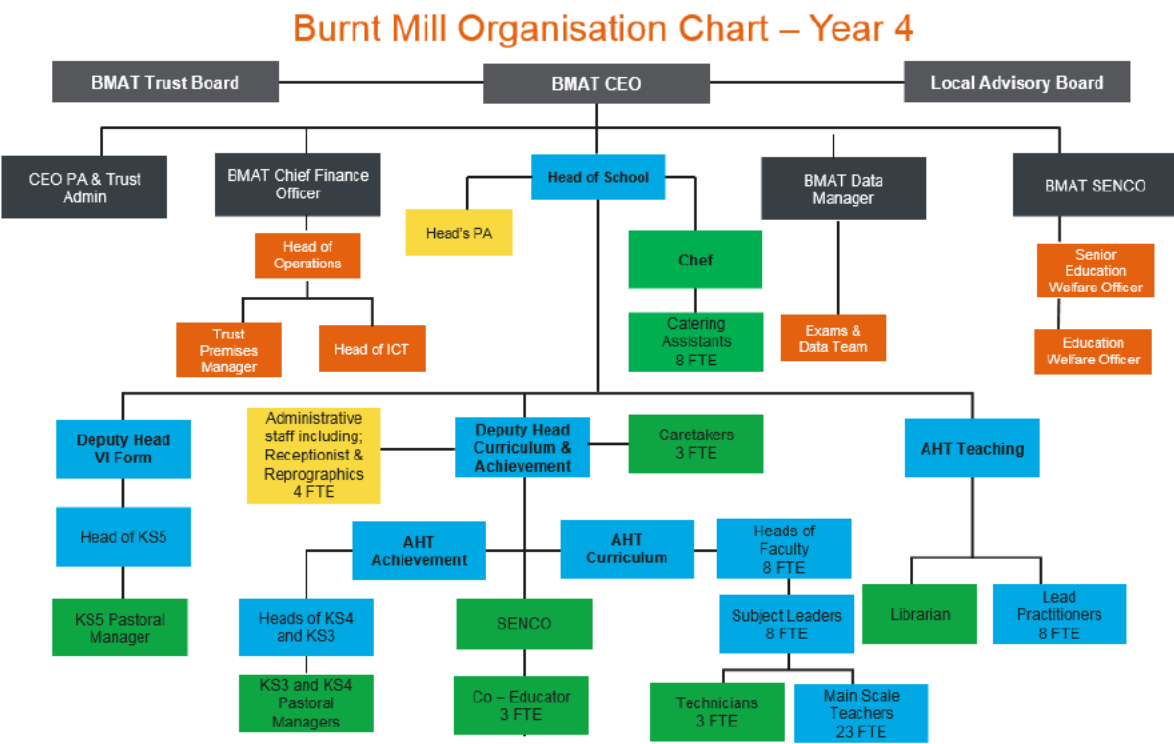


D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Year 3 Staffing Structure:



Year 4 Staffing Structure:



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

Within the senior and middle leadership teams, emphasis will be placed on teaching and learning, curriculum expertise and pupil tracking. We will also work very closely with Burnt Mill Academy and share staff, especially in the early years. This makes our staffing model financially viable and sustainable. Staff that will be shared are:

- Heads of Faculty/Assistant Head of Schools in charge of curriculum areas in BMAT
- BMAT SENCO
- BMAT Director of SMSC/ PSHE
- BMAT Director of Sport
- Teaching Assistants
- AHT in charge of timetabling across BMAT
- Main scale teachers

BMAT

The Trust's central team will provide the core infrastructure services such as HR, Recruitment, Publicity and Marketing, Finance, Premises, Payroll, IT and Legal Support. The BMAT Data Manager will collate and analyse internal and external data from Key Stage 3 to 5. He will work closely with the Heads of Key Stage, Deputy Head in charge of Sixth Form, the AHT in charge of Achievement and the Head of School. BMAT Educational Welfare Officers will ensure pupil attendance is high and will take action where this is not the case.

Non-Teaching Staff

Pastoral Managers – will support the MLT in charge of each Key Stage and will be the designated Child Protection Officers alongside the AHT in charge of Achievement. We will have Technicians supporting in practical subjects. Further to this we will have separate teams of administrative, catering and premises staff.

Teachers for Tomorrow

At SFGC, our qualified, outstanding teaching staff will be supplemented by aspiring teachers from our pioneering programme “Teachers for Tomorrow” (TFT). This is an initiative we have established to give Sixth-Formers and Undergraduates who have expressed an interest in teaching to work alongside our staff to deliver 1:1 teaching, small group work and short all-class sessions in our after-school, Saturday School and Holiday School programmes. This is part of our mission to develop and nurture the next generation of outstanding teachers, as well as benefiting our pupils through additional teaching input.

BMAT Teaching School ensures all TFTs undergo a training programme tailored especially for them and are invited to certain CPD sessions throughout the year.

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

Head of School

The Head of School will be accountable and responsible for the strategic leadership of the school and day to day running and organisation of the school, staff and pupils. She will be responsible for ensuring the strategic vision and ethos is maintained and that outcomes for learners and the school are of the highest standard. The collaborative and supportive nature of the Trust will be vital and the Head of School will work closely with other Heads of School within the Trust and [REDACTED], as part of the strategic leadership group for the Trust.

The Head of School will always teach; this will support financial efficiency, and add additional expert teaching capacity - modelling outstanding teaching at all times.

The Head of School will also have oversight of the Sixth Form and work closely with the Deputy Headteacher in charge of the Sixth Form in ensuring the curriculum is fully operational and that pupils are prepared for university.

Head of School's role:

- To ensure that the School meets all legislative and statutory requirements, including safeguarding and those required by Companies House, the Charity Commissioners and the DfE
- To enthusiastically lead the School's education work setting high professional standards and ensuring that the education vision is understood and embraced by the staff, pupils, parents/carers and the wider community
- To ensure the School's management and organisational structures are fit for purpose and facilitate continuous improvement
- To deploy all resources, including staff and financial resources, in such a way that the School's education vision is delivered. This will include:
 - Maintaining effective financial control, securing value for money and managing budgets in accordance with those agreed by the Governors
 - Maximising the School's resources by seeking additional funds from external sources in collaboration with the Trust's finance team
 - Managing and regularly reviewing the use of available resources, including human resources, to improve pupils' learning and achievement
 - Recruiting and retaining staff of high quality and with appropriate qualifications
 - Ensuring effective performance management of all staff and effective workforce development
 - Using ICT to support personalised learning, curriculum development and delivery
 - Maintaining effective management and administrative processes and procedures and that these are written and understood by all staff and pupils
 - Ensuring the maintenance of the School's physical infrastructure and that it meets legislative requirements (e.g. on health and safety)

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

- To lead, motivate, support, challenge and develop staff, ensuring effective induction, training, and performance management.
- To secure and sustain effective inclusive learning and teaching and in particular to ensure a curriculum that meets statutory requirements and the School's education vision
- Maintain effective behaviour management and the health, safety, welfare and emotional development of all pupils
- Monitor and evaluate the quality of teaching and the standards of achievement
- To ensure the effectiveness and efficiency of the School, providing information and advice to the Governors, and developing self-evaluation and accountability
- To work in partnership with parents/carers, the community, and other schools and stakeholders
- To undertake such other duties as are commensurate with the post, and which may reasonably be required by the CEO.

Deputy Headteachers

We will appoint a Deputy Headteacher in April 2019, who will be responsible for leading and managing the Sixth Form. We will seek to recruit a highly-experienced individual who will have expertise in the UCAS application process and supporting pupils with this, who will be familiar with the post-16 curriculum and have current experience in teaching the 11-19 curriculum.

Deputy Headteacher in charge of the Sixth Form will be responsible for:

- Supporting the Head of School in the strategic leadership of the school and deputising in her absence.
- Assisting the Head of School in delivering an excellent academic education for all pupils.
- Actively promoting and supporting the ethos and the vision of the school and the Trust.
- Delivery of effective learning, target setting and monitoring for Sixth Form pupils.
- Monitoring and evaluating Sixth Form provision.
- Discipline and welfare of all pupils in the Sixth Form.
- Building a strong, positive link between the school and the parents/carers of the pupils in the Sixth Form.
- Recruitment to Year 12 and induction into Year 12.
- Organisation of UCAS applications and pupil references.
- Developing links with the wider community to enhance Sixth Form learning.
- Promoting a good effective learning environment in the Sixth Form.
- Overseeing the delivery of SMSC and British Values in Years 12 and 13.
- Safeguarding, child protection and SEN provision in the Sixth Form.

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

We will appoint a second Deputy Headteacher in 2020 who will be responsible for leading and managing the Curriculum and Achievement teams to ensure pupils in KS3 and KS4 follow the correct academic paths and are making exceptional progress.

The Deputy Headteacher of Curriculum and Achievement will be responsible for:

- Supporting the Head of School in the strategic leadership of the school and deputising for her in her absence
- Assisting the Head of School in delivering an excellent education for all pupils
- Actively promoting and supporting the ethos and vision of the School and the Trust
- Target setting and monitoring of KS3 and KS4 pupils
- Monitoring and evaluating our provision for KS3 and KS4 pupils
- Discipline and welfare of all KS3 and KS4 pupils
- Building a strong positive link between the school and parents and carers of all pupils in Years 7-11
- Recruitment and Induction into Year 7
- Organisation of post-16 applications and pupil references
- Developing links with the wider community to enhance the learning of KS3 and KS4 pupils
- Overseeing the delivery of SMSC and British Values in Years 7-11
- Overseeing Safeguarding, Child Protection and SEN provision in Years 7-11.

