



Department
for Education

Free school application form

Mainstream, studio, and 16 to 19
schools

Published: July 2016

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

LEWISHAM CHURCH OF ENGLAND SECONDARY SCHOOL

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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)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

Section I of your application	Yes	No
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 [how to apply to set up a free school guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:

Position: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

Section A – applicant details

Please see Excel spread sheet

Section B – outline of the school

Please see Excel spread sheet

Section C – Vision

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

Introduction

Lewisham Church of England Secondary School will be a new 11-16 free school in the Lewisham Deanery scheduled to open in 2019, subject to DfE approval. This new provision will address the current and future level of basic need which has resulted in demand for new high-quality secondary school places in the Borough. It is being established by a newly formed Diocesan MAT sponsored by the Southwark Diocesan Board of Education (SDBEMAT, further details in Section F).

This provenance harnesses significant experience in secondary education provision. The Diocese of Southwark covers 12 local authorities across south London and part of Surrey, offering support and advice to 106 Church of England schools and academies and to FE and HE chaplaincies in the Diocese. Our schools offer high quality provision; 93% have been judged 'Good' or 'Outstanding' by Ofsted compared to 81% nationally.

The new school will have 8 forms of entry with 30 pupils per form, giving a PAN of 240 and a total number of students on roll at steady state from 2023 onwards of 1200. We plan to include a unit within the school for 25 ASD spectrum students in keeping with the view of the LA Director for Children and Young People and the fully inclusive ethos of the school. This will contribute to the inclusion of ASD students who are often unfairly treated (UCL Institute of Child Health report) and support their progress towards a future role as independent contributing members of society by avoiding the '*Beautiful Minds Wasted*' outcome (The Economist, April 2016). Additional information is provided below and full details are set out in Section D.

During discussions with the Director for Children and Young People in the Borough of Lewisham an 11-16 8fe school was seen as the preferred solution in the area. We will liaise closely with the seven closest mainstream Post-16 providers in Lewisham as well as relevant institutions in Bromley, which are close-by geographically to build partnerships in order to create clear post-16 pathways for our students.

Our new free school will have a value-added curriculum focus on modern foreign languages (MFL) and mathematics. In addition to focusing on two important curriculum areas in terms of future study and employment, this offers synergy with our key partner secondary school, Archbishop Tenison's High School which is an Ofsted 'Good' school with a strong track record including GCSE and A-level outcomes (please see below). The specialism is also in keeping with our aim to increase both parental choice and widen diversity of secondary provision in the Borough. These areas of curriculum focus are under-represented in the Borough where specialist schools have in the past tended to select other subjects.

This ambitious Church of England school will be non-selective, co-educational and as an inclusive school it will be open to all children from all backgrounds. Students from families of all faiths and no faith will be able to gain admission. In keeping with Free School requirements including the national Schools Admissions Code and related legislation, at least 50% of our pupils will be admitted without reference to faith when the school is oversubscribed.

Vision and Ethos

Our vision is to provide an outstanding education for our students in a caring, supportive and inclusive environment underpinned by Christian values where each

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

student is valued. Students will be challenged to reach their full potential within a broad and balanced curriculum with a value-added specialism in MFL and mathematics. The school will be ambitious for its students and have high expectations of all associated with the school community. Lewisham Church of England Secondary School will ensure our students experience opportunities that include the humanities and languages at GCSE which will retain EBacc access for our students.

All trustees, governors and staff will work to ensure that every student achieves their maximum potential in a safe, supportive, high-expectation and high achieving school.

Our ethos will support this vision via practical manifestations including the following:

- An inclusive approach to everything that we do
- Use of free school freedoms to deliver and support additional MFL and maths projects
- Setting our own taught day with enrichment supporting the specialism
- Using the National Curriculum as a broad & balanced platform which we will extend

Key features of our proposal

- Proposers have evident capability and capacity to support the school through pre-opening if approved, and post-opening towards Ofsted 'Outstanding' status, the availability detailed in Section F is guaranteed – confirmed in writing by [REDACTED] in Annexes
- Through timetabling flexibility as the school grows, we will make use of smaller taught group sizes, for example by taking eight forms of 30 totalling 240 students and creating ten taught groups of 24 students
- Our dual focus on MFL and maths will motivate students by using relevant real-life contexts including via immersion learning applications, and support higher standards in other subjects through cross-curricular working e.g. numeracy across the curriculum
- Students will draw significant benefit in terms of well-being from the pastoral care available which will include a vertical House approach while drawing on chaplaincy experience and expertise
- A wide-ranging enrichment programme will be provided during an extended day which will include a Breakfast Club and after-school supervised Homework Club, supporting personal as well as academic development while offering parent-friendly provision
- Lewisham Church of England Secondary School will have high aspirations for all students, particularly those from more deprived backgrounds (E6FSM) and Proposers will work with the Headteacher to set ambitious gap-narrowing targets for all relevant subgroups of pupils as listed and scrutinised by Ofsted
- We will provide termly reports to parents as well as continuous real-time online access to information using a secure parent area of the school's website in order to ensure they remain engaged and updated at all times
- Lewisham Church of England Secondary School will establish and develop strong mutually beneficial partnerships with the local family of schools, local agencies, business, and charities to support learning opportunities for our students and develop our teachers, meeting Equality Act 2010 requirements

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- A key partnership will bring support and challenge from Archbishop Tenison's High School (ATS): a C of E school with an all-ability intake which is an Ofsted 'Good' school with a strong track record at both GCSE and A Level over many years and which shares curriculum specialisms with Lewisham C of E Secondary School
- Our school will prepare students to be the future professional workforce for Lewisham and South London and beyond.

Rationale

"..the question is not "if" but "when" additional provision is required..." (LBL, 2014)

A report for the London Borough of Lewisham Children and Young People Select Committee reveals that while Lewisham represents 3.3% of the population of London, it has been receiving 4.4% of the growth in London's population. The same document notes cross-borough pressure on places and that Lewisham imports over 10,500 secondary age students, with 9 of 14 secondary schools reaching capacity in 2013/14 and demand exceeding capacity extending to 2017 and beyond.

[REDACTED]

The number of secondary places required in Lewisham over the next two years, from DfE 'Pupils of Secondary School Age Forecasts by LA', is shown in the table.

Forecast	2017	2018
Lewisham	15,011	15,819

The neighbouring Boroughs of Southwark and Greenwich are also under severe pressure at Y7 as revealed by the graphic below taken from the London school places shortage document 'Do The Maths'. The position through to 2020 is projected to worsen, and the need for new provision is evident. This graphic (below) shows Lewisham as one of the most severely challenged London Boroughs in terms of basic need from 2016 through to 2020, reinforcing the level of concern we noted when discussing our proposal with prospective parents and carers, with whom the new school was very popular (see Section E).

The London Borough of Lewisham has encouraged the SDBE to submit this application, and is fully supportive of the education offer that we propose. A letter from the [REDACTED], representing the views of the Council is included with the Annexes.

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

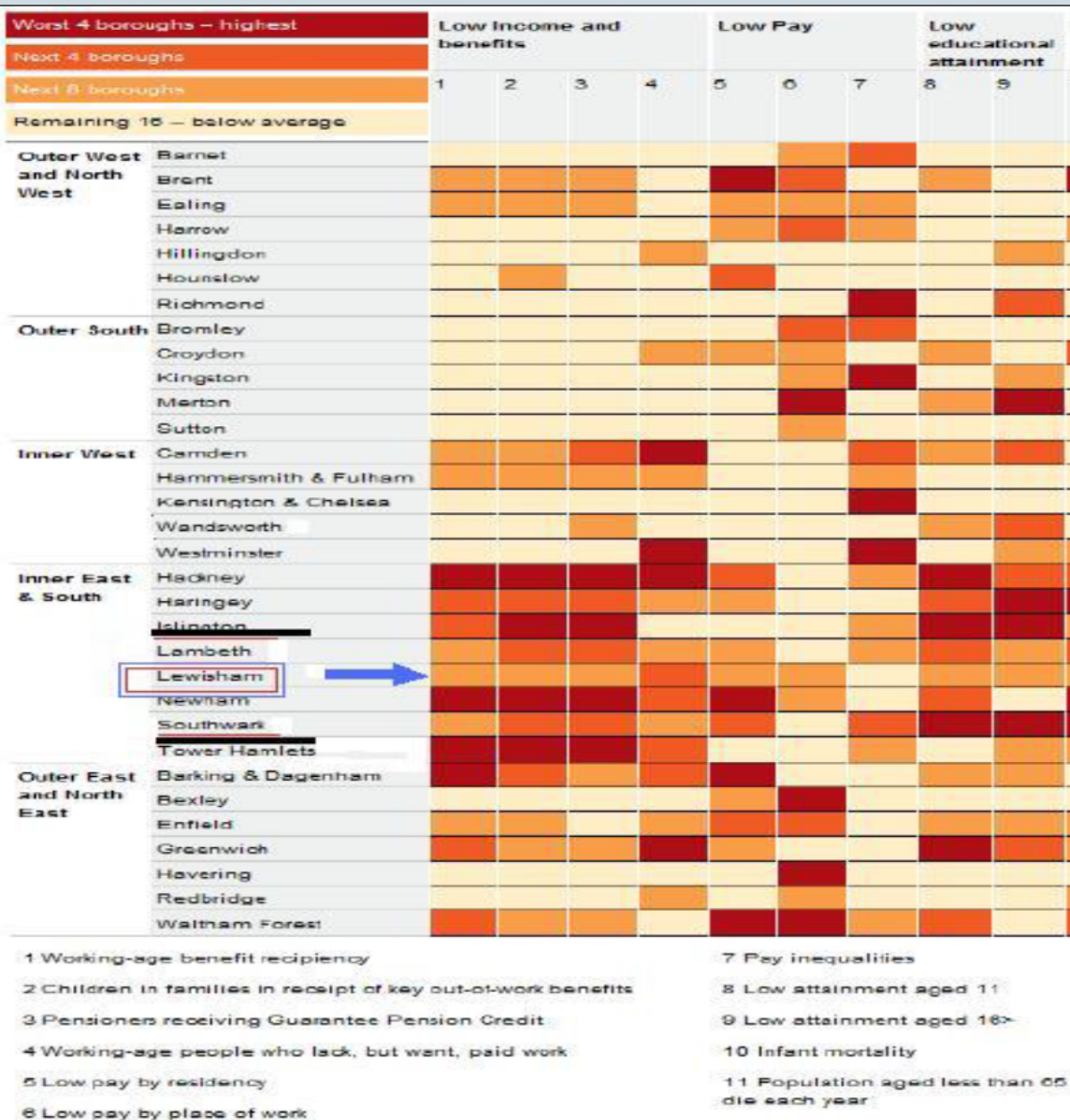
Forecast secondary pupil growth map 2015/16 to 2019/20



Demographics and Intake Profile

Information taken from londonpovertyprofile.org shown in the colour-coded chart below shows that Lewisham is in the worst 4 London Boroughs for under-age pregnancies and one of the worst 8 London Boroughs for unemployment and households in temporary accommodation. It is also in the worst 16 Boroughs for children in families in receipt of out-of-work benefits, low attainment by children at ages 11 and 16, and working age benefit receipt. The attainment issue at 16 is underscored by Lewisham's league table position below the national average for 5+ GCSE A*-C EnMa (52%, national 57%) and EBacc (19%, national 24%). This is something which Lewisham CofE Secondary School will address, together with unemployment locally in terms of the 100+ jobs created by our new school. The wide range of inequality across all descriptors - apart from pay for those in work - is clear to see in the chart below.

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



“The four boroughs with the worst score on any particular the four with the next worst score in dark orange, the eight orange and the remaining 16 (which are therefore the best) the deeper the colour the greater the problems faced in th

(Reference: - <http://www.londonpovertyprofile.org.uk/about/an-overview-of-london-s-bc>)

In keeping with the above information and our knowledge of local schools, we anticipate that the student intake profile will consist of approximately 15% SEND students, 20% entitled to free school meals (E6FSM) and 30% with EAL. Our broad and balanced curriculum is designed to meet the learning needs of all our students as detailed in Section D.

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

Curriculum Model Summary

KS3

Students will enjoy a broad and balanced curriculum with lessons in all National Curriculum subjects, with the core subjects of English, Mathematics and Science alongside Art, Music, Physical Education, History, Drama, Geography, Religious Education and Design and Technology.

Two Modern Foreign Languages (German and French) will be taught in Years 7 and 8 in keeping with KS4 options, promoting EBacc access in KS4 and in keeping with the school's specialism. Mandarin will be available after school. Citizenship Education is delivered through PSHCzE. Numeracy across the curriculum will ensure students receive a consistent approach to support learning, for example in terms of graphicacy in science and geography.

KS4

All students will follow a compulsory core of subjects: English, Mathematics, Science (Double Award / Separate Sciences), PE and Religious Education. Beyond the core, students will select from an exciting range of optional subjects. This will include: GCSE Art, GCSE Drama, GCSE German, GCSE French, GCSE Spanish, GCSE Geography, GCSE History, GCSE Music, GCSE Physical Education, GCSE Resistant Materials, GCSE Textiles, and GCSE Computing. A value-added element, Professional Learning, will offer access for example to formal leadership training. This KS4 offer will prepare students well for the next stage in their education or training.

Students in the ASD Unit will have access to the same curriculum outlined above. The layout of the Unit will take into account design features known to maximise the learning amenity of the accommodation (*'Autism-Friendly Environments'* by Christopher Beaver) and we will exemplify best practice in optimised curriculum delivery for our students (e.g. *'Autism Spectrum Disorders: A Resource Pack for School Staff'*, The National Autistic Society).