Assistant Headteacher in charge of Curriculum & Assessment will be responsible for:

- Designing the curriculum and the timetable for all key stages.
- Monitoring and responding to curriculum changes and development.
- Options process for Years 9, 10, 11 and 12.
- Organising all parents/carers' evenings and other events which ensure parents/carers are involved and informed about their child's school life.
- Day to day organisation of the school including timetabling, cover, events, trips, duties, etc.
- Line management of Heads of Faculty to ensure the best curriculum is being delivered.
- Examinations (public and internal).
- School reporting system, in liaison with the AHT in charge of Achievement, which ensure parents/carers are informed about their child's progress.
- Producing and coordinating the school calendar in line with the BMAT calendar.

Assistant Headteacher in charge of Teaching & Learning will be responsible for:

- Establishing creative, responsive and effective approaches to Teaching and Learning in every subject.

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

- Monitoring the quality of teaching; based on evidence, self-evaluation and development, ensuring a consistent and continuous school wide focus on achievement.
- Exploring devise and implement an effective CPD and professional learning strategy to improve the overall quality of teaching.
- Supporting individual teachers where this is needed to ensure their lessons are at least consistently good.
- Collaborating with the Director of Teaching School and other BMAT schools to ensure consistency and best practice across the Trust.

Assistant Headteacher in charge of Pastoral Care & Achievement will be responsible for:

- Inclusion, safeguarding and liaising with external agencies.
- Promoting an ethos of care and support for pupils.
- Monitoring attendance and behaviour, coordinating appropriate interventions to address issues at an early stage.
- Tracking pupils' attainment and coordinating academic interventions and support, ensuring there is no achievement gap between different groups of learners.
- Pupil rewards and sanctions.
- Pupil voice including school council, prefects and peer mentoring.
- Careers and post-16 guidance and support.
- Enrichment, after school and holiday school programmes.
- KS2 to KS3 and KS4 to KS5 transition programmes.
- Safeguarding, child protection and SEN provision in KS3 and 4.

Middle Leaders

Head of Faculty & Subject Leader

The Head of Faculty role will be carried out by Subject Leaders until pupils commence their GCSE and A-level studies in 2020. Then, the role of each Head of Faculty will be to lead their area effectively, to produce successful outcomes. There will be eight Faculty areas: Language and Communication, English, Mathematics, MFL, Humanities, Science and Computing, Performing Arts, Design and Technology and Physical Education. This reflects our academic EBACC focus set in our vision and also the importance we place on sports and Arts. This is a model that Burnt Mill Academy has adopted, with very successful outcomes.

Rather than being supported by Seconds in Department, as is traditionally the case in secondary schools, Subject Leaders will be appointed. These individuals will lead the faculty in the first two years of opening with the view that they will become the Head of Faculty in 2020. Once promoted, to support them, new Subject Leaders will be appointed with specific responsibilities, focusing on certain aspects of Teaching and Learning within the faculty, such as feedback, challenge, differentiation, cross

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

curricular work, SMSC and British Values. This will enable the Head of Faculty to focus on the day to day running of the faculty. We have seen at Burnt Mill Academy that clear and purposeful roles have a greater impact on school development and pupil outcomes. In its fourth year of operation, we expect the Subject Leaders to develop into Lead Practitioners and work with the AHT, in charge of Teaching & Learning, to take on developing and improving T&L across the school. At this point we will be able to appoint a new set of Subject Leaders. As new positions emerge, opportunities will become available for staff promotion, not only within SFGC, but for all BMAT staff. This supports our ethos of continuous development of staff in our Trust. Sharing of responsibilities and teachers in this manner will also enable us to recruit and retain high quality staff.

Head of Key Stage

Rather than appointing Heads of Year, we will appoint three Heads of Key Stage who will be responsible for pupils in their particular age group and each will be supported by a Pastoral Manager, a non-teaching member of staff who will deal with immediate pastoral issues, contact parents/carers and other agencies, and carry out administrative tasks. Heads of Key Stage and Pastoral Managers will also be child protection and safeguarding officers.

SENCO

We will appoint our own SENCO from September 2018 who will work closely with the AHT in charge of SEN provision in BMAT Schools. This is to ensure, as the school grows, the needs of all pupils are met; particularly those with additional needs or SEN. Senior staff will always be SEN trained to ensure full understanding of this area and to provide support to the SENCO. The SENCO will be an important staff member who will help us ensure the needs of all pupils are met as well as being responsible for the Nurture Curriculum.

Additional Information

Main scale teachers will be on reduced timetables. As a result there will be an expectation that they contribute to the after-school programme delivering enrichment, sporting and academic activities.

All A-level teachers will be expected to have degrees in the subjects they will be teaching. Hence, our KS5 teachers will have the skills and the knowledge to meet the demands of teaching to an advanced level. They will be expected to participate in whole school CPD and in addition post-16 CPD to ensure they keep up-to-date with A-level reforms and updates in their subjects. We will also encourage all A-level teachers to become A-level examiners in their subjects and offer them additional time to fulfil this role. We are also linking with the Futures Trust, who are developing a Researchers

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

in Schools hub so that we can have access to postgraduates to teach at Key Stage 4 and 5.

Contingency

Our structure includes a reduced senior and middle leadership team in case we are not able to recruit the pupils we expect. If we do recruit to full capacity we will be able to appoint more staff to the senior positions. We feel that we can utilise the expertise in senior and middle leadership that we have across our schools to save expenditure. We have not included any expenditure on cover for absence which be completed by Senior and Middle Leaders. All members of SLT will be outstanding classroom practitioners and will be expected to teach, our expectation is that senior leaders teach half an allocation and Heads of School a quarter. This is another way to reduce costs if numbers are not as expected.

As we will be part of a large Trust, there are certain economies of scale, for example we could share a librarian if income reduced, while lead practitioners could be shared. We could also use secondments from our Trust schools so that SFGC did not have to commit to certain posts if the numbers did not look sustainable.

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

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

As in all our schools, pupils at Sir Frederick Gibberd College will be equally valued. We will strive to eliminate prejudice and discrimination of any form, and to develop an environment where all pupils can flourish and feel safe. We have a range of agreed policies which have been developed collectively across all institutions within our Trust, taking into account the diversity of our pupils and staff. (<http://www.burntmill.essex.sch.uk/34/academy-policies-documents>)

BMAT is committed to inclusion; part of the Trust's strategic planning involves developing cultures, policies and practices that include all pupils. We aim to engender

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

a sense of community and belonging, and to offer opportunities to pupils who may have experienced previous difficulties. We will treat all pupils equally, but we will respond to pupils in ways that take in to account their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all irrespective of:

- Age
- Gender
- Demographic group
- Ethnicity
- Faith/belief systems
- Disability
- Sexual orientation/Gender re-assignment
- Socio-economic background.

Modern Britain is a diverse and a multicultural society. The population of Sir Frederick Gibberd College will also reflect this, in a similar way to all the BMAT schools. We will welcome pupils from all religious, ethnic and socio-economic backgrounds. We will not tolerate, and will challenge, discrimination of any form in our college.

We will actively promote equality and diversity by:

- Treating all pupils, parents/carers, staff, governors, trustees, visitors and job applicants fairly
- Creating an inclusive culture for all staff and pupils
- Ensuring equal access to opportunities for all pupils and staff
- Enabling all staff and pupils to develop to their full potential
- Equipping staff and pupils with the skills to challenge inequality and discrimination
- Ensuring that learning materials do not discriminate against any individuals or groups
- Ensuring policies, procedures and processes are not discriminatory in any form.

At Burnt Mill Academy Trust we believe in actively promoting all pupils' spiritual, moral, social and cultural development by providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers, other adults and the local and wider community.

The Trust has a full and comprehensive programme of PSHE and Citizenship and together, with a coherent assembly programme, we endeavour to offer an inspiring and holistic experience to enable our young people to be responsible, reflective and active citizens with a strong awareness of Fundamental British Values.

The Trust aspires to be an institution where pupils strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make positive contributions to the world.

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

The Trust has a designated Director of SMSC/PSHE who works with the CEO and the Heads of Schools to provide guidance and support and to ensure the following are taking place in each Trust school:

- Provide a coherent assembly, PSHE and Citizenship programme which enables all aspects of SMSC/PSHE to be delivered when appropriate.
- Enrichment activities give opportunities to develop SMSC. Staff involved in Out-of-Hours activities, trips and other events develop SMSC opportunities in their activities.
- At subject level, subject leaders and Heads of Faculty audit, with their teams, the opportunities for covering relevant SMSC criteria in their schemes of work, and they monitor this is taking place in lessons.
- Student voice is active within the Academy – namely the Senior Student Leadership Team (SSLT) and House Councils; representation on these groups is determined by a democratic election system.
- At pastoral level, the team and groups of tutors discuss SMSC issues on a daily basis with the pupils appropriately.
- Director of SMSC/PSHE across the Trust will be responsible for overall delivery of SMSC CPD to ensure that all staff are fully trained and equipped to deliver SMSC to our pupils.
- All members of staff are aware of the importance of SMSC development and the enhancement it brings to the life of the Academy.

The development of our pupils will be evident as they will:

- be able to reflect on their beliefs and perspectives, religious or otherwise
- display interest and respect for others' faiths, feelings and values
- enjoy learning about themselves, others and the world around them
- recognise the difference between right and wrong and apply this to their own lives
- respect and uphold the law, civil and criminal
- understand the consequences of their behaviour and actions
- be interested in exploring and discussing moral and ethical issues
- work, collaborate and socialise effectively with other pupils including those from different religious, ethnic and socio-economic backgrounds
- deal with conflict and resolve issues maturely
- accept and engage with fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- develop and demonstrate skills/attitudes that will allow them to contribute positively to life in modern Britain
- understand and appreciate different cultures and their influences
- be familiar with Britain's democratic parliamentary system and its central role in shaping our history and values

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

- develop and improve their understanding of different faiths and cultural diversity
- understand, accept, respect and celebrate diversity
- challenge inequality, discrimination and injustice within their daily lives.