The Head of Unit will have appropriate high-level experience and expertise, with relevant qualifications as desirable within the person specification (Autism (Children) MA/MEd/MPhil) while support staff will be sought with the Gateway Qualification Level 3 Award in supporting children and young people with autism. All staff will receive training relevant to their role.

British Values, Prevent / FGM Duties

At all times the British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs will be promoted in a cross-curricular manner from Year 7 through to Year 11 within the overall set of Christian values at the heart of the school's work. We will take our Prevent Duty and FGM Duty responsibilities seriously. In the case of Prevent this will be as required under the Counter-Terrorism and Security Act (2015), using recently updated DfE/Home Office guidance to ensure full compliance. SLT members will carry day-to-day responsibility for these duties. The high quality of our SMSC provision will also contribute significantly to praxis excellence in both areas; further information is provided in Section D.

Ambitious Targets

The list below presents a selection of targets from Section D, which the Headteacher and Governors will review and update as the pupil profile evolves each year and as national averages change. These targets reflect the high expectations we have for all

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students at Lewisham Church of England Secondary School. We appreciate that a numerical grading system will shortly apply for new GCSEs but we are using existing benchmarks here for ease of comparison against available national averages.

- 100% expected progress (KS3) based on KS2 (EnMa national 69%, LA 66%)
- 70% achieving 5+ A*-C at GCSE including En & Ma (national 57%, LA 52%)
- 35% achieving the English Baccalaureate (national 24%, LA 19%)
- Progress 8 positive for all students, min +0.5 school
- 100% quality of teaching judged as 'Good' or better
- Attendance rate in excess of 98%
- Persistent absence 0.5% or below
- Zero permanent exclusions during each year
- Zero NEETs in Y11 at the end of KS4
- An Ofsted inspection grade of Outstanding and at least 'Good' at the first Section 5 inspection

These targets are based on current accountability of the curriculum making use of existing benchmarks; we fully appreciate that the GCSE grading system will be 1-9.

Summary and Future Planning

The vision for Lewisham Church of England Secondary School is deliverable, and viable in terms of finances (Section G). By establishing this new Secondary School we will help to meet basic need pressures (we confidently expect to be over-subscribed, please see Section E) and increase choice for parents, carers and students while contributing to higher standards locally. The focus of the Trust's attention should this application be successful will be to open the Lewisham Church of England Secondary School in 2019 on-time, within budget and with high fidelity to the above Vision.

The Regional Schools Commissioner is supportive of our plans to submit further batched Free School applications in 2017, as a key part of our strategy to expand SDBEMAT. This includes the academy conversions of 8-10 church schools into the Trust while maintaining their distinctive Christian ethos. The RSC is also supportive of SDBE's extensive resources being deployed in areas of need with the quality and values that our schools deliver.

Section D: Education Plan – Part 1

	Current number of students (if applicable)	2018	2019	2020	2021	2022	2023	2024	2025
Year 7			240	240	240	240	240	240	240
Year 8				240	240	240	240	240	240
Year 9					240	240	240	240	240
Year 10						240	240	240	240
Year 11							240	240	240
Year 12									
Year 13									
Totals			240	480	720	960	1200	1200	1200

ASD Unit: 5 students admitted to Y7 in 2019, then 5 each year until full (25) in 2023.

		2018	2019	2020	2021	2022	2023	2024	2025
Year 7			5	5	5	5	5	5	5
Year 8				5	5	5	5	5	5
Year 9					5	5	5	5	5
Year 10						5	5	5	5
Year 11							5	5	5
Totals			5	10	15	20	25	25	25

Section D: Education Plan – Part 2

Subject/other activity (e.g. enrichment)	Periods per week	Mandatory M Voluntary V	Comments
Key Stage 3			
English	4	M	Core
Mathematics	4	M	Core and Specialism
Science	4	M	Core
History	2	M	Extended core
Geography	2	M	Extended core
Technology	2	M	Extended core
MFL	4	M	German and French Dual language policy
Computing	1	M	Linked with maths specialism
PE	3	M	Supplemented by enrichment
Art	1	M	Arts offer ensures breadth With one additional period of an arts subject in year 9
Drama	1	M	
Music	1	M	
RE	1	M with opt-out	Opt-out provision made available
PSHCzE	2*	M	*delivered in an extended tutor period twice a week including philosophy and theology options
TOTAL (30 periods) 25 hours in 30 timetabled 50 minute periods and two extended tutor periods twice a week on Tuesday and Thursdays			
Enrichment	20	V	Max 2 hours per day (see D1) Breakfast & Homework clubs incl.
Key Stage 4			
Subject/other activity (e.g. enrichment)	Periods per week	Mandatory M Voluntary V	Comments
English	4	M	Core
Mathematics	4	M	Core
Science	6	M	Different science pathways available including triple separate science pathway and additional

			science pathway
PE	3	M	Including a GCSE accredited pathway, sports leader L2 pathway and fitness and community sports programme
RE	3	M with opt-out	GCSE course including the Christianity unit and second unit reflecting the local community Opt-out provision made available
Professional Learning	1	M	Including choices: CMI L2, Lamda, MFL language leaders, DoE bronze, BTEC First in public services in recognition of the 3 largest local employers, Jamie Oliver food and nutrition course
PSHCzE	2*	M	*delivered in an extended tutor period twice a week with a careers and post 16 advice, guidance and information programme including L3 taster courses
Option 1	3	M	3 options from the following list: French, German, Spanish (Breadth - EBacc access); History, Geography (Breadth - EBacc access); Art, Drama; Music; Economics, Food Technology; Resistant Materials, Graphic Design; Mandarin
Option 2	3	M	
Option 3	3	M	
Option 4	3*	V	
TOTAL (30 periods)			25 hours in 30 timetabled 50 minute periods and two extended tutor periods twice a week on Tuesday and Thursdays
Enrichment	20	V	Max 2 hours per day (see D1) Breakfast & Homework clubs incl.

NOTE: It is unlikely that many, if any (including non-faith or no-faith) pupils will opt out of RE and collective worship, as this is very rare in our Diocesan schools due to the genuinely inclusive approach taken. Nevertheless, alternative provision of high quality will be available to assist parents who may wish to opt out, please see below in Section D1.

School Day

The taught day, together with Breakfast Club, twilight offer and after-school enrichment, is set out below:

Monday Wednesday Friday

7.30 Breakfast Club
8.10 Staff Briefing
8.15 Pupils arrive
8.30 Tutorial Time (including assembly)
9.00 Period 1
9.50 Period 2
10.40 Morning Break
11.10 Period 3
12.00 Period 4
12.50 Lunch break
12.55 Midday prayer facility in Hall
1.50 Period 5
2.40 Period 6
3.30 Tutorial Time
4.00 End of the formal school day

4.10 Period 7 for Twilight subjects

5.00 Extended study period (e.g. in library facilities)
5.30 End of supervised activity on site

Tuesday Thursday

As on Mon, Weds, Fri except:

1.40 Tutorial Time (extended)
2.20 Period 5
3.10 Period 6
4.00 End of the formal school day
4.30 Enrichment activities/ext. study

5.30 End of supervised activity

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

Overview

Lewisham Church of England Secondary School will offer a broad and balanced curriculum based on the successful ATS model, and underpinned by Christian values which prepares students for further and higher education, employment and enterprise opportunities, together with support for development of personal skills and attributes that will enable students to take a positive and active role in society. The curriculum model for the school as set out below is in keeping with our vision and is capable of meeting the learning needs of the intake profile and the opportunities commensurate with an ambitious, aspirational school.

Our student intake profile is expected to include 20% E6FSM students approximately 30% of students with EAL, and 15% of students will have SEND. Our curriculum and pedagogy will meet the learning needs of all students. This will be achieved via our plan for personalised support in lessons and beyond the classroom, in order that students reach their full potential. The Lewisham intake profile represents four times as many E6FSM students and 50% more EAL students in the Lewisham school, with approximately the same proportion of students with SEND in both.

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

In terms of staffing requirements as shown in D3 we have adjusted the learning support team to levels which are appropriate to our student profile. The Education Plan with this particular curriculum model is capable of meeting the needs of all learners via personalised learning plans, and is financially viable as demonstrated in Section G and the financial planning spreadsheet.

Securing and improving levels of literacy and numeracy will remain key priorities in Y7 and Y8, with gains in self-confidence and self-esteem arising from our approach to personal development – including benefits from a vertical House system - supporting higher levels of achievement throughout KS3 and KS4.

Specialism and Partner School

A central aim of the school's specialism is to develop a centre of curriculum excellence in all subjects to which MFL and maths play their part in the core learning emphasis communication and numeracy which continues the core learning emphasis in KS3 into KS4 via numeracy across the curriculum, while facilitating leveraged whole school improvement within the school's supportive Christian ethos. This added value aspect of our specialism will operate by:

- driving whole-school improvement by disseminating best practice in teaching and learning as developments that are used to support, improve and reinforce high quality teaching and learning in other areas of the curriculum, for example via the maths team supporting consistent and rigorous approaches to graphicacy, problem solving, statistics and data analysis other subjects including science and geography
- the language aspect of the specialism will reinforce accurate use of spelling, grammar and syntax across the curriculum
- being a centre for innovation and the dissemination of the ideas arising, not only within our school but internationally via the internet
- promoting a distinct ethos and character with an enhanced sense of purpose and direction which will percolate through other subject areas via a clear role in whole-school improvement within the mechanism of specialism-driven improvement
- offering an opening to share their expertise and resources for wider mutual benefit within the local family of schools particularly in terms of a mastery approach with deep learning
- collaborative work as outlined above that will enhance our students' experience of the specialism
- MFL studies enhancing cultural awareness within SMSC education while preparing students for an international world of study and of work

Lewisham CofE Secondary School will support the specialisms and all subjects with state-of-the-art learning technology including pioneering use of emerging technology. Already applications based around 3D Augmented Reality are transforming learning for SEN and mainstream students by subtle use of metacognitive strategies which enable all learners to use techniques employed by fast learners.

For example in MFL when dealing with unfamiliar letters with accents, words and syntax, students can be encouraged to create and name virtual characters which over time can be given chosen characteristics and other contextual detail relating to home

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

life, school, hobbies and so on. In this way the unfamiliar is made to appear friendly in ways that interest and motivate each student, and personalised learning is boosted as a result.

Our secondary partner school will be Archbishop Tenison's High School (ATS) a CofE church school with an all-ability intake situated in the not too dis-similar Borough of Croydon. It is an Ofsted 'Good' school with an excellent track record at both GCSE and A Level over many years. The SLT and subject leaders at Lewisham will receive support and challenge from our partner school, focusing on whole-school support. At the most recent inspection, Ofsted noted "outstanding gains in learning" arising from mathematics teaching, and praised the impact of professional development of middle leadership where CPD has "had clear impact on improving the quality of teaching in science, *mathematics and languages*". As part of their support and challenge role, skilled professionals from ATS will act as a source of independent external review at whole-school level.

Key Stage 3

At KS3 in all year groups we will use scheduling within core subjects to promote achievement and high standards. In addition to the flexibility and breadth afforded by a weekly timetable, a rigorous focus on core subjects, community outward focus on learning of MFL and celebration of community languages.

To track progress we will make use of baseline testing. CAT tests represent initial thoughts but will be a matter for the Headteacher Designate working with the Board to determine the position in pre-opening if this application is approved.

We will have a mastery approach to maths and ensure a depth of understanding as demonstrated by research from Shanghai, and maths hub to build on progress by 4-11 pupils following recent reforms in the Primary phase which are aimed at strengthening core skills. We will ensure this is reinforced at KS3 by a whole-school numeracy approach and by use of financial literacy and economic well-being as contexts for maths learning as well as personal development. The school will maximise benefits to students from links with the Mathematical Association and the regional Maths Hub. We have received a supporting statement from the Maths lead at the London South-East hub which is reproduced below.

London South East Maths Hub recognises that Lewisham CoE Free Secondary have declared a significant interest in the Maths Hubs project. Their drive to participate in teacher recruitment projects, CPD, training and work around up-to-date pedagogy is encouraging. We are aware that they are keen to explore mixed ability classes in Y7 and implement and develop the use of concrete apparatus and pictorial representations of mathematics. We see this as a successful strategy to support learning and look forward to working with the Lewisham CoE Free School in the near future. [REDACTED]

Science will be taught as a single subject at KS3, but there will be a clear subject focus to themes and lessons to pave the way for the option of separate sciences at KS4. There will be links with our maths specialism, for example in terms of statistics and graphical representation where students process data from data-loggers which save information from experiments and investigations for processing, display and interpretation later on in the laboratory.

Students will be challenged to design apps and programme models of biological, chemical and physical processes throughout KS3; this will enable students to develop

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computing science skills which will increase in complexity and cognitive demand as students progress through the last year of KS3. Spreadsheets will be used to model biological and physical processes later in KS3 and this type of study will also increase in complexity and cognitive demand as students progress through the last year of KS3. Computing (CAD-CAM) and ICT will also play a key role in the Design Technology work of students in Y7-Y9.

Two Modern Foreign Languages will be timetabled in KS3 in keeping with our curriculum focus, Spanish will be offered as an alternative or additional language at KS4 including also Mandarin as a Twilight and facility to sit examinations in community languages. In order to sustain breadth and balance and to maintain EBacc access, the MFL subjects on offer will be French and German. Spanish will be offered as an option for KS4 pupils.

Humanities will be taught discretely at Key Stage 3 in terms of History and Geography lessons. We will ensure that the rich local history and geography, as well as the resources of the capital city, are woven into the curriculum. This would enable local field visits to relevant areas and sites of educational relevance to bring real life to learning and learning to life. Breadth and balance will also be reflected in the Arts, with students participating in creative and performing arts through KS3. Drama is included as a discrete subject.

We will deliver RE as a discrete subject in keeping with the vision and Christian ethos of the school. Our inclusive approach means that there are relatively few students who exercise their right to opt out but we understand such decisions and will support them by making available appropriate alternative studies. RE makes a distinctive contribution to the school curriculum, promoting the spiritual, moral, social and cultural development of students and preparing them for opportunities, responsibilities and experiences of later life. RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops students' knowledge and understanding of the nature of global religions and it offers opportunities for personal reflection and spiritual development.

The RE curriculum will include ethics, theology and philosophy. Students will be given the opportunity to develop their understanding of Christianity through the exploration of the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They will also have the chance to reflect on and develop their values, opinions and attitudes in the light of their learning. In accordance with the law and as detailed above, parents and carers have the right to withdraw their children from RE (and collective worship). The school will provide appropriate resources and activities, relieving parents and carers of meeting this burden as the school is better equipped and placed to do so.

PSHCzE will include Citizenship as well as Sex and Relationship Education. Citizenship studies will include promotion of the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Optional units of philosophy and theology will further continue the learning in primary schools.

Sport and PE will be available to students through varied termly activities in KS3. We intend to offer a range of competitive sports including via the enrichment opportunities available after school. Sports involving competition and teamwork will enable

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teachers to develop a student's self-confidence, character and cooperative teamworking, and personal fitness. We will work closely with EFA Capital to ensure that the new school has sufficient space and provision to meet students' needs in this important area of the curriculum relating to personal and physical development. As our students work through KS3, those requiring intervention to ensure progression against targets, particularly in terms of the core subjects, will be able to access tailored levels of support dependent of their individual need, in keeping with the school's graduated approach to interventions. This could involve 1-to-1 tutoring or small group work for EAL new arrivals with very limited or no English to additional pastoral team involvement including the chaplaincy.

The proportion of students with EAL is expected to be 30%; the number of language learning support staff has been tailored to ensure that the learning needs of these students are met, while resourcing this area using software such as 'TeLL me more' and free high quality mobile phone apps such as Busuu.

We will exploit best practice in terms of the 'Dual Iceberg Model' approach in which common features of the student's first language and English are noted and exploited to allow common underlying proficiencies to boost confidence and learning in English. This accelerates the transition from conversational English to academic language proficiency, promoting rapid access to learning in other subject areas.

With four times the number of E6FSM students likely to be present in Lewisham (compared to our prior application) we will use best practice exemplified in the Sutton Trust reports and Ofsted reviews of how successful schools deploy resources to ensure that Pupil Premium funding is optimally targeted. ASD students, where relevant and with appropriate support, will follow the school curriculum as set out in Part 1 above.

The success of interventions for all types of learning need and all levels of prior attainment will be actively monitored by the Middle Leadership Team. For further information please see the subsections below around meeting the needs of all learners, and D2 tracking (monitoring, evaluation and intervention). When reaching the end of Year 8, students will have access to independent careers advice and guidance as part of PSHCzE provision. This will allow students to select subjects of interest from our options list, including those that they will have excelled in during the earlier years in KS3. This approach will allow students a smooth transition into our Key Stage 4 curriculum and promote EBacc access for all students.

Key Stage 4

At Lewisham Church of England Secondary School, learners will follow a core curriculum combined with additional elements of choice to enable them to focus and specialise for GCSE examinations. The core subjects will allow all students the chance to achieve the EBacc qualification and as cited above all learners will follow a core curriculum that preserves breadth and balance centred on English, Mathematics, Science (core) with Computing/ICT, Music, PE, the Arts, RE and PSHCzE.

In addition to the core subjects, students will be able to choose three options allowing them to personalise their GCSE study. Some students may opt for a fourth course which will be studied in the twilight programme. The 'professional learning' element of the KS4 curriculum will include a CMI Level 2 programme supporting student leadership which is designed for practising or aspiring team leaders who are responsible for the activities and performance of others. There will also be a healthy food / nutrition element.

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This value-added element of the KS4 offer is included in the financial planning we have undertaken (please see the 100% Budget spreadsheet submitted with this application). Students will have the option of studying towards GCSEs in all three separate science subjects, where the programmes of study will reflect the school's specialism (please see below). PSHCzE, including SRE, will continue to be delivered to all students, preparing them for life in modern Britain and society. All students will have access to a varied programme of Enrichment with clubs and societies, sporting, cultural and voluntary community activities and other opportunities available, including, the Duke of Edinburgh Awards Scheme, residential trips, European exchanges (in keeping with our MFL specialism) and secure international online links.

In Y10, information will be provided to students relating to the Post-16 offers of Lewisham and nearby providers to ensure that our learners have full details as needed to make an informed choice about the next stage of their education and will promote open evenings at colleges and sixth-forms to students and parents. In keeping with DfE proposed legislation we will ensure that colleges and employers will be present in school to offer information, advice and guidance on apprenticeships ably supported by our partner school ATS which has an established and successful post 16 offer.

We have set the only acceptable target for NEETs at the end of KS4 (zero) and we are confident it will be met.

Core Subject Information - English

In English lessons students will experience a wide range of high quality, challenging literature and non-fiction text from a range of genres and types from the 19th, 20th and 21st centuries. There will be a focus on making sure that students are able to write clearly and accurately, in good 'standard' English using correct spelling, punctuation and grammar (including the creative use of a wide and varied vocabulary). Lessons will include an emphasis on teaching students to become more confident in formal speaking, and will also focus on active listening skills. Students will be challenged to use more diverse and challenging writing skills, such as narrating and arguing. Lessons in English literature will encourage students to read a wide range of classic literature fluently and this is likely to include:

- a 19th century novel
- a Shakespeare play
- a selection of poetry since 1789 including representative Romantic poems
- British fiction or drama from 1914 onwards
- a sample of technical writing from the literature

Mathematics

Students will be taught the areas of mathematical knowledge, understanding and skills summarised below; there will be a focus on mathematical reasoning and problem-solving. In keeping with our specialism, there will be cross-curricular working with science for example in terms of data processing and presentation:

- Number and numerical operations
- Algebra, formulae and equations
- Ratio, proportion and rate of change
- Geometry and mensuration

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- Probability and statistics
- Mathematical modelling in science and the humanities

We will require maths teachers to address the key issue of supporting students to communicate information accurately, using both mathematical notation with correct use of symbols, as well as standard English. There will be a focus on reinforcing numeracy across the curriculum. As a specialism subject, the maths team will liaise with other subject leaders to plan and deliver cross-curricular work.

Science

Main themes in the science programmes of study at KS4 are set out below, including aspects drawing from the school's curriculum area of focus.

Physics

- Forces and dynamics
- Energy and power
- Waves including optics
- Electricity, static and circuits
- Magnetism and electromagnetism
- Particulate model of matter
- Atomic and subatomic structure
- Astronomy and space physics
- Applied physics

Chemistry

- Periodic Table and atomic structure
- Structure and bonding with links to chemical and physical properties
- Quantitative chemistry including stoichiometry
- Chemical change and chemical bonds
- Energy changes
- The rate (kinetics) and extent (equilibrium) of chemical reactions
- Organic chemistry
- Tests and chemical analysis
- Basic human body chemistry
- Chemistry of the atmosphere
- Resources, geochemistry and industrial processes

Biology

- Biology of cells
- Organisation, form and function
- Infection and response
- Bioenergetics
- Homeostasis
- Genetics, inheritance, variation and evolution

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- Human body
- Ecology

Languages

In keeping with MFL as one of the school's specialisms, students will be able to continue with German or French and add Spanish as another choice (Mandarin as a twilight programme), as well as opportunity to be examined in their community language where relevant; with 30% EAL students anticipated in our intake profile we are confident that this option will be taken up in KS4. Spanish is an excellent language for secondary age students to learn. It is a major international language, and in global terms it is estimated that there are approximately as many Spanish speakers as there are English speakers (between 300 and 400 million). Spanish is also one of the six official languages of the United Nations.

British Values, and the Prevent, FGM Duties

The school will, as required, promote British Values as defined by DfE; this will be enhanced by the school's strong Christian ethos and values:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combating discrimination

This will be embodied in our SMSC policy, through our Christian ethos and visible in the daily operations of the school through collective worship, through the Student Council and in PSHCzE lessons. We will similarly ensure that all aspects of the experiences of students in school are non-partisan. We will take our responsibilities under the Prevent Duty, arising from the Counter-Terrorism and Security Act (2015) seriously, using published national guidance as recently revised and dated July 2015 and the SDBE's model policy. A member of the school's SLT will carry day-to-day responsibility for ensuring that all relevant requirements including training updates are met. They and all school staff will receive appropriate training where required and this will be updated on a regular basis.

Proposers are also aware of the FGM duty that the school will carry, and will ensure that all staff are aware and trained in this area with a member of SLT assuming day-to-day responsibility for each. As evidenced above and elsewhere in this application, safeguarding the welfare and well-being of students is of paramount importance.

Mindful of the presence of vulnerable students and in the interests of all, our trustees, local governors and staff will have ready access to key government department guidance documentation on joining via induction which they will be required to follow, including the following:

1. Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE March 2015 and as updated)
2. Safeguarding Children and Safer Recruitment in Education (DfE 2007, as updated)

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3. Keeping Children Safe in Education (2016 and as updated)
4. Mandatory Reporting of Female Genital Mutilation (a criminal offence) (Home Office, 2015)
5. Safeguarding Children in a Digital World (Becta)

Pedagogy

School senior leaders working with subject leaders will delegate the freedom, when this becomes possible as the school grows, to regroup students giving smaller taught group sizes. This is already a common feature in schools in terms of practical subjects where an element of safety is involved. Revised grouping will take the form that SLT and subject specialists consider to be the most appropriate in terms of meeting the needs of students and raising achievement and will be subject to continuous review. This approach has been factored in to our staffing plan and the financial plan for the school.

In all subjects we expect teachers to plan carefully, making full use of prior assessment data available at student, class and cohort levels, and to apply differentiation techniques using their professional judgement to maximise progress for all students within our approach to meeting the needs of all students via personalised learning experiences. The principles of Assessment for Learning will be applied to provide diagnostic feedback to students, enabling them to see clearly the strengths of their work as well as providing a clear understanding of what they need to do to improve and make further progress. Students will be coached in the use of peer assessment so they understand assessment criteria and develop supportive student-student relations.

We will encourage technicians to work alongside TAs and HLTAs to support learning in appropriate circumstances under the guidance of a qualified teacher. EAL students will have dedicated language support staff and those in receipt of the Pupil Premium will benefit from targeted use of resources as described above while benefiting from the support of learning mentors.

The school's Teaching and Learning policy will include theme-based approaches in Y7 to assist with the transition from Y6 and "what-if" learning techniques. It will support teachers with planning, differentiation and assessment, and we will maintain a database of moderated work so that teachers have clear guidelines to help them understand what outstanding teaching and learning looks like.

Use of computing and up-to-date ICT provision will be a feature of the school and the ASD Unit, both of which will be well-equipped in this regard. The appropriate use of ICT has an enormous potential for turbocharging progress as outlined further below.

Enrichment

Enrichment will include a variety of extension activities with cultural and sporting opportunities. We will stage visits to sites of cultural and educational interest, exploiting the rich resources of the capital city nearby. The list below, which is not exhaustive, demonstrates the range of voluntary activities we plan to offer. These include community-based activities embodying a close link with our curriculum focus:

- Art club
- Chess club
- Choir
- Christian Union
- Community service

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- Competitive sport
- Computer club
- Debating Society
- Duke of Edinburgh Awards
- Educational visits
- Exchange visits
- Film club
- Fitness training
- Healthy cooking
- Language Club including safe/secure online links with international students
- Maths club
- Maths competitions (this is also one of our specialisms) including the Junior (Y7/8) and Intermediate (to Y11) Maths Challenge
- Personal finance sessions
- Philosophical Society
- Scientific society
- Visiting speakers

Meeting the Needs of All Learners

Lewisham Church of England Secondary School will be committed to meeting the needs of all students, including higher attainers, students with specific talents, those wishing to explore a specific expertise, those with SEND, EAL students, EBD students, E6FSM students, and ASD students.

ASD Unit

Lewisham CofE Secondary School aims to make a significant difference to the life chances of ASD students. Our 25-student ASD Unit is in keeping with the views and wishes of the Borough Director for Children and Young People, which was pivotal in placing our proposal for an ASD Unit within this application, as well as the fully inclusive ethos of the Lewisham CofE Secondary School. In September 2019 we aim to admit five ASD students with an EHCP or Statement naming Lewisham CofE Secondary School to the Y7 cohort of the Unit, with all places commissioned by the LA. This will repeat in 2020 and continue until the Unit is full in 2023 with 25 students admitted. In addition to the per capita funding aspect, the LA will provide top-up funding.

The ASD Unit will operate day-to-day under the dedicated leadership of the ASD Unit Director who will be an excellent teacher with relevant experience and an appropriate qualification e.g. MA or M Ed or M Phil in Autism Education (Children) or equivalent. They will liaise closely with the SENCO at all times. The Assistant Head appointed in the first year will act as Assistant Director in the first two years pending the appointment of the Unit Deputy Director. They will be suitably trained and experienced and have non-contact time adjusted to reflect this area of their responsibilities.