As mentioned in section D1, Burnt Mill Academy's very successful approach to delivering Citizenship, PSHE, SMSC, British Values, sex education and online safety will be emulated in SFGC. With our combined resources, the Curriculum Extension Days will truly deliver more exciting learning opportunities for pupils at Burnt Mill Academy and Sir Frederick Gibberd College.

There will also be strong links between MFL, History and elements of SMSC and we will deliver British Values through subjects where appropriate. For example, History will have a strong focus on British history and heritage; in English and Drama pupils will explore a different Shakespeare play every year.

After school, Saturday school and holiday school programmes will provide additional opportunities for pupils and staff to access cultural activities.

At SFGC, the Teaching Team will be focusing on the delivery and monitoring of SMSC/PSHE and British Values within each faculty.

Some examples of how Burnt Mill Academy delivers SMSC in lessons which we will adopt and develop further at SFGC are:

Spiritual development	Moral development
<p>Planned opportunities for spiritual development in all subjects can be seen across the school. Pupils are given opportunities to reflect upon the meaning of spiritual experiences.</p> <p>Examples of experiences include:</p> <ul style="list-style-type: none">• School reflection shared with all KS3 pupils on a daily basis to give pupils an opportunity to reflect.• Focussed assemblies with relevant themes for shared reflection/worship to enable pupils to explore values and beliefs.• PSHE delivered through KS3 tutor time for detailed discussion and development of themes.	<p>Planned opportunities for moral development in all subjects can be seen across the school. Pupils will develop a wide range of skills relating to moral development.</p> <p>Examples of experiences include:</p> <ul style="list-style-type: none">• Faculty areas identify areas of Moral development in SoW such as English speaking and listening and PE investigating the moral issues surrounding drugs use.• All poor behaviour/bullying consistently challenge through the school's 'Behaviour for Learning' policy.• Pre-planned themes for each week trying to meld them with national and

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

<ul style="list-style-type: none"> • Visits to religious buildings within the local and wider community. • Quiet reflection room for pupils and staff to use at all times which provides a safe space for spiritual reflection. • Thought of the day shared with ALL pupils daily, which further embeds opportunities for reflection. • Faculty areas identify areas of Spiritual development in SoW. • Working partnerships with local religious figures to support with events such as the school Christmas Carol Concert. • School mission statement expresses values. • <i>'We are celebrating.....'</i> display board in centre of school to allow pupils to develop their spirituality 	<ul style="list-style-type: none"> international foci delivered through a range of forums e.g. in registration time, assemblies etc. • Clear provision for SRE on collapsed timetable days. • Peer mentors programme gives older pupils an opportunity to support and develop the moral understanding of younger pupils through 'advice drop in sessions'. • School is recognised as a 'Stone Wall Champion' school. • House system contributes towards charity events by each House affiliated to a charity each year. • Streets2Home.
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<p>Social development</p> <p>Planned opportunities for Social development in all subjects can be seen across the school.</p> <p>Examples of experiences include:</p> <ul style="list-style-type: none"> • Senior Student Leadership Team (SSLT), prefects and peer mentoring give pupils opportunities to lead and develop socially. • Communal eating areas within the school building enable pupils to mix with other year groups in turn developing them socially. • PSHE delivered through KS3 tutor time for detailed discussion and development of themes. • School's Anti-bullying policy (including anti-racism and homophobia) is followed by all pupils and staff. • Reading buddies in KS3 and 4. 	<p>Cultural development</p> <p>Planned opportunities for Cultural development in all subjects can be seen across the school. Pupils are made aware of diversity of other cultures within modern Britain and the wider world.</p> <p>Examples of experiences include:</p> <ul style="list-style-type: none"> • Active EAL programme promoted by appointed Assistant Head and team. • World cultures and festivals celebrated across the school involving all curriculum areas. • Current affairs discussed and shared with pupils in KS3 registration time to enable pupils to develop their cultural understanding. • International sporting competitions linked with faculty areas to promote cultural understanding (for example, Rugby World Cup linked with food tech, geography and KS3 registration activities).
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D4 – the school will be welcoming to pupils of all faiths/world views and none

- | | |
|--|---|
| <ul style="list-style-type: none">• Pupils work closely with the PTA to lead on Christmas Fayre incorporating the local community.• Themed weeks such as Holocaust Memorial Week marked across the school.• Faculty areas identify areas of Social development in SoW such as PE developing pupils' ability to work in groups effectively.• Extensive enrichment programme involving all faculty areas. | <ul style="list-style-type: none">• Guests are invited in to share their cultures with pupils.• Racism is a key part of the School's Equality Policy as evidenced in the low number of reported incidents.• Links with the local Chinese school exchange which allows pupils to meet people from other cultures.• Trips to theatres such as Poetry Live, War Horse.• Faculty areas identify areas of Cultural development in SoW such as RE and Citizenship exploring world cultures.• 'We are celebrating.....' display board in centre of school to allow pupils to develop their understanding of different cultures. |
|--|---|

All pupil planners will contain "Bucket Lists" appropriate to age and Key Stage which will include a number of experiences and achievements a pupil should have or accomplish during their time at SFGC. We will promote SMSC/PSHE through this and ensure pupils are provided with the opportunities should they not have access to them outside of school. For example, pupils will be offered international trips and visits to places of worship, theatres and museums.

The Trust's policies relating to SMSC, British Values, Prevent Duty, Safeguarding and Welfare will be publicly shared on our website and all staff will be provided with copies every term. INSET Days and CPD sessions will deliver regular training for staff to ensure they understand their role and duty in relation to each document. We will have a designated governor for child protection who is a professional in this area. This will strengthen our monitoring systems and will provide expert advice and guidance.

We will continuously review and monitor the quality of our delivery of Citizenship, PSHE, SMSC, British Values, sex education and online safety through:

- Lesson observations
- Climate Walks
- Book checks
- Reviewing schemes of work
- Reviewing resources
- Reviewing enrichment activities/opportunities
- Reports to SLT, CEO and governors

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

- Reviews conducted by SLT and external links
- Staff, pupil and parent/carer feedback – surveys, meetings and reviews

Our staff will be the craftsmen and women that shape our pupils into young adults who leave SFGC as principled global citizens, who will challenge intolerance, injustice and inequality. Our pupils will become the adults who make a positive contribution to society.

Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

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

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Sir Frederick Gibberd College is being proposed on four key grounds:

1) Basic Need

Forecast secondary provision growth requirement

As set out in Section C and at Annexe 7, data published in October 2015 relating to the projected deficit of secondary places in Harlow has been provided to us by the Local Authority. We have met with them to discuss our Free School proposal and, in particular, the proposed PAN and timing of opening. The tables shown in Annexe 7 set out the projected forecasts for secondary places in Harlow over the next 8 years. They take into account the current PAN of all secondary schools in Harlow which is currently 940 pupils, and bulge/ expansion arrangements which have already been agreed with Mark Hall School and Passmores Academy. Even with those planned expansions, there is a need for an additional 1FE of Year 7 places from September 2017, increasing to 2-3 FE from 2018.

Our desktop research has shown that in population terms, Essex is one of the largest UK counties with a population of almost 1.4 million at the time of the 2011 Census. The interim 2011-based sub-national population projections suggest that the Essex population will grow to over 1.5 million in the period to 2021. This is as a consequence of rising birth, in-migration, immigration and planned housing developments.

For planning purposes, Essex is divided into four Quadrants:

- Mid Essex, which includes the districts of Braintree, Chelmsford and Maldon
- North East Essex, which includes Colchester and Tendring
- South Essex, which includes Basildon, Brentwood, Castle Point and Rochford

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

- West Essex, which includes Epping Forest, Harlow and Uttlesford

Harlow is situated in the west of Essex, on the border with Hertfordshire. Harlow has its own commercial and leisure economy. It is also an outer part of the London commuter belt and employment centre of the M11 corridor. At the time of the 2011 Census, Harlow's population was recorded at 81,944 and its borough had the third-highest proportion of social housing in England, 26.9%. Unemployment is frequently around 10%, higher than the national average in the UK. As discussed in both Section C and Section D of this application, much of the Trust's work with families is focused on challenging the long-established 'benefits culture' caused by generational unemployment and replacing this with one of hard work.

The identified required provision for Harlow of 8,000 new dwellings in the planning period 2001 – 2021 is the proportion of the 16,000 in the revoked East of England Plan for the period 2011-2031 with a housing requirement ranging from 3,929 – over 20,000 dwellings.

Based on data from Essex County Council for the planning period 2014 -2019, it is clear that the percentage increase in need for secondary places is significantly higher in Harlow (22%) than across both the West Essex Quadrant (13.5%) and indeed Essex as a whole (7.3%).

In Harlow, the growth in Secondary Years Places (7-11) is 13%; from 4656 in 2013/2014 to 5,262 in 2018/2019. This does not take account of adjustment for new housing. The growth in sixth form requirements is a startling 104% - from 181 places in 2013 / 2014 to 370 in 2018/2019. The secondary total, taking new housing into account, is 5,905, which is a 22.1% increase over the five year period.

This compares to a 13.5% increase in the West Essex Quadrant of total secondary places with housing considerations considered, and a 7.3% increase in total secondary places with housing across Essex as a whole.

This data also shows a required increase in primary places of 22.8% in Harlow by 2019, which is going to carry through into secondary and Sixth Form provision in future years. Once again, this increase is greater than the West Essex Quadrant average (16.5%) and Essex average (11.4%) demonstrating the increased need in Harlow.

For the Potter Street / Old Harlow / Church Langley planning group, further housing developments on the north-eastern edge of Harlow at New Hall Farm and Gilden Way will continue to put pressure on school places in this area.

For other areas of Harlow, pupil numbers are forecast to increase across the town as a result of rising births, in-migration and new housing. In order to meet this increasing demand for places The Downs Primary School, and Holy Cross Catholic Primary

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

Academy were expanded by an additional form of entry each with effect from September 2014. In addition the Department for Education has provided funding through its Targeted Basic Need Programme to establish a new 210-place primary academy – Pemberley Academy, sponsored by REAch2 - in buildings on the Rivermill site in the north-west of the town which opened in September 2015.