Experienced and qualified teachers and learning support assistants (including occupational and behavioural therapist expertise) will offer a learning environment which is both teacher-led and therapeutic, will provide a blend of the best of both special and mainstream education. ASD students are often unfairly treated (UCL

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Institute of Child Health report) and we will assure total support for their progress towards a future role as independent contributing members of society thus avoiding the '*Beautiful Minds Wasted*' outcome (The Economist, April 2016). Our personalised provision will remain in keeping with advice from the Autism Schools Trust and cover GCSE, Asdan CPE, Entry Level Certificate and off-framework qualifications. Research shows that ASD students can be gifted mathematicians; at our school they will benefit from the adopted specialism.

Staffing levels will be maintained at an appropriate level in terms of teacher-student and learning support-student ratios. Small groups of 5 students will each be led by a qualified teacher supported by one HLTA and one TA who remain in the ASD unit and are attached to each year group remaining with them. Each taught group, which may be the year group or be constituted in a stage-not-age manner, will also be supported by specialists in behaviour therapy and OT who work across groups. Subject to discussion with the Unit Director Designate, we anticipate that the behaviour therapy specialists will be ABA practitioners (ABA: applied behaviour analysis).

Occupational therapists will work to promote, maintain, and develop the skills needed by students to be functional in a school setting and beyond. This key OT role has been included in our budget planning (please see also subsection D3 and the Staffing tab of the financial planning spreadsheet). At least one of the learning support specialists who will work with teaching staff in each year group will have a Gateway Qualification Level 3 Award in Supporting Children and Young People with Autism, not only equipping them eminently for their role but also putting them in a position to extend the skills of colleagues via coaching and experiential learning.

Support staff will work with teachers on curriculum design and delivery, and also with individual students to ensure that resources and methods are focused on overcoming each individual pupil's barriers to learning so that they have optimal access to the curriculum and their progress in terms of academic achievement and personal development is maximised. With planning on an individual basis, students will spend varying amounts of time in the Unit and in the main building where they will go for some subjects including that require specialist accommodation, and for meals, where these decisions are appropriate to the student(s) involved. Teachers will be provided with the latest learning technology and assistive technology (and trained to use it well) to ensure that students are not only equipped to access their curriculum but also quickly become familiar with the latest educational and personal organisation applications. As some autistic students will be non-verbal and communicate through other means, learning technology and personal devices will be of paramount importance and the Unit will facilitate use of personal devices throughout the building including the immediate surrounding areas where students may be congregating and working under supervision.

Our attention to detail will continue into the design of the Unit, where we will put forward the Board's design preferences in order to secure as many supportive design features as possible. Our guidance in this important issue is '*Autism-Friendly Environments*' by Christopher Beaver. The author sets out key features of an autism-friendly learning environment including the following:

- lack of narrow corridor spaces with multiple doors off each side and hard flooring
- preference for relatively open carpeted spaces providing access to learning zones
- lack of shiny flat surfaces which reflect noise

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- preference for contoured, textured surfaces where possible and practical
- lack of flickering fluorescent lighting
- preference for controllable constant illumination including from ample daylight
- no reliance on a single IT room
- preference for wifi access throughout the building to facilitate use of devices
- lack of multiple changes of level
- preference for suited accommodation on one level
- lack of complexity in layout
- simple layout where it's difficult to get lost and easy to remember access points

These features are important in reducing stress, which ASD students cannot necessarily communicate effectively but which, undiagnosed and unremedied, constitute a serious barrier to learning. It is by no means coincidental that teachers and learning support staff working with ASD students find the type of characteristics outlined above to be very helpful in underpinning their work. The consequence of this is that, ideally, the ASD Unit will have a separate building as a base, from which ASD students join classes and activities with other students as and where appropriate.

We value and welcome all students equally and hold the same high expectations of all students and the ASD Unit Director will be responsible for meeting ambitious targets (please see D2). According to the National Autistic Society website, 63% of children on the autism spectrum are not in the kind of school their parents believe would best support them. We expect 100% of parents to agree that our provision meets the needs of their son or daughter.

We have been in discussions with the National Autistic Society who provide guidance and training to groups during pre-opening and post-opening. If successful with this application, we will explore working with NAS to support the ASD Unit Director.

SEND

The school will meet the requirements of all SEND legislation, including equality legislation, and the current Code of Practice at all times. In terms of any student admitted with a Statement of Special Educational Needs or EHCP we will work with them and their parents or carers and appropriate external agencies to ensure that appropriate provision and support are available in our graduated response approach. We have high aims for SEND students including making expected progress and meeting their high expectation targets as set for all students. Students without an EHCP but with special educational needs are expected to make up approximately 15% of those admitted to Lewisham Church of England Secondary School. SEND students will have full access to the whole curriculum. Data and allied information received on relevant students will be taken into account in terms of how the personalised programme in KS3 and beyond is tailored to meet the learning needs of these students, from increased differentiation to working with multi-agency support which will be a strength of the school in terms of both mainstream students and the ASD Unit.

Where appropriate we will review reading ages and spelling ages to tailor interventions so that full access to the wider curriculum is available to all students by ensuring that their reading age is at least equal to their chronological age. As stipulated above and in keeping with the current SEND Code and best practice, we will take a graduated approach to meeting the needs of SEND students.

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ICT has a major role to play in supporting mainstream SEND students and we will ensure that all relevant adaptations, hardware and software applications will be made available to SEND students, for example Clicker7 for use in early KS3.

“Students’ work is much easier to read and they are able to get their ideas down much more quickly, and achieve a lot more within the time frame of a lesson. What’s really important is that with the help of Clicker, they are encouraged to use that key subject-specific vocabulary in context.”

The school VLE interface will be capable of personalisation including in ways that support access for SEND students.

SEND: Role of Governors

Governors will operate as critical friends in holding the school to account. They will meet all duties placed on them, particularly Schedules 2 and 4a of the Special Educational Needs and Disabilities Act 2001 and the Equality Act 2010, including in terms of developing and revising an appropriate 3-year accessibility plan and strategy, as well as fully meeting the requirements of the Children & Families Act 2014. All aspects of SEND provision and associated processes at the school will meet the requirements of all SEND legislation (including the Children and Families Act 2014) and the current SEND Code, as shown below:

- The publication of information including website provision (SEN Information Report)
- Statutory assessment of special educational needs
- Statements/EHCPs
- Annual reviews/transition plans
- Phase transfers of students with statements
- Transfer of statements
- Communications with parents, agencies and external professionals
- Liaison with local authority staff
- Implementing tribunal orders
- The Disability Discrimination Act (1995)
- The Disability Discrimination Act (2005)
- The Equality Act (2010)
- Parent Partnership Service/Disagreement Resolution Service
- SENDA (2001)
- Safeguarding Vulnerable Groups Act (2006)
- Children & Families Act (2014)

SEND: SENDCO Role

We will appoint an experienced teacher as the SENDCO for Lewisham Church of England Secondary School. The person appointed will have QTS as required, and will either possess on appointment, or start/continue working towards, the national qualification for SENDCOs. They will liaise with other teachers and learning support staff, as well as working with students directly, to make sure that the individual learning

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needs of each student are identified early and met.

The SENDCO will ensure clear plans with appropriate, trackable targets are in place for all students on the SEND register. They will also undertake the organisational and statutory duties required of them in order for the school to meet requirements and best practice as set out in legislation and in the current Code. This list offers a comprehensive but not exhaustive list of the role and responsibilities of the school's SENDCO.

- Responsibility, on a day-to-day basis reporting to the Headteacher, for all aspects of SEND provision in the school, including meeting the requirements of legislation and the SEND Code
- Working closely with the ASD Unit Director/Deputy (EHCP/Statements)
- Working collaboratively with the class teachers in the process of identifying and supporting children with Special Educational Needs and Disabilities maintaining the Special Educational Needs (SEND) register and the Gifted and Talented register
- Together with the class teachers, assessing children who are causing concern academically, physically or with their behaviour
- Assisting and advising class teachers in planning appropriate programmes of work for children with Special Educational Needs
- Making sure all staff understands their responsibilities to children with SEND
- Disseminating information about specific children with SEND to relevant staff
- Monitoring SEND student progress and setting up 1:1 interventions and group interventions based on consultations with class teachers, parents and taking into account children's views
- Deploying and directing non-teaching support for children with Special Educational Needs and Disabilities
- Ensuring that Learning Support Assistants have access to the necessary training and support to deliver programmes of work and interventions
- Communicating with the parents/carers of children with SEND ensuring that the parents/carers are closely involved throughout
- On-going organisation of the staged assessment in line with the current SEND Code of Practice
- Identifying and organising resources including Pupil Premium funding
- Liaison with outside agencies and professionals in relationship to the needs of the identified children to seek appropriate advice and support
- Organising and attending annual Consultation Meetings
- Conducting annual reviews for children with EHCPs and Statements for any children who have not had their statements converted to EHCP

SEND: Headteacher Role

The Headteacher will have oversight and ultimate accountability for high quality SEND provision. Their responsibilities will include ensuring that students with SEND, especially those with a Statement/EHCP engage in all the regular activities of the school, so far as is reasonably possible and compatible with the students receiving the special educational provision which their learning needs call for and the provision of

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efficient education for the students with whom they will be educated; together with the efficient use of resources overall.

They will be involved in appointing the SENDCO and maintain an overview of the quality of SEND provision, reporting to Governors.

The Role of Teachers and Learning Support Staff:

- Class teachers will be jointly responsible for the identification of needs and will provide programmes of work for SEND students including via additional differentiation within provision, if appropriate.
- Teachers will work with learning support staff to maximise progress for students with SEND, undertaking joint planning and working together to agree assessment opportunities and moderation of outcomes.
- Teachers will also liaise with the SENDCO on matters relating to students and guide the involvement of HLTAs/ TAs in supporting SEND students including involvement in planning. Subject teachers will liaise with parents as appropriate and keep them informed at all stages of provision for special needs through teacher/parent meetings and, where necessary and approved by SLT, through written contact.

EAL

The student intake profile that we anticipate is likely to include approximately 30% of EAL students. The needs of these students will be met as part of our overall approach to meeting individual needs as facilitated by our curriculum model and pastoral framework. We recognise that there may be a particular requirement to put in place specific support for these students, mindful of the important tenet not to confuse EAL with SEND. ICT has a role to play with specific applications designed to support EAL students including Inspiration, which is an application that assists in the process of planning for writing.

For those who have recently entered the UK we will follow the 'New Arrivals Excellence Programme' guidance originally published by National Strategies which also recognises that such students are particularly vulnerable given the likelihood of admission outside the standard routine and the possibility of little or no English proficiency at the outset.

For those who have a basic command of English we will adopt a teaching strategy which includes the 'Dual Iceberg' approach in which common features of the student's first language and English are noted and exploited to allow common underlying proficiencies to boost confidence and learning in English, both as a language and as a vehicle for learning in other areas. In this way, students are able to make the transition from basic language skills to academic language proficiency smoothly.

Students will then be supportively immersed in English. The rich cultural base across the length of an extended school day will support students who have EAL, providing more exposure to English speaking in lessons as well as providing social circumstances to practise their spoken and written English.

EBD

Any students with emotional and behavioural challenges will be supported by the SENDCO, class teachers and learning support staff including TAs, HLTAs, language learning assistants and learning mentors. External professional support will be sought where required and the school will work closely with parents and carers of SEND students presenting with EBD.

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There will be clear routines within the school community for students to follow and we will expect all who join in Y7 to abide by the school's Behaviour Policy which will be underpinned by Christian values. Within our caring and supportive pastoral environment where expectations are high and positivity is the norm, and given that it is natural for young people to explore boundaries at times, we nevertheless expect no permanent exclusions. These high expectations are included in our whole-school targets (please see below in subsection D2).

Looked After Children (LAC)

Lewisham Church of England Secondary School will provide support for any looked-after children including by working closely with relevant LA personnel.

In keeping with guidelines available to schools, this support will:

- be a comprehensive and enduring record of the student's experience, progress and achievement, academic and otherwise
- be linked to information in other education plans, including a statement of special educational needs and individual plans/targets
- identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experiences
- set short term targets, including progress monitoring against each of the areas identified against development and educational needs
- set long term plans and educational targets and aspirations e.g. in relation to public examinations, higher education, work experience and career plans and aspirations
- document identified actions for each individual to support the achievement of agreed progress and associated targets
- highlight access to one-to-one tuition and how this will be implemented if needed

Our looked after children will have a PEP as part of their overall Care Plan which will be overseen by the Designated Teacher for LAC who will be a member of SLT.

Students from Deprived Backgrounds E6FSM

We anticipate 20% of E6FSM students within our intake profile. Our provision will maximise achievement via the impact of Pupil Premium funding on attainment and progress of E6FSM students by adopting an overall strategy consistent with the recommendations in the Ofsted review "*The Pupil Premium: How schools are spending the funding successfully to maximise achievement*". We will also make use of the helpful PP toolkit developed by the Sutton Trust and the Education Endowment Foundation.

The SENDCO, a teacher working with SEND students and gifted and talented students alike, will lead on the development of our whole school strategy for using the pupil premium - they will prepare the annual report on spending and ensure that PP funding is used for interventions modelled on best practice including targeted use of resources as outlined above. Outcomes from these interventions will be regularly monitored and the package of support adjusted accordingly to ensure that E6FSM students entitled to the PP make good progress at all times.