There will be increased demand for places from 2015/16 onwards as higher pupil numbers start to feed through from primary schools and the new housing planned for the town. For the reasons set out above, Sir Frederick Gibberd College will be much-needed new provision needed for the longer term.

The new Sir Charles Kao UTC, catering for pupils in the 14-19 age range, opened in September 2014 with intake of up to 125 pupils in both Year 10 and Year 12. Following discussions with [REDACTED], we are committed to developing a formal, mutually beneficial partnership with the UTC.

In Essex there is considerable cross-border pupil movement. The most recent data shows that in 2013, 1,769 Essex children attended secondary school in neighbouring Hertfordshire - by far the largest cohort of children leaving Essex. In 2014, this number rose further to 1,850 secondary pupils attending school in Hertfordshire. By contrast, only 149 pupils in Hertfordshire in 2013 attended a secondary school in Essex, with 156 in 2014. Sir Frederick Gibberd College will address the clear need for a quality secondary school with Sixth Form provision and reduce the number of children travelling out of borough for their secondary and sixth form education.

There are 46 independent schools (excluding academies and non-maintained special schools) within Essex, with 11,944 pupils of which 4,920 were secondary stage, as at January 2014.

Sixth Form Growth Place Requirement

As indicated above, the growth in sixth form requirements in Harlow is a startling 104% - from 181 places in 2013 / 2014 to 370 in 2018/2019.

There are 46 schools and academies operating sixth forms in Essex. In the West Essex Quadrant there are 6, providing 1,764 places. However, when broken down further, there is only one establishment in Harlow, offering 181 places. Therefore, only 1.6 % of the 11,022 sixth form places available in Essex at schools or academies are based in Harlow.

In terms of post-16 provision at colleges, there are 8 colleges and training providers based in Essex and funded by the Education Funding Agency. They had a combined

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

roll of 17,620 learners in 2013/2014. Of these, Harlow College had 2,500 learners, or 14% of the total. The course offered here are not in facilitating subjects, and as set out in Sections C and D, our aim is to open a selective, aspirational Sixth Form at Sir Frederick Gibberd College, as a new choice for Year 11 pupils in the town.

In terms of pupil movement out of Essex, there is a similar pattern of net export at 6th form level. In 2013, 727 Essex young people crossed the border to Hertfordshire, 685 in 2014, and by contrast, only 38 and 27 pupils crossed from Hertfordshire into Essex over the same period.

The table shown at Annexe 8 shows a summary of Secondary Forecast Pupil Place Planning for Essex 2015/16 to 2019/2020 dated November 2015. This table reflects the number of pupils who will require post-16 education provision and are potential pupils for Sir Frederick Gibberd College.

2) Quality of Provision in the local area

In addition to the basic place need at secondary level that is projected in West Essex, discussed above, there is also a need for more high quality comprehensive schools in this area, which we hope to meet through Sir Frederick Gibberd College, offering a new, quality, additional choice for local parents.

As of February 2016 there were 182 open academies in Essex, with the 115 primary academies making up 21% of all primary schools in the county and 72 secondary academies making up 56% of all secondary schools¹¹. Both are among the highest proportions in England.

There is data to demonstrate that academies in Essex are driving up education standards in the county. In our own experience, our excellent work in our primary schools since they joined the Trust has been reflected in the schools' popularity with local families. All of our primary schools are oversubscribed up to KS1.

The figure below shows a sample performance data analysis of our current Year 7 pupils at Burnt Mill Academy, who would be eligible to apply to Sir Frederick Gibberd College's Sixth Form's first year's intake in 2020. We can see that this cohort's results are strong, with 54% of our pupils working at Level 4a Plus in English and maths.

¹¹ <https://www.gov.uk/government/publications/open-academies-and-academy-projects-in-development>

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

Projected forward, these pupils should achieve straight Grade 1s at GCSE, reflecting their ability to move on from Burnt Mill Academy to the selective Sixth Form at Sir Frederick Gibberd College, and that we have a responsibility to be providing this opportunity for these bright young people who show so much potential.

Cohort	4a +E	4a +M	4a +EM	4a +EorM
234	161	144	126	179
%	69%	62%	54%	76%

Burnt Mill Academy Data Year 7 2015/16

Please see the table below which depicts the Education Endowment Foundation 2015 Families of School data¹².

Name of School	Family Group	Ranking	APS on entry	FSM indicator (%)	2015 GCSE Results A*-C (%)
Burnt Mill Academy	8		25.8	33.8	80.2
Mark Hall Academy	7		26	32	43.5
Stewards School	7		26.4	34.3	49.5
Passmores Academy	6		26.5	27.6	46.4
St Mark's West of Essex Catholic School	5		27.2	19.3	52.1

This shows that although Burnt Mill Academy is in Group 8 – of 9 –the second most deprived family – we are very proud that our pupils far outperform those attending the other Harlow secondary schools. It should also be noted that St Mark's West of Essex Catholic School has a selective Roman Catholic admissions criteria, and therefore is not a direct comparator school to Burnt Mill Academy.

A review of the OFSTED 2014 Data Dashboards of these schools reveals that Burnt Mill Academy is consistently outperforming the local schools. St Mark's West of Essex Catholic Schools results in mathematics put it in the bottom 40% of similar schools and

¹² <https://educationendowmentfoundation.org.uk/attainment-gap/families-of-schools-database>

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

in the middle 20% of all schools, while Mark Hall Academy's results overall for 5 A*-C GCSEs put it in the bottom 20% of similar schools and at the bottom 20% for all schools.

In Harlow there is only one school with Sixth Form provision – St Mark's West of Essex Catholic School; in 2015 70% of pupils achieved A-levels Grade A*-C.

In Section C we referred to some of our top pupils who have left Burnt Mill Academy with a suite of A/A* grades at GCSE who have stopped their facilitating subjects once commencing their studies; this is reflected in data collated by Harlow College in January 2016 which shows that 231 young people joined Harlow College after making a false start elsewhere else. We believe that Sir Frederick Gibberd College will provide the same nurturing pastoral support in its post-16 provision, reducing this number.

In summary, the above evidence, we believe, builds the case for Burnt Mill Academy Trust to open a second secondary academy with selective Sixth Form in Harlow.

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

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

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E2 – successful engagement with parents and the local community

Our stakeholder consultation exercise, carried out over a six month period between August 2015 and February 2016, has shown that there is overwhelming parental and wider community demand for Sir Frederick Gibberd College. From our discussions with the Local Authority and our own local knowledge of the area, we have identified that our pupils in Years 7-11 will come from north west Harlow, from the area close to the proposed site for the school at Tendring Road.

A map of our consultation exercise is shown at Annexe 6. This map shows that the highest demand for places at Sir Frederick Gibberd College is focused on families from Harlow. For this reason we anticipate that our Year 7 cohort of pupils will be of a similar demographic to that at Burnt Mill Academy. The map also indicates a few preferences

E2 – successful engagement with parents and the local community

from further afield; pupils who are interested in the Sixth Form. This is to be expected, as our Sixth Form cohort will come from a wider distance, due to the selective admissions criteria.

The consultation exercise has taken a number of forms, including:

- Discussing our proposals with the Local Authority in September 2015 and agreeing with them that BMAT would submit an application for a new secondary school in Wave 11.
- Public meetings with our [REDACTED], at primary schools across the Trust to give local parents and carers the opportunity to both understand and ask questions about the proposal. These took place at Roydon Primary Academy on November 10th 2015, at Freshwaters Primary Academy on 26th November 2015, at Little Parndon Primary Academy on December 2nd 2015, and at Cooks Spinney Primary Academy on 9th December. These meetings were well-attended by parents and carers.
- Meeting with Harlow Headteachers in autumn of 2015 to set out the proposal for the new school.

■ [REDACTED], [REDACTED]
[REDACTED]
[REDACTED]

■ [REDACTED]
[REDACTED]

- Creation of a specific e-mail enquiry address and a mailing list to keep all those interested abreast of the proposal.
- A dedicated web page for the Free School linked to the Burnt Mill Academy Trust website: <http://burntmillacademytrust.org/146/new-school-proposal>
- Letters and flyers sent home in pupil book bags via local primary schools. An example of these is shown at Annexe 6.
- A Survey Monkey Questionnaire publicised over Facebook and Twitter and via the BMAT academy Trust website. Examples are shown at Annexe 6.
- Press release and wider engagement with the local media. All our media coverage is shown at Annexe 6.
- Face-to-Face marketing at school gates and key local venues for children and young people in Harlow Town.
- Engagement with key local stakeholders including Robert Halfon MP, Clare Kershaw, Director of Commissioning: Education and Lifelong Learning, [REDACTED]

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

E2 – successful engagement with parents and the local community

- Personal approaches to local businesses and community groups for support

We have focused on four key age groups to ascertain demand for the new school. These are:

- Parents and carers of children in Year 3 and Year 4 who would form the first two years' intake at Sir Frederick Gibberd College in 2018 and 2019.
- Parents and carers of children in Year 6 and Year 7 who would form the first two years' intake in the Sixth Form at Sir Frederick Gibberd College in 2020 and 2021.

Furthermore, we have consulted with parents and carers who currently have younger children. We are delighted that significant numbers have stated that they would choose to send their child to the school, as their first choice, if our Free School application is successful. We will continue to publicise and consult local parents and the wider community about our Free School proposal while this application is being considered by the Department for Education.

Highlights from our parental survey include:

"I feel that Harlow is lacking in choice for Sixth Form education, with the only options being the College, St Marks or schools outside of Harlow. Therefore with an additional school providing a Sixth form this opens up further opportunities. I also feel another school in Harlow is needed due to the growing population in the town and having been through the application process and disappointment at not originally getting my child's first choice another school is definitely needed."

"I think that it is a provision that has been seriously lacking in Harlow for years. It will finally bring Harlow into line with neighbouring towns, where comprehensive schools have offered sixth forms for many decades."

"We have lost 3 secondary schools over the last 30 years and yet the population is much greater now than it was back then due to 2 large and one small housing developments. We are in desperate need of a new secondary school to accommodate that rise in population. Plus having a sixth form with it will also help, as only one school offers that."

"Definitely need a new higher quality sixth form for BMAT"

"Sixth Form options would improve the choices and life chances of Burnt Mill Academy children. College does not provide an ongoing and continuous structure that some pupils require".

E2 – successful engagement with parents and the local community

“I feel Harlow is severely lacking in Sixth Form options. My daughter, who is currently Head Girl of Burnt Mill will need to travel outside of Harlow to continue her education this September, which will mean additional transport costs and commuting time that could have otherwise been invested in her continuing education.

“Harlow needs a 6th form, which can provide a high level of teaching in a 'school' type environment”.

“Harlow is an expanding town which would greatly benefit from an additional school, and having a sixth form on site would add to its appeal for a lot of people”.

“We need another sixth form in Harlow, and with the management skills that Burnt Mill could bring it would be a fantastic success for both our children and the town as a whole”.

“Harlow is expanding and we need a new school with a 6th form to meet the needs of the children. This is an excellent opportunity which we need to take full advantage of”.

Dee Conlon, Head of School Designate, undertook a survey of pupils within Burnt Mill Academy to assess the demand for a new Sixth Form provision delivered by our Trust, the results of which are shown below:

QUINTILE 1				QUINTILE 2			
Year	Would attend Burnt Mill Sixth Form	Would NOT attend Burnt Mill Sixth Form	Not Completed	Year	Would attend Burnt Mill Sixth Form	Would NOT attend Burnt Mill Sixth Form	Not Completed
7	94.4%	4.2%	6.2%	7	89.4%	4.3%	15.3%
8	91.6%	4.8%	14.7%	8	92.9%	8.9%	12.2%
9	85.7%	11.1%	14.9%	9	86.0%	14.0%	7.1%
10	96.1%	11.8%	10.7%	10	90.5%	7.1%	17.8%
11	77.8%	18.5%	3.7%	11	79.5%	15.4%	5.1%

We also traced the Gibberd family to tell them about our proposal. Sir Frederick’s three children have contacted us to tell us how thrilled they are that their father’s inspirational vision for Harlow New Town might be recognised in this way. They think he would have been delighted if he were alive today, and have offered the Trust any support we need with our application.

Section F – capacity and capability

Please note:

If you are not an approved academy sponsor, but are interested in finding out more about this role and potentially apply to become a sponsor, please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

[REDACTED] letter attached at Annexe 2 has provided a letter advising that Burnt Mill Academy Trust has the capacity to open Sir Frederick Gibberd College. [REDACTED]
[REDACTED]

We have identified that as this is the Trust's first Sixth Form provision we would benefit from the support of a leading Sixth Form expert. As set out in sections C and D, and listed in the table below, we have recruited [REDACTED]
[REDACTED]
[REDACTED]

Also listed below are the details of the Local Advisory Body Members we have recruited to date. [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

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)
– RSC Letter is attached at Annexe 2					

[Add lines as appropriate]

F1 (a) Skills and experience of your team

[Insert a short commentary on your plans to manage the pre-opening project here.
Table expands]

Not Applicable

F1 (b) Skills gap analysis

This section will need to be completed by all applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]

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

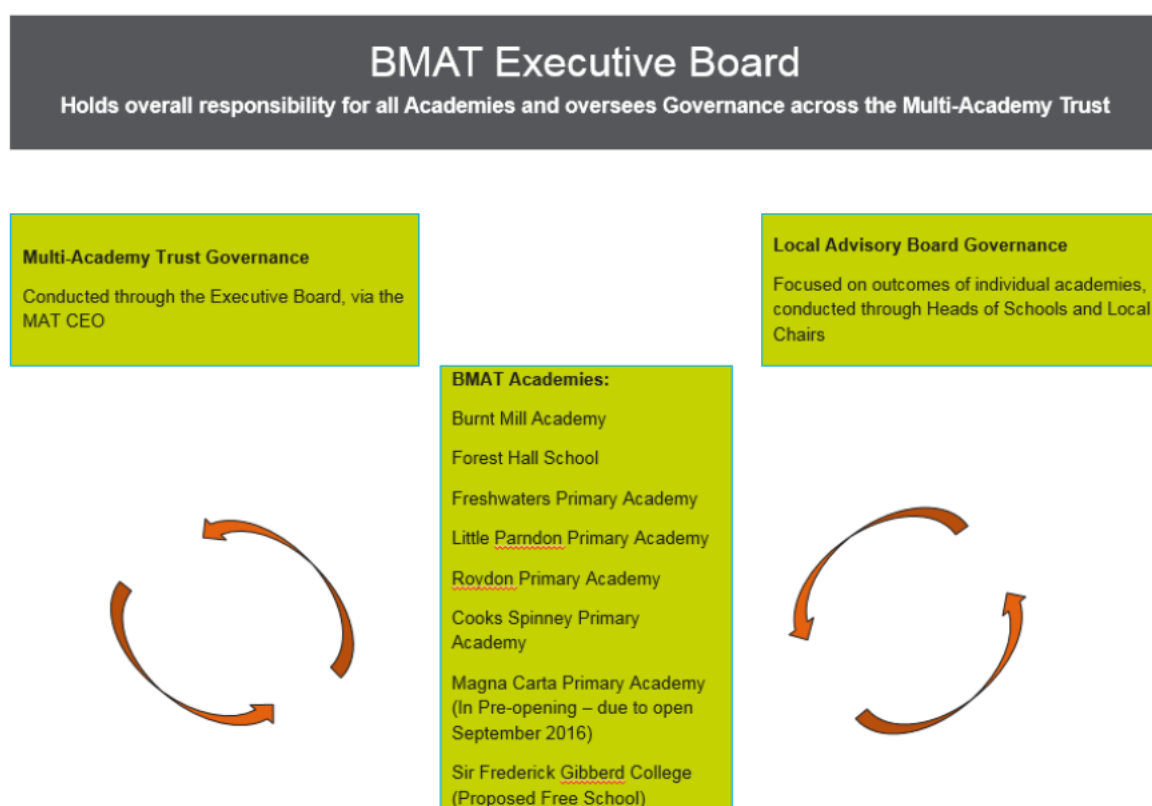
All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Our Trust has been incorporated in accordance with the DfE model articles of association. The Trust Executive Board has jurisdiction over all financial, premises, legal and Human Resources-related matters. The Trust Board is responsible for managing the performance of the M.A.T CEO, while the MAT CEO would be responsible for the performance management of the new Head of School Designate.

A figure of how our governance operates is below:



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

We do not believe that any changes are required to the Trust's existing governance structure, roles and responsibilities or schemes of delegation with this new Free School application. We believe that BMAT will continue to exercise strong accountability for Sir Frederick Gibberd College before and after it opens.

Interim Local Advisory Board

In pre-opening, the BMAT Executive Board would sit over an interim Local Advisory Board. With the guidance of Newham Partnership Working, which holds the contract for BMAT's Governance Services, we will create an interim Local Advisory Board for the new academy, which would be constituted in line with our Memorandum and Articles of Association.

The Trust would extend its existing Service Level Agreement with Newham Partnership Working for Governance Support Services. They will support Sir Frederick Gibberd College in terms of:

- Interim and Permanent Local Advisory Board composition;
- Governor Elections;
- Guidance on disqualification;
- Conducting meetings including clerking; and
- Training and guidance on exclusions, exclusion appeals, admissions, admissions' appeals, FOIs, complaints handling etc.

Permanent Local Advisory Board

Once Sir Frederick Gibberd College is open, an election would take place for the permanent Local Advisory Board, which would include 2 parents.

The Executive Board would monitor the work of the Local Advisory Board in developing proposals for the school and lead on all aspects of legal requirements, finance, human resources and governance.

One member of the Executive Board would sit on the newly constituted Local Advisory Board. As the school becomes established and is demonstrating progress towards being 'Outstanding' more authority would be delegated to the Local Advisory Board from the Trust.

Conflicts of Interest

██
██

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below ; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector
Not applicable

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector
Not applicable

F5 – Independent schools have an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F5 – Independent schools have an appropriate, well-maintained, and secure site
Not applicable

Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

G1 – budget planning and affordability

The financial templates were compiled by the BMAT Finance Team, the CEO and the Head of School Designate to ensure that the budget set for Sir Frederick Gibberd College will enable us to achieve our vision for our outstanding 11-19 free school. [REDACTED]

The BMAT finance team, which is currently being strengthened by the appointment of a Chief Finance Officer, will be responsible for supporting the Head of School and her team to ensure that they deliver high quality education within their agreed budget. The finance team and trustees do not allow schools to set deficit budgets. The CEO and the Chief Finance Officer will monitor commitments and meet with the Head of School each month to ensure that Sir Frederick Gibberd College remains in surplus.

The BMAT finance team have set a budget for Sir Frederick Gibberd College which shows a small surplus annually. The budget also includes a contingency of 5% each year and a BMAT takes a top slice of 13% in the expenditure. BMAT's top slice is above the average, but covers centralised services for HR including recruitment, Estate and Facilities Management including all compliance, caretaking and cleaning services, ICT, Exams and Data and trainee teaching programmes. The top slice covers both the staffing costs in these areas but also associated additional costs, for example HR insurance cover, advertising costs and ICT licences. The salaries of the non-teaching staff who deliver these services are covered in the top slice, which is worth noting when looking at the staffing summary of the financial plan.