Gifted & Talented Students (G&T)

Our expectations are that approximately 10% of students will be listed on our Gifted and Talented register, some attracted by the school's MFL and maths areas of curriculum

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

focus. We will take a flexible approach to meeting the needs of G&T students to ensure they receive appropriate challenge and progress at their own rate.

Lewisham Church of England Secondary School provision will enable every student to reach his or her full potential. Individual strengths, as well as areas for development, will be identified quickly, accurately and sensitively. Our flexible approach will ensure that developmental changes over time are always borne in mind so that any student's emerging strengths are not missed, and that those who may join the school mid-year can be accommodated smoothly. G&T students will be identified on a G&T register maintained by the school's qualified and experienced SENDCO who will possess, or be working towards, the relevant national qualification.

The timely identification of our most able and most talented students will make use of recognised student characteristics including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, show creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies, make links within and between areas of learning, and perform at an outstanding level.

We will nurture academic strengths such as scientific, mathematical or linguistic ability alongside performance talent in music, art or sport through provision which incorporates diverse enrichment and extension activities, and the opportunity for students to use their strengths for the benefit of others, for example as mentors. If a gifted and talented student is placed with a class consisting of older pupils as part of their personalised learning programme this will take place under the professional guidance of the SENDCO and subject leaders. Any placement of this type will be for a specific subject at a given time, and will be kept under regular review by the SENDCO and SLT to ensure that provision is appropriate at all times.

Assessment

In terms of formative assessment, teachers at our school will work within the principles of Assessment for Learning, maximising the benefit of assessment for sustaining student progress using the school's own systems for accurate assessment and moderation.

Moderated samples of students' work will be kept on file so that teachers can see, for example, what outstanding learning and teaching looks like, and what grade boundaries look like in KS4.

All students at the school will be assessed on a regular basis in a variety of ways, with summative and formative assessment used by teachers to plan work which matches the developmental stage of students and which therefore provides appropriate pace and challenge to ensure progress is maximised. Teachers will adopt the principles of 'Assessment for Learning' (AfL) which include giving written feedback to students on the strengths of their work alongside supportive information on what they need to do to improve in order to move on to the next stage of their learning journey.

Data and related information on students will be available from lesson observation, student work marking and scrutiny, as well as test results, and will be analysed by SLT against local and national benchmarks in the context of our targets then provided to teachers in a practical and usable form in order to improve their planning of lessons and sequences of lessons. Teachers will be able to access students' information and data via a secure area of the school's website accessible only to authorised professionals. Bespoke applications will be available for the school to use in manipulating data for use

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

by teachers. Students will participate in self-assessment and peer-assessment activities as teachers will make sure they are aware of and understand grade criteria, and to help refine evaluation skills in a supportive context by providing constructively critical feedback. Teachers will support constructive peer review by use of strategies such as WWW / EBI (what went well, even better if) and the use of e.g. grade descriptors written in student-friendly language.

Homework

Teachers working at Lewisham Church of England Secondary School will set regular homework of a variety of appropriate types in keeping with national guidelines on time per week in order to maximise the progress of our students and achieve our ambitious targets set for them. Homework Guidelines:

Y7-9	Homework across KS3 subjects to total 1.5 hours per day, consisting of a range of activity types.
Y10-11	Wide range of homework activities including independent learning and research assignments to total 2 hours per day.

Tutorial time at the end of the school day will offer students the opportunity to start their homework under supervision. Period 7 and the Extended study period offer students facilities to continue study at school. The school will keep parents and carers informed on homework issues using the dedicated parent section of the school's website.

Pastoral Care

Lewisham Church of England Secondary School will offer students the highest standards of pastoral care, rooted in SDBE's tradition of excellence in this area. We place student safety, security, well-being and high levels of self-confidence as key pre-requisites for effective learning and self-discipline, and essential within our safeguarding framework. In addition to horizontal tutor groups arranged by age, a vertical grouping system will operate with tutor groups associated with one of six Houses which will also form the basis for competitive activities including sport and various performance activities.

Over time, the introduction of a vertical system will allow staff to establish and maintain a greater depth of knowledge and understanding concerning students' strengths and areas for development, and to support each learner in achieving their full potential.

Research evidence, some of which is set out at

<http://www.verticaltutoring.org/VTPapers.html> demonstrates how this combination of curriculum support and pastoral care brings social and academic advantages which make vertical grouping important in sustaining the effective learning culture in Lewisham Church of England Secondary School.

Social & Emotional Benefits that support Personal Development:

- Vertical grouping reflects the work environment and wider society
- Enhanced relationships form between students of different ages
- A reduction in 'sub-culture' groups is seen
- A reduction in incidents of inappropriate behaviour occurs
- Student well-being is increased
- Mutual benefits accrue to older and younger students alike

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

- Parent and carer involvement is potentially enhanced
- Improved student responses lead to a reduction in exclusions

Support for Academic Achievement:

- A better understanding of 'what happens next' by learning from older students
- Identifying individual student potential via relationship(s) with tutors
- Improved longitudinal monitoring of students' progress
- A greater level of autonomy and responsibility in students
- A growth in student leadership
- Facilitation of peer mentoring
- A stronger role for pastoral leaders linking to achievement
- Support for a stage-not-age approach to personalised learning pathways
- Raised levels of student achievement

These outcome sets are mutually reinforcing in that, by way of illustration, improved student leadership and student responses are part of a positive, high-expectation environment which supports gains in learning. Teachers will know the strengths and development needs of each student more closely, and be able to liaise more effectively with subject teams and support staff, using this deeper knowledge and understanding for the benefit of students' progress and well-being. Older students will also act as role models and mentors within our vertical grouping approach to fostering student leadership.

In a school with the Christian ethos of Lewisham Church of England Secondary School there are often some very important issues that arise in the experiences of students that lead to a questioning of meaning and purpose in life. We recognise that teenage years are where the most 'growing' happens in all aspects of the word and, for example, when a close friend or family member dies or there is a 'natural disaster', students will benefit from the high level of care and support which we will provide and a safe community within which they can question, discuss and develop their own understanding and emotional intelligence.

We will aim to solve the inevitable personal disputes that arise between students using the principles of Restorative Justice, which will feature prominently in our Behaviour Policy. Every member of staff will be trained in holding Restorative Justice Meetings. This approach holds more promise for permanent healing and positive relationships than offering a punitive approach which can leave parties in conflict. Our aim at all times will be to restore the broken relationship through reconciliation and forgiveness so that lessons are learned and both parties can continue into the future with confidence, such that personal development is enhanced and academic achievement is protected. SDBE policies and guidance will support this work, e.g. bereavement guidance, character education.

Taught Week and Term Structure

The taught week will maximise opportunities for students to gain benefit from excellent teaching which will maximise progress in terms of both academic achievement and personal development. It is in keeping with DfE expectations of minimum length. As a Church of England school, the worship will be based on promoting Christian values, such as, forgiveness, fairness, respect for others, integrity, compassion, honesty and

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

self-worth which will permeate the ethos of the school. We will follow the term structure of the Borough in order to facilitate attendance by students from families with siblings already attending other local schools.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

Our approach to setting, tracking and achieving targets will form part of whole-school self-evaluation and the development planning cycle. As part of this holistic approach we will make use of a rigorous tracking system which is capable of providing all relevant audiences from SLT, Governors and Ofsted to Middle Leaders and Teachers with up-to-date information on individual student, subject, cohort, KS and whole-school performance data and allied information. When evaluating progress against our ambitious targets we will consider the full range of information available using best practice guidance to tracking including via MIS as per *User Guidance: Using MIS to Support Student Attainment Tracking* which was published by National Strategies, and the Ofsted publications *Ofsted Inspections, Clarification for Schools* and *Tracking and Monitoring the Progress Made by Work-Based Learners*, together with *Management Information Systems (MIS) and Student Tracking*.

Working with the school's Headteacher when appointed, we will consider the most appropriate baseline testing arrangements in order to give an accurate measure of starting points for our students. Currently we are minded to use CAT tests. Form tutors and teachers will factor in the information received from our partner Primary Schools to ensure that matched work is available for all students, who will be offered appropriate pace and challenge in lessons to ensure that at least expected progress is made through KS3 and KS4.

Quality of teaching will be assured from the beginning with the use of in-school lesson observations by MLT and SLT allied to independent external review once per year which will involve an education specialist with Ofsted experience and which will use Ofsted Framework in making judgements. In keeping with inspection practice, longitudinal issues will be examined using work samples and student interviews. CPD within performance management will use quality of teaching criteria as one of the targets set with teachers. In support of high quality teaching, MLT will operate an open door policy, in which less experienced colleagues can enter teaching areas and observe more experienced colleagues at work. Governors will be kept informed of the quality of teaching measures via Headteacher reports at each main meeting.

Should any teaching be encountered which is judged to be less than Good, the use of team teaching and coaching will be used initially to improve performance. Where the response is slow, additional non-contact time will be facilitated by SLT and the teacher's line manager will hold daily observations and meetings with the teacher. If quality of teaching is seen to, or moves to, a position relating to a lack of competence rather than a matter of improving the existing competence level, then the competency process will begin, using the published DfE model.

D2 – measuring pupil performance effectively and setting challenging targets

The school will also promote cross-curricular expression of our curriculum focus, and team-teaching between teachers where appropriate, sharing expertise and resources as part of a programme of continuous professional development and whole-school improvement in which pockets of developing best practice will not be allowed to remain isolated. This dissemination will also apply to outcomes from CPD activities in order to derive maximum benefit and impact across the curriculum. We will use experienced external verification to ensure that in-house judgements on progress, standards and quality of teaching are accurate when set in both local and national contexts using relevant benchmarks for evaluation purposes.

Monitoring Evaluation and Intervention

The progress in students' learning will also be measured using termly milestone targets in order to operate an early intervention strategy (EIS) which means that if an annual target is judged to be at risk, we will not wait for it to be missed before acting. Where the monitoring procedure suggests an annual target is at risk, SLT will diagnose the situation using all data and information available and devise the best EIS for the situation facing them. As an additional result, the school will increase the frequency of monitoring to look for green shoots and also to decide if the early intervention strategy requires refinement in any way due to a possible lack of anticipated impact.

Each member of the teaching team will take part in moderation and standardisation exercises as part of their professional development entitlement, to ensure that assessments are accurate, and that our teachers clearly understand what outstanding progress looks like and how it is achieved. The School will be able to take advantage of the network of local Diocesan secondary schools to assist in its moderation of assessments. Our targets (listed below) reinforce this and reflect the high expectations of the school. We anticipate learning outcome measures to exceed Borough and national averages at all times.

In keeping with this we expect all teaching to be judged at least Good using Ofsted criteria, with an increasing proportion of Outstanding teaching over time when a longitudinal perspective becomes possible during the growth phase and beyond. We will make use of pupil voice in reviewing quality of provision, alongside regular parent satisfaction surveys. By using interoperable MIS systems we will facilitate information and data sharing across the MAT in order to allow effective monitoring of performance.

Pupil Voice

Feedback from students will form an integral part of the school's self-evaluation process. Pupil voice means providing students with a structured opportunity to have a say in decisions that affect them, and in this way promotes student leadership:

- a commitment to students' continued participation in the dialogue about decisions that affect them
- support for students as they participate in this process by creating a climate for them to be heard, as well as keeping them well informed
- a commitment to equality of opportunity for all children and young people
- keeping under continual review the nature and extent students' participation to ensure that the rationale and methods used remain appropriate

Through this approach, which will include a variety of processes and methods of gaining and sharing information including surveys, together with student representation in an agreed format, we will achieve the following aims:

D2 – measuring pupil performance effectively and setting challenging targets

- day to day expression that students have rights and responsibilities
- recognition that students are entitled to have input on decisions that concern them
- active citizenship and better quality of democracy through awareness and practice in the student body

Leading to:

- student contributions to school evaluation and development
- improved behaviour, engagement and attainment
- development of student leadership skills

Section 157 of The Education and Skills Act 2008 mentions inviting and considering students' views as part of the recruitment process and Lewisham Church of England Secondary School will use inputs in this way following appropriate guidance and briefing for students.

Recording and Reporting Arrangements

Based on assessment outcomes the school will provide written termly reports to parents and carers, alongside regular parent-teacher consultation events and online information provision via a dedicated secure area of the school's website, to make sure they remain engaged with and updated on attainment, progress and personal development matters. In addition there will be real-time information available online via the bespoke and secure parent section of the school website. We will also offer support to parents which enables them to contribute to students' learning where possible. We aim to be a parent-friendly institution in every way and will maintain effective communication and strong partnerships with parents, as well as external agencies and professional organisations, in order to support students in achieving the highest possible levels of academic and personal development.

Where individual students' progress begins to give cause for celebration or concern parents will be contacted with a view to reaffirming and maintaining good or better progress. In the case of any student causing concern this will occur by devising the most effective early intervention strategy for that student. A key component of our vision and central to our ethos is working closely with all parents to ensure that students make (at the very least) expected progress across a range of activities covering academic, spiritual, social, moral, cultural and physical development.

With regard to statutory requirements, in Y9 we will report to parents on summative assessments against the end of Key Stage outcomes, and will also of course meet reporting requirements for Y7 and Y8. Beyond this, information for parents and carers will be available on the school website as detailed above, allowing both parents / carers and students to look at (for example) programmes of study in each year and homework assignments. The Parent Support Assistant will liaise with parents and carers of students in the ASD Unit on a daily basis as required.

High Expectation Targets

In keeping with the Trust's high expectations, the following targets set out our ambitions for Lewisham Church of England Secondary School. We are aware that a numerical grading scheme will apply for new GCSEs but we are using existing benchmarks here for ease of comparison against currently available national averages. Target updates will maintain high expectations and take into account revised national data and student cohort data.

D2 – measuring pupil performance effectively and setting challenging targets

- 100% achieving expected progress through KS3 using end of KS2 data
- 70% achieving 5+ A*-C at GCSE including En and Ma (national 57%)
- 35% achieving the English Baccalaureate (national 24%)
- Progress 8 positive for all students, min +0.5 school
- Zero NEETs in Y11
- 100% quality of teaching judged as 'Good' or better with external verification
- Attendance rate 98% or better
- Persistent absence 0.5% or less
- Zero permanent exclusions during each year
- 90% minimum of students will participate in termly enrichment activities
- At least 95% of parents/carers satisfied or very satisfied in surveys
- An Ofsted inspection grade of Outstanding and at least 'Good' at the first inspection

ASD Unit

- 100% achieving expected progress based on prior attainment
- P8 positive for all students
- 100% pass rate in GCSE English, maths, science
- Higher grades in GCSE subjects in accordance to pupil targets
- 20% of students will be travel trained from Year 8 and 60% in Year 11
- 100% completion of personalised 14 – 16 curriculum including alternative provision (Capel Manor course in animal care)
- 100% of students will spend at least 2 hours per week on transitional activities
- 98% attendance
- Zero permanent exclusions during each year
- 100% parents satisfied that the provision is suitable for their son or daughter
- Zero NEETs

The school will review these targets continuously and ensure that we remain significantly above LA and national averages at all times. Accurate records will be kept of attendance including at enrichment activities and these will be scrutinised with reference to such factors as gender, ethnicity, SEND and E6FSM/PP.

The Headteacher will be tasked with arranging various meeting cycles for the purpose of planning review and information exchange, including SLT, MLT and whole-staff meetings as part of planning and review operations. Support staff will be invited to attend all relevant meetings.

Accountability

The Headteacher Designate will be accountable to the Trust in pre-opening for supporting certain deliverables if our application is approved and progress through to pre-opening, including the Education Brief, key education policies, marketing the school and recruitment of remaining staff. Post-opening, as the school's substantive Headteacher they will be responsible for the day-to-day leadership and management of Lewisham Church of England Secondary School, in particular whole-school performance in terms of meeting statutory requirements, financial probity and viability, the curriculum and associated provision, quality of teaching and learning, and achieving

D2 – measuring pupil performance effectively and setting challenging targets

agreed high-expectation whole-school targets, and will report on these indicators to the LGB. The Head of Key Stage 3 will be responsible for ensuring that students make expected progress through Y7 to Y9, the Head of Key Stage 4 will be responsible for meeting GCSE targets as well as securing appropriate IAG including options advice in Y9 and Post-16 options including apprenticeships information in Y10 and Y11.

As a key member of the support staff team, the School Business Manager (SBM) will be accountable for financial management, drafting budgets including projections, reports and statutory returns, site including health and safety, and day-to-day school administration via back office functions. Under delegated responsibility from the Headteacher they will be the line manager for support staff in the school.

Teachers will be held responsible for the progress of students in their assigned groups, working with learning support team members and the administrative support team to ensure that resources are directed to priorities expressed within the School Development Plan in order to assure impact on the quality of teaching and learning and the increased achievement of students.

Governors will hold the school to account as part of their critical friend role, which is a key aspect of their work (Section F). The school via Governors and the Headteacher will also be accountable to parents and students in a direct way for the overall quality of education provision. The key responsibilities of Governors are set out below; this is a comprehensive but not exhaustive list.

- Acting as a critical friend, holding the school and the Headteacher to account for performance against targets
- Compliance with relevant statutory requirements and related duties
- Acting as the Admissions Authority for the school
- Agreeing targets for student achievement with the Headteacher
- Managing the school's finances including approving the first formal budget plan of the financial year
- Making sure the curriculum is balanced and broadly based
- Overseeing pupil safeguarding to ensure it meets requirements and supports well-being
- Appointing staff
- Recruitment and retention strategy
- Carrying out performance review of the Headteacher
- Reviewing staff performance and pay
- Premises including health and safety
- Communications policy and procedure regarding key elements of strategy
- Appointing or removing a Chair and Vice Chair / appointing a Clerk
- Deciding which functions of the Governing Body will be delegated & where
- Establishing and reviewing committees
- Receiving reports from an individual (e.g. HT, ASDUD) or committee
- Holding at least three meetings per year
- Pupil and staff discipline, including pupil attendance

The local governing body will have members with the required range of skills to fulfil

D2 – measuring pupil performance effectively and setting challenging targets

their role as summarised above, but the number of governors will not be excessive (probably 11) to ensure efficient and effective decision-making while acting within their remit which will be set out in the school's Scheme of Delegation document. Please see Section F for more details.

The Wider Community

We will ensure that wider community groups are involved and supported within the school's role as a community learning hub. We will facilitate and support consultation with the local community including the statutory Section 10 process if our application moves forward into pre-opening. Part of the school's ethos is shared use of relevant facilities as well as outreach work, and we will remain mindful of meeting our obligations under the Equality Act 2010 and related legislation in all work within the community.

The requirements of the Equality Act 2010 will be met in community engagement activities as part of our work supporting community cohesion. This will include actively promoting equality of opportunity, eliminating discrimination, harassment and victimisation, together with the fostering of good relations and removal of prejudice through mutual understanding and tolerance.

As well as maintaining links with parents, Primary schools, Sixth-Forms, the South East London Maths Hub, FE colleges, the National Autistic Association and the local family of schools and local agencies, we will be exploring links with major employers in Lewisham and the wealth of financial institutions in the City and Canary Wharf with the excellent transport options into London including DLR. These links will form part of the financial literacy education on offer to pupils and will support the maths specialism.

The school's planned enrichment offer currently includes the respected Duke of Edinburgh Award, and personal financial workshops and we anticipate that finance professionals will work alongside teachers to help our students gain higher levels of personal financial literacy. In addition to general meeting space as afforded by the school's Hall and classrooms. Our ICT facilities and sporting facilities including fitness equipment will also be of benefit to the community. As part of the reciprocal nature of our close relationship with the school's community, we expect to benefit from the skills and commitment of community members including jobs for Language TAs and via volunteers within the enrichment programme (with DBS checks). If DBS checks are delayed for late appointments in the first year we will use a bespoke risk assessment proforma and ensure supervision is in place at all times involving students.

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

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

The staffing growth plan, opening to steady state in 2023 is tabulated below. TTO=0.77

Teaching Staff

2019 n.o.r. 240

Headteacher x1

Assistant Headteacher x1

Support Staff

2019

HLTA (Term Time Only) x2, TA(TTO) x2

Language TA (TTO) x2

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

ASD Unit Director x1	Learning Mentor (TTO) x2
SENDCO x1	OT (ASD, TTO=0.4) x2
Teachers x11 including MLT	Behavioural therapist (ASD, TTO=0.4) x2
Teachers (0.5 fte) x2	Technician (TTO=0.4) x2
	SBM x1
	Finance Assistant (TTO=0.4) x1
	Chaplain x1
	HT PA x 0.5
	Reception/admin (TTO=0.4) x1
	ASD Unit Dir PA (TTO=0.4) x1
	ASD Unit Reception/adm (TTO=0.4) x1
	ASD Unit Parent Sup Ast (TTO=0.4) x1
	Site Manager x1
	Catering Manager (TTO) x1
	Midday Supervisors (TTO=0.2) x3
2020 n.o.r. 480	2020
Headteacher x1	HLTA (TTO) x4, TA (TTO) x4
Assistant Headteacher x1	Language TA (TTO) x4
ASD Unit Director x1	Learning Mentor (TTO) x4
SENDCO x1	OT (ASD, TTO=0.4) x2
Teachers x 28	Behavioural therapist (ASD, TTO=0.4) x2
	Technician (TTO) x2
	SBM x1
	Finance Assistant (TTO) x1
	Chaplain x1
	PA to HT x1, Reception/admin (TTO) x2
	ASD Unit Dir PA (TTO) x1
	ASD Unit Reception/admin (TTO) x1
	ASD Unit Parent Suppt Asst (TTO) (0.4)
	Site Manager x1
	Catering Manager (TTO) x1
	Midday Supervisors (TTO=0.2) x6
2021 n.o.r. 720	2021
Headteacher x1	HLTA (TTO) x6, TA (TTO) x6
Assistant Headteacher x2	Language TA (TTO) x6
ASD Unit Director x1	Learning Mentor (TTO) x6
ASD Unit Deputy Director (TTO) x1	OT (ASD) (TTO) x2

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

<p>SENDCO x1 Teachers x 43</p>	<p>Behavioural therapist (ASD) (TTO) x2 Technician (TTO) x4 SBM x1 Finance Assistant (TTO) x1 Chaplain x1 PA to HT x1, Reception/admin (TTO) x2 ASD Unit SLT Dir PA (TTO) x1 ASD Unit Reception/admin (TTO) x2 ASD Unit Parent Support Asst (TTO) x1 Site Manager x1 Catering Manager (TTO) x1 Midday Supervisors (TTO=0.2) x8</p>
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<p>2022 n.o.r. 960 Headteacher x1 Deputy Headteacher x1 Assistant Headteacher x3 ASD Unit Director x1 ASD Unit Deputy Director (TTO) x1 SENDCO x1 Teachers x 58</p>	<p>2022 HLTA (TTO) x8, TA (TTO) x8 Language TA (TTO) x8 Learning Mentor (TTO) x8 Faculty Clerk (TTO) x1 OT (ASD) (TTO) x2 Behavioural therapist (ASD) (TTO) x2 Technician (TTO) x6 SBM x1 Finance Assistant (TTO) x1 Chaplain x1 PA to HT x1, Reception/admin (TTO) x2 ASD Unit Dir PA (TTO) x1 ASD Unit Reception/admin (TTO) x2 ASD Unit Parent Support Asst (TTO) x1 Site Manager x1 Caretaker (TTO) x1 Catering Manager (TTO) x1 Midday Supervisors (TTO=0.2) x8</p>
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<p>2023 n.o.r. 1200 Headteacher x1 Deputy Headteacher x1 Assistant Headteacher x3 ASD Unit Director x1 ASD Unit Deputy Director (TTO) x1 SENDCO x1</p>	<p>2023 HLTA (TTO) x10, TA (TTO) x10 Language TA (TTO) x12 Learning Mentor (TTO) x12 Faculty Clerk (TTO) x1 OT (ASD) (TTO) x2 Behavioural therapist (ASD) (TTO) x2</p>
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D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Teachers x 74
Teacher 0.5 x1

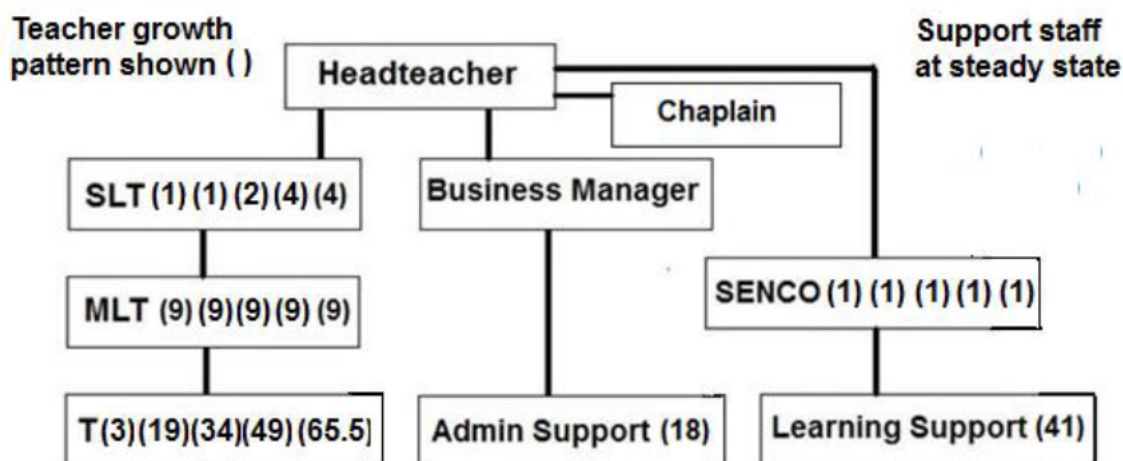
Technician (TTO) x6
SBM x1
Finance Assistant (TTO) x1
Chaplain x1
PA to HT x1, Reception/admin (TTO) x2
ASD Unit Dir PA (TTO) x1
ASD Unit Reception/admin (TTO) x2
ASD Unit Parent Support Asst (TTO) x1
Office Manager x1
Site Manager x1
Caretaker (TTO) x1
Catering Manager (TTO) x1
Midday Supervisors (TTO=0.2) x10

(TTO is equivalent to 0.8 half day 0.4)

Overall, when recruiting a blend of teaching and support staff detailed above, we will also ensure that a suitable mix of experience and expertise is available at all levels in order to fulfil our vision for the school. In the first year, some support staff will occupy more than one role (e.g. Reception/Admin) in order to secure vfm while directing resources to front-line teaching and learning.