We are confident that there is only a low financial risk to BMAT by opening Sir Frederick Gibberd College because we know that there is basic need due to the population growth in Harlow. In Section E we have demonstrated this basic need at Key Stage Three and

G1 – budget planning and affordability

Four but also at Key Stage Five due to the increased number of teenagers in Harlow. We have also been very conservative with the numbers for Key Stage Five and have not included in this calculation any shared delivery model with the UTC who we intend to work with formally. In addition, the evidence of the performance of the current Year 7 at Burnt Mill is that at least 54% will be capable of following and achieving high grades at A-level. This financial plan has been approved by the Trust Board who assess the plan to be robust and realistic. We have also had the Chief Finance Officer at White Horse Federation Trust review this plan and have benchmarked against other organisations.

When developing the financial plan for Sir Frederick Gibberd College, the finance team and CEO have considered the possibility of recruiting fewer students. We have created a separate financial plan based on an income reduced by 30% due to poor recruitment of pupils. This is not included, but is available upon request. This financial plan also shows surplus in the budget. We outline below how we will balance and budget with reduced income without impacting on the quality of the provision and outcomes for pupils.

The staffing figures are based on the deliverable curriculum model implemented at the successful Burnt Mill Academy. Staff expertise will be shared between the two schools which will enable Sir Frederick Gibberd College to save expenditure on continual professional development and, if our pupil recruitment figures were not met, we would share teachers and leaders across both sites reducing expenditure.

Other administrative costs are based on the models used in our other large secondary school Burnt Mill Academy, and are realistic costs to deliver high-quality administrative support to enable the pupils to achieve exceptional outcomes.

We understand that the school must be viable financially. The Trustees accept responsibility for ensuring that the SFG College is sustainable and would consider providing support by reducing the top slice for example if the college did not recruit to full capacity. The Trustees take their financial risk seriously and have viewed this college to be a low financial risk because of the basic need. BMAT is in a strong position financially with healthy reserves and all of its schools having staffing structures in place for 2016-20 that will ensure they set balanced budgets each year with healthy contingencies in place for each academy.

G2.

BMAT's finance team has checked the financial viability of Sir Frederick Gibberd College and have set a budget that will ensure that there is surplus every year. The financial plans show that Sir Frederick Gibberd College will be self-sufficient and will not require

G1 – budget planning and affordability

borrowing or additional support from any other sources. If income was reduced by 30% BMAT would be required to offer some central services at a reduced rate.

G3

BMAT will ensure that Sir Frederick Gibberd College is financially viable if it fails to fill to capacity. As stipulated in previous sections of the application, we see this as unlikely because of the growth in population, and consequent need for new school places in Harlow. However if pupil recruitment proves a challenge, and numbers fall to 70% of our planned intake, BMAT has considered the following strategies to ensure Sir Frederick Gibberd College does not fall into a deficit:

1. BMAT top slice figures will be altered as we currently do for our schools based on numbers.
2. Appointments to key positions cannot be made unless approved by the CEO of BMAT in annual planning meetings. If recruitment is a challenge certain positions will not be appointed to.
3. Sir Frederick Gibberd College will share leadership positions with Burnt Mill Academy and Forest Hall School (as we currently do with Forest Hall School) to reduce leadership costs.
4. A feasibility study on the joint delivery of Key Stage 5 and Key Stage 4 with Burnt Mill Academy and Sir Frederick Gibberd College has been completed by the Trust's Curriculum Analyst which shows we would be able to maintain our vision and curriculum, but reduce the number of teachers currently shown in our staffing structure.
5. The financial plan shows the % of our staffing budget allocated to teachers to be higher than the norm. This is to facilitate smaller group size in core subjects and in some option subjects. The group size would be increased if we had a 30% reduction which would decrease staffing cost while still allowing the breadth of curriculum we want to offer.
6. The CEO and the CFO will meet with the Head of School every month to review pupil numbers, forecasts and current and projected spends. These will be reported to the trustees finance committee once a month so changes can be made within the year.

BMAT's Sir Fredrick Gibberd College will introduce further high quality provision to Harlow, bringing the high expectations and the 'no failure curriculum', which we provide for our current pupils, to an even larger number of families in Harlow. We are aware that the deep broad curriculum we offer, with fantastic enrichment experiences and inspirational teaching are instrumental to ensuring that our pupils become high achieving, confident, independent individuals. We will ensure that if our income falls below 70% that these will not be compromised for our pupils. Our curriculum plans include breadth but also fairly low pupil:teacher ratios which can be increased if income

G1 – budget planning and affordability

is lower than expected. We also have strong academic faculty leadership in our two secondary schools, with examiners and exceptional teachers in all subjects which we would utilise in Sir Frederick Gibberd College rather than appointing to expensive senior/middle leadership posts currently in the structure. These cost-reducing exercises would not impact on the quality of provision or delivery and would enable us to ensure that our pupils were able to achieve academic excellence and compete for places at top universities without creating a deficit.

Finally, BMAT has a business plan committed to growth in its two hubs and aims to establish a third hub. As the organisation grows, we expect this will have a positive impact on expenditure for all our academies, as this growth model will facilitate increased purchasing power, further reducing any financial risk for Sir Frederick Gibberd College. We project that the top slice will therefore reduce over time for Sir Frederick Gibberd College, due to economies of scale and with the appointment to the wider strategic role of CFO.

Section H – premises (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Annexes

This section will need to be completed by **all** applicants. Please:

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.
- Refer to the relevant section of the background information and glossary document and the assessment criteria booklet for what should be included in this section.

Annexe 1

Letter of from Nick Gibb, Minister of State for Schools:



Nick Gibb MP
Minister of State for Schools

Sanctuary Buildings 20 Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus

[REDACTED]
Burnt Mill Academy
First Avenue
Harlow
CM20 2NR

18 February 2016

Dear [REDACTED]

I am writing to convey my warmest congratulations to you, your staff and your pupils for your school's excellent value added score in 2015.

Your school is one of the top 100 non-selective state-funded schools in England based on the key stage 2 to key stage 4 value added measure. This reflects the fantastic progress made by your pupils since the end of primary school.

Thank you for your work in this important area of a young person's education and congratulations again to you and your staff for your hard work and professionalism.

With best wishes.

Yours sincerely,

Nick Gibb MP

Annexe 2



██████████
Burnt Mill Academy
First Avenue
Harlow
Essex
CM20 2NR

2 February 2016

Dear ██████████

APPLICATIONS FOR FREE SCHOOLS

We met with colleagues on 15 January 2016 to discuss your plans to [open one or more free schools](#). This conversation took into account your growth as an approved sponsor and multi-academy trust. We talked about the DfE guidance document, "Background information and glossary" and in particular page 7 which reads:

"If the RSC can see that you have capacity for the free schools for which you want to apply, he or she will provide written confirmation. Please include it (and any other useful correspondence) with your application and complete the shorter information. If you already have such an email, you do not need another one."

I am happy to confirm that I believe you have the capacity to apply in the 'wave 11' window (27 January to midday on 2 March 2016) for an 11-19 secondary mainstream free school in Harlow, Essex. I know your intention is that the school would open to Year 12 pupils in 2017 and to Year 7 pupils in 2018.

We discussed a number of important areas that you will want to consider as you develop your proposal: sixth-form expertise in the academy trust, collaboration and 'ideas exchange' with other outstanding secondary and post-16 providers, not limited to Essex; local authority support; and further site investigations.

Finally we talked about other points as your academy trust grows such as developing a resilient governance structure and a possible alternative provision or special free school application in a later 'wave'.

I know that since our conversation, you have been in touch with my colleague, ██████████. Please feel free to continue doing so. He will be happy to assist.

Of course this letter does not guarantee any successful applications. Still, I wish you the best of luck with your proposal.

Yours sincerely,



Annexe 3

Letter from Clare Kershaw, Director of Commissioning: Education and Lifelong Learning



Essex County Council
People Commissioning
County Hall
Chelmsford CM2 5WN

[REDACTED]
Burnt Mill Academy Trust
First Avenue,
Harlow,
Essex,
CM20 2NR

Dear [REDACTED]

Re: Burnt Mill Academy of Excellence –Proposed Free School Application

I am writing to confirm the support of Essex County Council for the proposed free school which the Burnt Mill Academy Trust will be applying for in the next round of applications. The free school will provide support to the requirement to provide additional secondary school places from 2018 in the Harlow locality.

I wish you every success with your application

Yours sincerely,

[REDACTED]

Annexe 4

Letter of support from Peter Shephard, Chairman of Harlow Executive Board, NET Academies Trust.

NET Academies

Executive Headteacher: [REDACTED]
Head of School: [REDACTED]

[REDACTED]
Burnt Mill Academy
First Avenue
Harlow
Essex
CM20 2NR

12th February 2016

Dear [REDACTED]

Re: Proposed new secondary school in Harlow

I am writing on behalf of the Harlow Executive Board for the NET Academies Trust cluster of Primary Schools to confirm our support for the proposed new Secondary 11-19 School to be opened on the site of the old Passmores School. We believe that this will meet the increased demand for secondary school places and will provide excellent opportunities for the pupils living in CM18 postal code area, who will transfer from our primary schools to a secondary school that will give them the opportunity to continue their school education through to the age of 19.

Locating the new school on the old Passmores site will also enable a good number of pupils who live in the locality to have easy access to their local secondary school and therefore reduce the number having to walk/travel greater distances. The proposed programme for admissions is also considered to be the most appropriate model for opening and creating a successful new school.

We wish you every success in your proposal for this Free School submission.
Yours sincerely

[REDACTED]

Annexe 5

Letter of support from Robert Halfon MP:



Robert Halfon, MP for Harlow



Championing Apprenticeships
Campaigning for Lower Fuel Duty
Harlow Housing for Harlow People

Constituency Office:
01279 311 451

Westminster Office:
020 7219 7223

██████████
Burnt Mill Academy Trust
First Avenue
Harlow
Essex
CM20 2NR

Thursday 25th February 2016

Dear ██████████

I am aware that Burnt Mill Academy Trust is submitting a bid to open a new secondary school, to serve the local community in Harlow, on the former Passmores school site in Tendring Road.

Your vision is to create a safe learning environment, open to all local children, offering an excellent educational opportunity, where every student can reach their full potential. I understand that there is a specific need in the Harlow area for increased secondary provision.

The proposed secondary school would be for children aged 11-19, offering an inclusive co-educational learning environment. It will cover the National Curriculum, personalised and innovative learning, alongside cultural organisations, multi-national corporations and local businesses.

I know that young people within Burnt Mill Academy Trust receive a high standard of education and you will strive for the proposed new school to be as successful as your other schools, with the added facilities for students to remain within the Trust school, for a high quality post-16 education. However, I am aware that there will be a need for your post 16 provision to compliment not undermine the successful sixth form provision we already have in Harlow.

I am confident in Burnt Mill Academy Trust having the capacity to create an excellent school for local families, with the reassurance of the track record in other schools within the Trust, that this will be a popular and successful school.

As the town's local MP, I support you in your bid for creating a new secondary school, if the sixth form provision you provide does not jeopardize the success of other post-16 providers or the other secondary schools in Harlow. This should be achieved by working with the secondary schools and Harlow College to plan a coherent offer for our young people. This could be undertaken with the support of the Regional Schools Commissioner and Sir David Collins, the FE Commissioner.

Yours sincerely,

Rt Hon Robert Halfon MP – Working Hard for Harlow

CAMPAIGNER OF THE YEAR, Spectator Magazine Awards POLITICIAN OF THE YEAR, Avon Awards
TRANSPORT CAMPAIGNER OF THE YEAR, Dods Parliamentary Awards

halfon4harlow@roberthalfon.com

www.roberthalfon.com

www.roberthalfonblog.com

www.facebook.com/RobertHalfon

www.twitter.com/halfon4harlowMP

Annexe 6

Evidence of successful engagement with parents and the local community:

a) Sample article from Freshwaters Primary Academy website 19.2.16

<p>Sixth Form for Harlow - News - Freshwaters Primary Academy Page 1 of 2</p> <p>BMAT http://www.burntmillacademytrust.org/ PARENT https://www.parentpay.com/ PAY</p>  <p style="text-align: center;">FRESHWATERS PRIMARY ACADEMY</p> <hr/> <p style="text-align: center;">LATEST NEWS</p> <p style="text-align: center;"> Previous (/161/news/article/47/elves-workshops) Next (/161/news/article/45/anti-bullying-ambassadors) Back to News (/161/news) </p> <p>SIXTH FORM FOR HARLOW Posted: 27th January 2016</p> <p>The Burnt Mill Co-operative Academy Trust has been gathering signatures from parents of children in current Years 3, 4, 9 and 10 to test the water to see if the community supports BMAT opening the new secondary which must open by 2018 if all Harlow children are to get a school place.</p> <p>Essex County Council has clearly identified there will be a large shortage of secondary school places by 2018, even if all existing secondaries in the town were full and expanded.</p> <p>Parents were quick to sign their names in support of the proposal during a meeting at Freshwaters Primary Academy, in School Lane.</p> <p>Karen Hayes, whose sons Tommy and Louie are in nursery and Year 3 at Freshwaters, said: "I had already read about the bulge in numbers in Year 3 and 4, so this is about ensuring my sons have a secondary school place in the future. I know Burnt Mill Academy is a good school so I am more than happy for the Trust to open another one."</p> <p>Michelle Wood, whose daughter Madison is in Year 4, said: "I know people who have struggled to get their children in to Freshwaters despite having siblings here, so I'm aware of the problem with numbers. My daughter is only eight, but she is already adamant she wants to go to Burnt Mill because of the links between the two schools."</p> <p>http://www.freshwaters.essex.sch.uk/161/news/article/46/sixth-form-for-harlow 19/02/2016</p>	<p>Sixth Form for Harlow - News - Freshwaters Primary Academy Page 2 of 2</p> <p>"The thought there might not be enough secondary school places is scary. My family is all in Harlow so I like to think my daughter will be able to stay in the town with this family of schools. It would be great to have a sixth form within the Trust; it makes sense. My daughter is excelling here so if she could stay within the Trust through to 18, then that's a good thing."</p> <p>Artur Stolarek's twins Peter and Amelita are in Year 4 at Freshwaters. The dad said: "I think this is a great idea. There are not many secondary schools in Harlow. If another one is built, it will provide more places for more children."</p> <p>Worried Anita Kurcz, whose daughter Nikola is in Year 2, said: "The town is growing so we need more schools. It's quite a worry there might not be enough places for our children."</p> <p>If the consultation proves there is support for BMAT's proposal for a facility for 11 to 19-year-olds, it will submit plans next year.</p> <p>A total of 240 parents have already backed the Trust's plan.</p> <p>To sign your support for or register your interest in BMAT's new free school, visit www.burntmillacademytrust.org (http://www.burntmillacademytrust.org) where you will find the appropriate form to sign under the tab Academy of Excellence.</p> <hr/> <p style="text-align: center;"> Previous (/161/news/article/47/elves-workshops) Next (/161/news/article/45/anti-bullying-ambassadors) Back to News (/161/news) </p> <p style="text-align: center;">^</p> <p>http://www.freshwaters.essex.sch.uk/161/news/article/46/sixth-form-for-harlow 19/02/2016</p>
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b) Sample Tweet on Twitter:



BMAT @BurntMillTrust · Feb 11

If you'd like to see a new Secondary school with Sixth Form in Harlow we're collecting support through a survey - surveyMonkey.co.uk/r/LLB75G3


 9
  2
 

c) Facebook:



Burnt Mill Academy Trust
9 February at 08:45 · 🌐

We need support to make our new Harlow secondary (with Sixth Form) a reality. If you'd like to see a new school in Harlow please complete this short survey - <https://www.surveymonkey.co.uk/r/LLB75G3>

Thank you

Burnt Mill Academy Trust New School Proposal Survey

Web survey powered by SurveyMonkey.com. Create your own online survey now with SurveyMonkey's expert certified FREE templates.

[SURVEYMONKEY.CO.UK](https://www.surveymonkey.co.uk)

👍 Like 💬 Comment ➦ Share

5 people like this.



Write a comment...



Burnt Mill Academy Trust
8 February at 12:41 · 🌐

BMAT's proposal for a new school in Harlow needs support for the bid to be successful. If you would consider sending your child to this new school within the Burnt Mill Academy Trust family, or would like further information should the bid be successful, please download a form from the following link to complete and return by email to newschool@burntmill.essex.sch.uk or print and return to Burnt Mill Academy Trust, First Avenue, Harlow, Essex, CM202NR. FAO Mrs S Rogers.

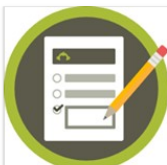
<http://burntmillacademytrust.org/148/downloadable-forms>

Downloadable Forms - Burnt Mill Academy Trust

Our Trust is a small co-operative trust of 5 schools - Freshwaters Primary Academy, Roydon Primary, Cooks Spinney Primary, Little Parndon Primary, Burnt Mill Secondary Academy.

[BURNTMILLACADEMYTRUST.ORG](http://burntmillacademytrust.org)

Burnt Mill Academy Trust shared a link.
9 February at 14:54 · 🌐



Can you spare a few moments to take our survey?

Please take the survey titled "Burnt Mill Academy Trust New School Proposal". Your feedback is important!

[SURVEYMONKEY.CO.UK](https://www.surveymonkey.co.uk)

👍 Like 💬 Comment ➦ Share

d) Sample Sign-Up questionnaire:

Burnt Mill Co-operative Academy Trust

Head of BMAT Schools: Helena Mills BA Hons, NPQH
First Avenue, Harlow, Essex, CM20 2NR T 01279 300555 F 01279 307234



BURNT MILL ACADEMY TRUST NEW SECONDARY SCHOOL PROPOSAL FOR CHILDREN AGED 11 – 19.

Parent/Carer Name	Child's Date of Birth (If more than one child include all DoB's)
Address (including postcode)	Current Year Group
Email Address/Phone Number	


I would consider/be interested in sending my son/daughter of primary age to a new proposed secondary school for 11-19 year olds, within the Burnt Mill Academy Trust and I would like more information if the bid is successful.

Signed: _____ Date: _____
(Parent/Carer)

Print Name: _____

Please return to your primary school or direct to
Burnt Mill Academy Trust, First Avenue,
Harlow, Essex, CM20 2NR;
FAO Mrs S Rogers.
Or be email to SarahRogers@burntmill.essex.sch.uk


e) Sample Sign Up Sheet:



Burnt Mill Academy Trust

New Secondary School/Sixth Form Proposal for Children Aged 11-19

Please sign if you are in support of BMAT and the proposal of a new secondary/sixth form school and would consider the new school as the first choice preference for your son/daughter.



Parent/Carer Name	Postal Address	Postcode	Email/Tel No	Childs DOB	Current Year Group	Signature

f) Sample invitation letter to an information meeting sent to Parents/ Carers (identical letters sent to parents/ carers at Little Parndon, Roydon, Cooks Spinney and Freshwaters Primary Academies):

Burnt Mill Co-operative Academy Trust

Head of BMAT Schools: Helena Mills BA Hons, NPQH

First Avenue, Harlow, Essex, CM20 2NR T 01279 300555 F 01279 307234



17th November 2015

Dear Parent/Carer,

A New Secondary and Sixth Form for Harlow

As you may be aware, Burnt Mill Academy Trust is proposing to open a new secondary school and sixth form to serve the local community.

Our Vision

Our vision is to create a safe learning environment, open to all local children, offering an excellent educational opportunity where every student can reach their full potential. *The predicted student intake shows that there is a specific need in the Harlow area for a new secondary school and sixth form.*

We would like to invite you to a short meeting at Cooks Spinney Primary Academy on Wednesday, 9th December at 3:30pm with Helena Mills, CEO Burnt Mill Academy Trust.