Organogram with Lines of Reporting

Please see below:



In the first year, 2 x 0.5 teachers are taken as 1.0 fte here
Teacher growth pattern shown in relation to curriculum deliverability
The School Business Manager, SENCO and Chaplain attend SLT meetings
Admin support includes premises and meals staff
Staff and Lines of reporting for the ASD Unit are set out in the body of Section D

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

Those staff based in the ASD Unit are indicated in the table above, but this does not preclude other staff assisting in the ASD Unit e.g. Language TAs where appropriate. Details of staffing and line management are provided in the subsection relating to the ASD Unit. In addition, whereas the technicians are entered under Learning Support in the Budget template, they will not report to the SENDCO but to their Head of Subject e.g. Sc.

SLT

From 2022 and onwards at steady state, the Senior Leadership Team will consist of the Headteacher, a Deputy Headteacher, three Assistant Heads, the ASD Unit Director and their Deputy. Each will take an appropriate share of distributed leadership and the Deputy Head will deputise for the Headteacher in his or her absence. In the first three years the Assistant Head will deputise for the Headteacher, and also for the ASD Unit Director for two years as the Deputy Director is appointed in the third year and the Deputy Head in the fourth year. In this regard they will be trained and have experience in ASD education and will have additional non-contact time to reflect their ASD Unit role. Depending on student numbers and the salaries of other senior staff (and all other things being equal) there may well be an option to appoint the Deputy Head and Unit Deputy earlier but we are planning in such a way as to be prepared for foreseeable events and unforeseen events as far as possible. The three Assistant Heads will shoulder day-to-day responsibility for the Prevent duty, the FGM duty and the Designated Teacher for LAC (including the LAC Annual Return) with these key responsibilities shared between SLT prior to all three AHTs being in post. The SENDCO, SBM and Chaplain will attend SLT meetings.

Assistant Headteachers will share additional delegated whole-school leadership and management roles in keeping with the needs of the school and the experience and expertise of the teachers appointed to these roles. The Deputy Headteacher will have delegated responsibility for the development of the school's specialism and linked strategy for whole-school improvement, the second will oversee KS4 Professional Learning and will have pastoral responsibilities.

The experience of the Specialist Schools and Academies Trust over many years showed that a school has a greater chance of creating a centre of curriculum excellence and leveraging whole-school improvement when there is a single post-holder in SLT with the necessary levels of authority and discretion in charge of specialism development. In the same way as for AHTs, strategic whole-school responsibilities will be allocated to the DHT in keeping with his/her experience and expertise of the appointed leader as the senior team evolves. The Headteacher will be an education leader with excellent credentials including a strong track record ideally in an academy or free school environment who is capable of implementing our vision. This person will be appointed by open competition following advertisement at national level; details of the timeline and process are given in Section F.

MLT

The Middle Leadership Team will include Heads of Subject together with the Chaplain and following confirmation from the Headteacher Designate around their preferred approach before and after vertical tutoring is introduced, Heads of Year and Heads of House. These posts are accommodated without difficulty in the budget, which has significant flexibility including through the cumulative surplus. MLT will manage the teaching staff teams in their areas as well as learning support staff in order to realise

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

the maximum progress we aim for with all our students. In the early years of the school, subject leaders will assume pastoral responsibilities when student numbers are low.

We would expect the type of ambitious teacher recruited to MLT posts at Lewisham Church of England Secondary School to be aspiring to SLT positions, and TLR payments will reflect distributed leadership of whole-school areas of responsibility suited to the experience and expertise of the MLT members we recruit.

The SENDCO will have QTS and will either possess, or be in the process of working towards achieving, the relevant national award. Their work is vital to ensuring that all students within our intake profile achieve at the highest levels possible via direct support and also through work with teachers and learning support staff.

Teaching Staff

The staffing growth plan and budget staffing tab purposely do not specify in full which teaching posts in the plan correspond to which subject areas, given that we cannot foresee the subject specialisms of the SLT which will be appointed before the bulk of the teaching team. Also, a teacher recruited early on for one particular subject may also be well qualified and suitably experienced in a second subsidiary area which will be of use both at appointment and beyond. Pastoral staff will be supported by the Chaplain who will be invited to attend SLT meetings.

It is possible that our discrete computing lessons will be taught initially by one or more of the teachers of Design Technology, Science or Mathematics, but there may be other options depending on the strengths and subject profiles of other teachers but our aim is to have specialist teachers in classrooms, labs and workshop from day one.

Our subject specialists will include teachers qualified in the separate sciences and mathematics, where we have flexibility in terms of salary to cope with recruitment realities. We anticipate that biology, chemistry and physics will gain separate subject leadership when KS4 becomes populated, with the intention of promoting high-performing staff who are capable of filling these key MLT roles from appointment. In keeping with this we have budgeted for the related additional costs from the year before KS4 teaching begins to allow sufficient time for planning in-post.

Teacher-tutors will work with Heads of House to deliver the PSHCzE together with IAG. We have a PSHE and Cz combined Programme of Study already formulated and this, together with the approach to Enterprise and RE outlined elsewhere, will be part of the intensive induction programme we will prepare with the Headteacher Designate in the period immediately prior to opening.

We have planned for sufficient teachers at all times to ensure that the curriculum can be delivered, as verified by the student-teacher (and student-adult) ratios, with sufficient staffing to meet the requirements of our plans to use smaller taught group sizes. Salaries are not set at the bottom or lower of relevant scales to ensure robust planning and to allow for incremental drift. In the case of MLT this involves placing teachers at the top of the upper pay scale. Two part-time staff needed in the first year for flexibility in delivering the curriculum to a small cohort of Y7 only will be offered the opportunity to become f/t in the second year given that performance management targets are met at the end of the first year in post.

TPS will be available to all teachers. The planned utilisation ratio of ~0.8 overall at steady state is within the top quartile for secondary schools and reflects our commitment to securing value for money while providing the appropriate teaching team

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

needed to deliver our curriculum model and offer excellent teaching to all students at all times from opening to steady state and into the future.

Support Staff

The support staff team at Lewisham Church of England Secondary School will be overseen by the School Business Manager (SBM) who will be responsible for financial management, site matters including FM and health & safety, sustainability, school administration and some aspects of marketing and HR not addressed directly at HT/GB level. They will work with SLT to make sure that the resources of the school are always directed towards its development priorities as agreed by the LGB. We expect the SBM to engage in revenue generation and eventually exceed the school average specified by the National College for all schools which is ~£30,000 per annum. They will have a National College SBM qualification (CSBM, DSBM or ADSBM) or equivalent, with an Accounting qualification seen as desirable.

In the first two years the Receptionist will help with general administrative duties and in turn the Headteacher's PA may share duties on the Reception desk. Over time, administrative staff will be taken on, involving term-time only (tto) posts, to achieve efficient and effective back office operations supporting financial and general administrative functions.

At Lewisham Church of England Secondary School learning support in lessons will come from TAs, HLTAs, Language TAs, Learning Mentors, Technicians and the Faculty Clerk who will also support MLT in terms of administration. The work of TA and particularly HLTA roles will involve support for individuals e.g. EBD students. Language TAs will provide expert assistance to EAL students while Learning Mentors will inter alia support PP students as part of the additional resource dedicated to meet their learning needs; both roles will operate in the ASD Unit also where an HLTA and a TA will remain attached to each group.

The ASD Unit will have a Deputy as well as a Unit Director. The administration of the Unit will be supported by in-Unit HT PA support, Reception/Admin staff and a Parent Support Assistant will be trained in working with ASD students. As per the main building there will be First Aid trained staff. Regular annual update training will be available to all. MLT and teachers will involve learning support team members in planning and sharing information to enable TAs and HLTAs to make a positive contribution to student progress. HLTAs and TAs will work in the ASD Unit, supported by OT and Behaviour therapists. The OTs will have a key role to play working with students on transitional activities. The site management team will ensure that Health and Safety matters are attended to and that there is an appropriate working and learning environment available at all times including within the ASD Unit. LGPS will be available to all support staff on appointment.

We are confident that our staffing plans during the period when the school is growing and when it is operating at steady state have appropriate blends of roles, experience and expertise and are sufficient to deliver the Trust's vision in terms of a high quality curriculum and learning experiences for our students leading to high levels of well-being and at least expected progress for all. It has also been shown to be affordable in terms of available funding (see Section G and the financial planning spreadsheet).

Credible Contingency Plans for Reduced Income: Staffing and Resources

We have analysed the implications of reduced funding as a result of lower than expected student numbers and our strategy, summarised below, enables the school to

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

deliver our vision via high quality provision that preserves the essential contributory factors for success relating to the curriculum offer and resourcing in terms of teaching and support staff. This is illustrated for a 70% funding level i.e. a 30% reduction. Our approach to maintaining the school’s vision within a viable budget under reduced income is as follows:

1. With 70% students on roll, fewer teachers will be needed to deliver the curriculum; in general terms it would be possible and feasible to use 6 groups of 28 students per year compared to 8 groups of 30 at 100%.
2. MLT, the engine room of the school, would be unaffected in the first year of opening to preserve quality of lesson planning and delivery and to secure planning ahead for the population of future years and KS4
3. SLT can be restructured at second tier level with reduced posts overall but with no loss of leadership function and effectiveness in a smaller school
4. Reduced student numbers will allow the school to operate with rephased, and fewer support staff overall, in terms of learning support, technical support and administration, reducing salary and on-costs

5. [Redacted]

[Redacted]

[Redacted]

[Redacted]

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

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

Lewisham Church of England Secondary School will be a designated CofE School with an admissions process that is expected to result in a fully inclusive intake which will involve no more than 40% of students being admitted on the basis of faith, rather than 50%. Our provision is fully open to all parents of any faith and no faith and we have been making this clear at all times in our marketing to date and when in face-to-face or online conversation with prospective parents and carers. We have been indicating clearly, and will continue to indicate, that the school has a curriculum focus in MFL and maths, and that it is open to all students regardless of faith (and those of no faith) where every student will be most welcome and valued as a member of our learning community.

We will be tolerant of discreet religious symbols from all faiths as long as health and safety of the wearer (e.g. in science lessons) or other students is not compromised. The uniform will not be of an ornate religious nature and will be affordable. CofE schools are generally known to achieve well for their students and remain popular with parents, when we set out the characteristics of our proposed new school (please see Section E for popularity details) we found that parents and carers were uniformly supportive of the type of provision planned, including parents of all faiths and those of no faith. Collective Worship and RE aspects of our provision have an appropriate and not excessive amount of time allocated, as detailed in Section D Part 1, in keeping with our designated Church school status, and are subject to the right of withdrawal. We will make it clear that parents and students do not have to justify their decision to exercise the right to withdraw, also that they may withdraw from the whole of RE or from part of it, and we will assist parents and carers by devising age-appropriate supervised alternative provision for those students who are opted out.

This may consist of agreed withdrawal to an alternative and convenient location in keeping with the requirements of Section 71(3) of the School Standards and Framework Act 1998; opportunities for supervised wider reading of an appropriate nature; plus any alternative appropriate work provided by the parent/carer. The remainder of the curriculum is an enhanced version of the curriculum that would be found in secular schools, and is not subject to influence from the nature of Lewisham Church of England Secondary School. There will be no dietary restrictions of a religious nature. We will teach evolution in science lessons, and we will not teach creationism; the curriculum will remain suited to all students and prepare them well for life in modern Britain. We will adhere to the Prevent and FGM duties and promote British Values as set out earlier in Section D.

The Chaplain role will naturally involve provision of spiritual guidance to CofE students and staff, planning and leading acts of worship and engagement in RE teaching. In addition, the Chaplain will offer pastoral care on a non-religious basis to any pupil who wishes to avail themselves of this support, regardless of faith, and they will be involved in managing the primary-secondary transition and transfer to FE or employment. Representatives of other religions will be welcome in the school and we will celebrate the range of religious festivals relevant our local community and the set of world religions. Displays around the school will reflect this approach.

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

Our school will have a relentless focus on raising standards through supporting all learners to become creative, responsible and community minded people with tolerance and compassion, people who can speak confidently about themselves and their beliefs, and compare these calmly with other people's views in a spirit of mutual understanding. We will foster positive relationships with parents and families and actively seek feedback about the impact of school's work on children and families, including those of all faiths and no faith. As a listening school, we value the opinions of students and parents, and will engage constructively to respond to their experiences and together review and make changes to policies and procedures as appropriate. This process has already begun with our community engagement activities which have brought us into contact with the diverse range of community groups in the area, will continue into pre-opening if our application is approved and will remain in place post-opening from 2019 onwards. The school will establish strong mutually beneficial relationships with the local family of schools to mutual benefit, sharing innovation and best practice arising from high quality leadership and learning from the outset. Ongoing close liaison with FE institutions and local sixth-forms will ensure that, in addition to students gaining up to date IAG, local partner schools and the FE sector will be aware of the inclusive nature of the high quality education available at Lewisham CofE Secondary School.

Section E – evidence of need

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

- **Summary of Key Evidence**
- **Need for More School Places**
 - Population data and projections
 - Proposed new housing developments
 - Department for Education SCAP analysis
 - Analysis of need and forecasts originating via Lewisham Council
 - Reported pressure for secondary school places
- **Quality and Performance of local Secondary Schools**

Summary of Key Evidence

There is a clear rationale for establishing a secondary school in the London Borough of Lewisham.

The borough's Children and Young People Select Committee document: *The future demand for school places* (January 2016) outlined how:

- Drivers of demand for school places in Lewisham are: a sustained high birth rate; inward migration; school rolls continuing to rise; schools continuing to deal with significant pupil turnover
- For the academic year 2017 – 2018, 11 additional forms of entry for Y7 pupils will be required for the borough
- The local authority currently maintains 1,582 Statements and Education Health Care Plans with 23% of such children having to be placed out of the borough or in independent schools
- There will be a minimum 7.7% increase in London Borough of Lewisham-resident children with SEN over the next 10 years
- In order to meet anticipated demand up to 2025, the London Borough of Lewisham will need two additional secondary schools

The London Borough of Lewisham's Children and Young People's Plan 2012 – 2015 stated that "Places in secondary schools [in the borough] are expected to come under pressure from 2016 and planning will be further developed to ensure that sufficient places are available..."