At the meeting we will tell you about the proposed new school and what it could mean for your child's continuing education. We are able to offer childcare for pupils at Cooks Spinney. Please let us know on the slip below if you need this.

Please return the reply slip below to Cooks Spinney school office if you would like to attend.

Thank you for your help and support.

Yours sincerely,



REPLY SLIP – Please return to Cooks Spinney School Office

New School Proposal Meeting at Cooks Spinney Primary Academy
Wednesday, 9th December at 3:30pm – Hall

I **will be** attending the meeting at Cooks Spinney on Wednesday 9th December regarding the new secondary school proposal. I need childcare for _____ Freshwaters pupil/s.

Child's Name: _____ Year Group: _____

Signed: _____ Print Name: _____
(Parent/Carer)

Date: _____


g) Press Articles:

- Harlow Star article dated 27th October 2015

<http://www.harlowstar.co.uk/Burnt-Academy-plan-build-free-school-old/story-28061656-detail/story.html>

Harlow Star.co.uk

Thursday, October 29, 2015

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BID TO TURN PASSMORES' EX-SITE INTO FREE SCHOOL

Academy unveils ambitious growth plans

William Mata

william.mata@hertsesevents.co.uk

BURNT Mill Academy Trust is bidding to convert the former Passmores School site into a new free school and sixth form centre.

On Tuesday BMAT director Helena Mills outlined the trust's intentions to add a third secondary school to the co-operative.

"I am very excited as it is an opportunity for us to provide a post-16 education," she said.

Explosion

"Burnt Mill Academy is already over-subscribed, and according to figures an explosion in the number of children has led there to be a need for a new school in 2018.

"Through opening a new school we are helping to give every child in Harlow a good education."

Under the plans, the new school is set to open as a sixth form centre in September 2017, with a multi-form Year 7 entry in September 2018.

The site, on Tundering Road, Harlow, has been vacant since Passmores School relocated to its new Tracyes Road premises in 2012, the



EXCITED: Burnt Mill Academy Trust director Helena Mills

site of former Brays Grove School, and became Passmores Academy.

The existing school building would be demolished and rebuilt, although it is not yet known how much construction work would cost.

As a free school it would be part of an academy trust funded by the Government but outside of local authority control.

The school would be named The

Burnt Mill Academy of Excellence with the existing school on First Avenue, Harlow, re-named Burnt Mill - The Academy.

BMAT also runs Forest Hall secondary school in Stansted Mountfitchet as well as four primary schools in the Harlow area - Cooks Spinney, Little Farndon, Freshwaters and Boydon. At present primary school pupils attending these four

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 **Turn to page 3**

- YourHarlow.com article dated 28th October 2015

<http://www.yourharlow.com/2015/10/28/burnt-mill-head-announces-plans-to-re-open-old-passmores-school/>

- Harlow Star article dated 28th October 2015

<http://www.harlowstar.co.uk/Burnt-Academy-unveil-plan-Passmores-school-site/story-28071905-detail/story.html>

- Harlow Star article dated 10th November 2015

<http://www.harlowstar.co.uk/Burnt/story-28149079-detail/story.html>

Feedback for school plan ‘completely positive’

HELENA Mills said feedback to Burnt Mill Academy Trust’s proposals to run a new secondary school has been “completely positive”.

The BMAT trust announced last month plans to take on the running of the former Passmores Comprehensive site as a new free school and sixth form for students aged 11 to 19

years old.

BMAT now needs to secure support from the Tendring Road community and gain 750 signatures of support from parents.

“The feedback has been completely positive, and there has been no negativity at all,” said Ms Mills. “I think people know we offer a really high

quality education and see a real need for the school, and particularly a sixth form.”

Ms Mills said she has met with three headteachers from primary schools in the Tendring Road area and the consensus has been that a new school is needed.

The new school is scheduled to open as a sixth form in

September 2017 and a multi-form Year 7 entry from September 2018. Burnt Mill has until March to achieve the target number of signatures.

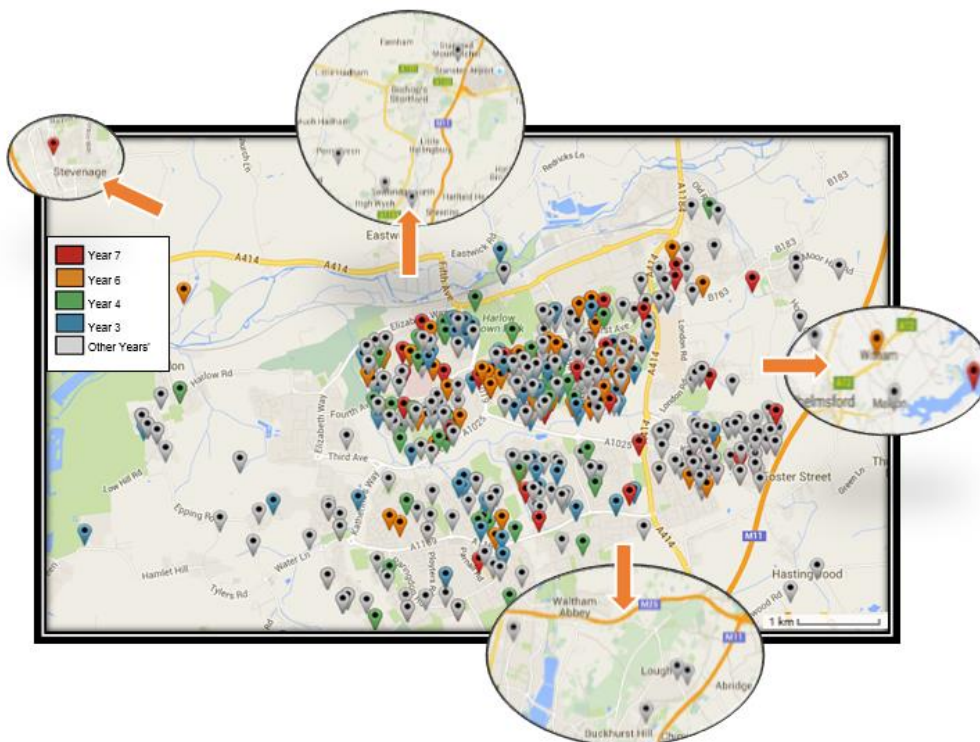
The trust oversee the running of secondary Burnt Mill Academy, First Avenue, Harlow, and Forest Hall Academy in Stansted and a number of Harlow primaries.

h) Survey Monkey Questionnaire

<https://www.surveymonkey.co.uk/r/LLB75G3>

i) Letters of support contained in Annexes 1-4

j) Postcode analysis map of parents making school their first choice



Annexe 7

Local Authority Evidence of Demand for Year 7 places (October 2015):

Year	Year 6	Without impact of housing (current PAN)		With impact of housing (current PAN)	
		Year 7 forecasts	Year 7 Surplus /Deficit	Year 7 forecasts	Year 7 Surplus /Deficit
2016	1040	1020	-80	1032	-92
2017	1055	1035	-95	1056	-116
2018	1140	1119	-179	1152	-212
2019	1267	1244	-304	1290	-350
2020	1221	1198	-258	1262	-322
2021	1227	1204	-264	1284	-344
2022	1284	1261	-321	1354	-414
2023	1272	1249	-309	1353	-413
2024	1303	1279	-339	1393	-453
2025	1234	1211	-271	1333	-393

School	Current PAN
Burnt Mill	210
Mark Hall	150
Passmores	210
Stewards	210
St Mark's	160
TOTAL	940

September 2016 – need an additional 3 forms of entry – Mark Hall have determined a PAN of 210 (an extra 2 forms of entry) and Passmores have agreed to admit 240 (an extra 1 form of entry).

September 2017 – need an additional 1 additional form of entry (in addition to above)

September 2018 – need an additional 2 – 3 forms of entry (in addition to above)

September 2019 – need an additional 4 – 6 forms of entry (in addition to above)

By 2024 an additional 3 forms of entry may be required, depending on housing.

Annexe 8

Summary of Secondary Forecast Pupil Place Planning for Essex 2015/16 to 2019/2020

This reflects the number of pupils who will require post-16 education provision and are potential pupils for Sir Frederick Gibberd College.

Appendix 1b - Table 2: Secondary Forecast Planning Group Summary - with NOR at January 2015 and Forecasts for 2015/16 to 2019/20

<i>Academic Year</i>	<i>Net Capacity</i>	<i>Admission Number</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Year 11</i>	<i>Year 12</i>	<i>Year 13</i>	<i>Years 7 to 11</i>	<i>Sixth Form</i>	<i>Total Sec</i>	<i>inc adj for new housing</i>	<i>Surplus / Deficit</i>
Summary for Essex														
2014/15	95,119	15,942	14,497	14,165	14,461	14,621	15,085	5,803	5,357	72,829	11,160	83,989	83,989	11,130
2015/16	95,269	16,094	15,171	14,502	14,172	14,508	14,519	6,124	5,482	72,872	11,606	84,478	84,984	10,285
2016/17		16,161	15,123	15,175	14,508	14,222	14,406	5,937	5,758	73,434	11,695	85,129	86,176	9,990
2017/18			15,562	15,127	15,175	14,556	14,118	6,003	5,585	74,538	11,588	86,126	87,849	8,317
2018/19			15,871	15,566	15,127	15,222	14,452	5,893	5,655	76,238	11,548	87,786	90,281	5,885
2019/20	96,166		16,376	15,871	15,566	15,174	15,118	6,018	5,552	78,105	11,570	89,675	92,955	3,211

		<p>for the Trust. This new version was approved at the Trust Board in January 2016.</p> <p>Insurance Cover and Business Continuity Plans, Risk Policy and Register are reviewed annually by the CEO and the exec team and approved annually at the Trust Board. Currently insurance for the Trust and Trustees (separately) is through Zurich Insurance. Both our Business Continuity Plan and Risk policy and register are available.</p>	
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