The borough is also set to accommodate some major new housing developments. The London Borough of Lewisham's Housing Implementation Strategy 2014 – 2015 sets out that 8,682 new dwellings are anticipated to be built in the borough during the period 2016 – 2017 → 2020 – 2021.

Structured community engagement undertaken by the Lewisham Church of England Secondary School project team in summer 2016 indicated that enough (a) registrations of interest in the school and (b) expressions of parental/community support for the school exist to make its establishment in the London Borough of Lewisham a viable undertaking.

The majority of the parents who have registered an interest in their children attending Lewisham Church of England Secondary School live in the borough itself.

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

Need for More School Places – Population data and projections

Table E1 indicates that in volume terms, the **number of 10 – 19 year olds resident in the London Borough of Lewisham is projected to increase by 5,000 children** between the years 2016 – 2022 which, in turn, will have an impact on existing secondary school's capacities in the local authority area.

Table E1: Projections for population(s) of 10 – 19 year olds (source ONS 2015)

LA area: Lewisham	2016 Population	2019 Population	% change by 2019	2022 Population	% change by 2022 (from 2016)
10 – 14 yrs	16,000	18,000	+11%	20,000	+20%
15 – 19 yrs	15,000	15,000	None	16,000	+6.5%
0 – 19 yrs	31,000	33,000	+6%	36,000	+14%

The London Borough of Lewisham has published, in 2016, data that indicates how between 2013 – 2018 its overall population is expected to grow by a further 15,000 people. The highest growth is expected in the Lewisham Central ward (by 16.6%) and the Rushey Green ward, which is also situated in the central vicinity of the borough (by 12.4%).

Need for More School Places – Proposed new housing developments

A number of new housing developments have been (a) recently completed or are (b) set to take place in the target locality. These will increase the local population of young families and children – for example:

- The London Borough of Lewisham's latest Regeneration Strategy sets out an ambition for "10,000 new homes to be built in the borough...". It describes how the demolition of Milford Towers in Catford – in the central vicinity of the borough – will lead to the "provision of several hundred new homes across the town centre".

Source: <http://www.lewisham.gov.uk/inmyarea/regeneration/Catfordregeneration/Pages/default.aspx>

- The London Borough of Lewisham's Housing Implementation Strategy 2014 – 2015 sets out that:
 - 8,682 new dwellings are anticipated to be built in the borough during the period 2016 - 2017 → 2020 - 2021.
 - A total of 30,108 dwellings have been completed or are anticipated to be built between 2005 - 2006 and 2030 - 2031.

Source: <https://www.lewisham.gov.uk/myservices/planning/policy/LDF/evidence-base/Documents/Housing%20implementation%20strategy%20December%202015.pdf>

Critically, those 8,682 anticipated new dwellings would – assuming a figure of 4 new pupils per secondary school (11 – 16 years) year group – yield a need for 1,736 new secondary places for the borough.

Additional details on new housing developments include:

- The Lewisham Gateway is the single largest development within Lewisham town centre (within the central vicinity of the borough). Essentially when it is completed it will incorporate 800 new homes.

Source: <http://www.lewisham.gov.uk/inmyarea/regeneration/lewishamtowncentre/Pages/lewisham-gateway.aspx>

- The Surrey Canal development aka New Bermondsey development will – when completed – include up to 2,400 new homes.

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

Source: <http://www.newbermondsey.com/>

- The Heathside and Lethbridge Estate located in the central vicinity of the borough will eventually account for 1,192 new dwellings

Source: <http://www.bptw.co.uk/architecture/projects/heathside-and-lethbridge-estate-lewisham.html>

- The London Borough of Lewisham's Regeneration Strategy also outlines how:
 - the redevelopment of the former Catford Greyhound Stadium site will deliver 589 new homes.

Source: <http://www.peabody.org.uk/homes-in-development/lewisham/catford>

- 788 new homes, 146 of which are for affordable rent will comprise the soon to be completed new development at Loampit Vale (in the central vicinity of the borough).

- in the Deptford and New Cross areas "projects are underway that will provide significant numbers of new homes for the area... The North Deptford area of the borough includes four 'strategic' regeneration sites which, between them, could provide over half of the borough's new housing provision for the period 2011–2026"

Source: <http://www.lewisham.gov.uk/inmyarea/regeneration/deptford/Pages/default.aspx>

Need for More School Places – Department for Education SCAP analysis

The London Borough of Lewisham currently already has a relatively high level of demand for additional secondary pupil places. The demand for school places is evidently continuous throughout the year and is across all school secondary year groups. Analysis of the Department for Education's annual school capacity survey, published in February 2016, indicated that approximately 2 of the locality's secondary schools were full or had one, or more, pupils in excess of capacity, i.e.:

Table E2: Number of secondary schools that were in excess of Lewisham secondary school(s) capacity (DfE May 2015)

LA Name	Number of secondary schools	Number of schools that are full or had one or more pupils in excess of capacity in 2015
Lewisham	14	2

The Department for Education's annual school capacity survey published in February 2016 provided (increasing) pupil number forecasts up to 2021, for secondary school level, in the Lewisham local authority area – i.e:

Table E3: Projected increase(s) in pupil numbers at secondary level up to 2020 – 2021 school year (DfE 2015) for insert local authority area

LA area:	2017 – 2018 Pupil forecast	2018 – 2019 Pupil forecast	% change by end 2019	2020 – 2021 Pupil forecast	% change by end 2021
Lewisham					
Pupil Numbers	14,610	15,330	+4.6%	16,620	+12.1%

This table indicates that the volume of secondary school pupils in the Lewisham locality is projected to increase in number by 2,010 pupils between the school years 2017 – 2018 → 2020 – 2021.

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

Need for More School Places – Analysis of need and forecasts originating via Lewisham Council

The London Borough of Lewisham's Children and Young People's Plan 2012–2015 stated that "Places in secondary schools are expected to come under pressure from 2016 and planning will be further developed to ensure that sufficient places are available. Work will proceed to develop a sub-regional strategy for secondary provision so that the existing range of provision is maintained". The document also sets out how the local authority wished to "increase the number of special school places available...where there is a recognised pressure". In April 2014 the London Borough of Lewisham published an update to its Lewisham Children and Young People's Plan 2012–2015 which included a narrative stating "as a result of prudent expansion during the Building Schools for the Future Programme there are currently [in 2014] sufficient secondary school places... [however] work is in hand to meet the need as **demand starts to increase, which is now expected to be for Y7 entry in 2017**".

Source: <http://www.lewisham.gov.uk/mayorandcouncil/aboutthecouncil/strategies/Pages/default.aspx>

The London Borough of Lewisham Children & Young People Select Committee document: *The future demand for school places* (January 2016) outlined how:

- Drivers of demand for school places in Lewisham were: A sustained high birth rate; Inward migration; school rolls continue to rise; schools continue to deal with significant pupil turnover
- For the academic year 2017 – 2018 11 additional forms of entry for Y7 pupils will be required for the borough
- The local authority currently maintains 1,582 Statements and Education Health Care Plans with 23% of such children having to be placed out of the borough or in independent schools
- **In order to meet anticipated demand up to 2025, the London Borough of Lewisham will need two additional secondary schools**

In terms of school places for children and young people with SEND, including Autistic Spectrum Disorder, the document also reported how there will be a minimum 7.7% increase in such children over the next 10 years (up to 2016) and how "this equates to a shortage of 120 places at the present time".

Table E4 which was published in *The future demand for school places* demonstrates the number, in late 2015, of Education Health Care Plans or Statements in children/young people aged 0 – 25 years by age and provision and the proportion that were being educated out of the borough.

Table E4: Number of children/young people with Education Health Care Plans or Statements being educated outside of the London Borough of Lewisham in late 2015

Number of Education Health Care Plans or Statements in children/young people aged 0 – 25 years by age and provision				
Age	L B Lewisham Provision	Percentage	Out of Borough provision	Percentage
0 – 14 years	817	67%	122	34%
14 – 18 years	334	27%	164	45%
19 and over	70	6%	75	21%
Total	1,221	100%	361	100%

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

The document concluded that “there is expected to be an increase in the numbers of children with a diagnosis of Severe Learning Disability and High functioning ASD especially with boys” and to meet expected need up to 2025 the London Borough of Lewisham will need to consider the establishment of 1 or 2 additional special schools. Ultimately, School Planning Statistics, published by the London Borough of Lewisham in late July 2016, indicated the following projections in terms of places for Year 7 pupils during the forthcoming (school) years:

Table E5: Schools Capacity Survey returns data for the London Borough of Lewisham (July 2016)

School Year	Projected Y7 intake for borough
2016 – 2017	2,623
2017 – 2018	2,724
2018 – 2019	2,846
2019 – 2020	2,973
2020 – 2021	2,931
2021 – 2022	3,059
2022 – 2023	3,111

Table E5 indicates that places for an extra 350 Y7 pupils (i.e. an additional 12 forms of entry) will be required within the borough by the school year 2019 – 2020.

Need for More School Places – Reported pressure for secondary school places

In terms of further reported pressure for school places in the Lewisham locality:

- The Borough’s own 2015 - 2016 Secondary Admissions information booklet outlined that: “**Lewisham has very popular and oversubscribed schools... so it is important that you fully understand the application process and make informed choices based on the admissions criteria set out for each school**”.

Source: <http://www.lewisham.gov.uk/myservices/education/schools/school-admission/Documents/SecondarySchoolsAdmissions2015.pdf>

- An article published in the Daily Mail in March 2016 outlined how “100,000 children miss out on their first choice secondary school because of places crisis sweeping the UK. More than 40% also missed out in [neighbouring to Lewisham] Southwark, Lambeth, **Lewisham**, [neighbouring to Lewisham] Greenwich and Wandsworth”.

Source: <http://www.dailymail.co.uk/news/article-3471611/Aqony-families-100-000-children-miss-choice-secondary-school-places-crisis-sweeping-UK.html>

- A report published in the South London press in March 2015 stated “Concerns have been raised that a growing need for secondary school places in Lewisham is not being met after 61% of children were not awarded their first choice”.

Source: <http://www.southlondonpress.co.uk/article.cfm?id=280&headline=Town%20hall%20accused%20of%20%27failing%20families%27%20over%20school%20places§ionIs=news&searchyear=2015>

- A report published in [the Epping Forest Guardian in] April 2015 described how a group of Lewisham-based parents had formed a pressure group to campaign for (their) local children to be placed in local schools. The parents were said to be “urging Lewisham Council to create more places at local schools”.

Source: http://www.guardianseries.co.uk/news/12924742.Frustrated_Lewisham_parents_plea_for_children_to_be_placed_in_local_schools/

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

- An article published in the Telegraph and Argus in February 2015 reported how “league tables show that the London Borough of Lewisham’s schools had the worst GCSE results in London... only 51% of the borough's GCSE pupils managed five or more A* to C grades including English and maths in 2014”

Source: <http://www.thetelegraphandargus.co.uk/news/11765684.display/>

- In December 2015 the Daily Telegraph reported that “Thousands of children hoping to attend their local state secondary school won’t be able to unless they live within 300 metres of the school gates, an analysis has found. In boroughs such as [neighbouring to Lewisham] Greenwich and Lewisham eight of ten schools are unable to meet the local need for places”.

Source: <http://www.telegraph.co.uk/education/12034818/Full-up-state-schools-cut-catchment-areas-to-just-300m.html>

Quality and Performance of Local Secondary Schools

In terms of educational standards, Table E6 outlines (a) the 2015 Key Stage 4 results attributable to the (non-Southwark Diocesan Board of Education) secondary education providers located in the London Borough of Lewisham and (b) their latest Ofsted outcome.

Table E6: 2015 Key Stage 4 results attributable to the secondary education providers located in the London Borough of Lewisham and (b) their latest Ofsted outcome

Lewisham Secondary School	5+ A*-C GCSEs (or equivalent) including En & Ma GCSEs (Lewisham average = 51.9%)	Number of Pupils	Ofsted Outcome	Ward within the London Borough of Lewisham
Abbey Manor College	No data	124	Good Jan 2013	Lee Green
Addey and Stanhope Secondary School	47%	687	Good March 2012	Brockley
Bonus Pastor Catholic College	65%	766	Good Feb 2013	Whitefoot
Conisborough College Colfe's Associate	42%	879	Good Feb 2012	Whitefoot
Deptford Green School	46%	892	RI May 2016	New Cross
Forest Hill School	59%	1,377	Good Nov 2013	Perry Vale
Haberdashers' Aske's Hatcham College	58%	1,784	Outstanding Jan 2014	Telegraph Hill
Haberdashers' Aske's Knights Academy	53%	1,393	RI May 2015	Downham

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

Prendergast Ladywell School	34%	861	RI Sept 2014	Crofton Park
Prendergast School	72%	879	Outstanding Nov 2013	Ladywell
Prendergast Vale School	No school data	843	RI Dec 2015	Lewisham Central
Sedgehill Secondary School	55%	1,344	Inadequate Feb 2016	Bellingham
St Dunstan's College	89%	833	No Ofsted assessment published	Rushey Green
St Matthew Academy	40%	1,223	Good March 2013	Blackheath
Sydenham High School	92%	595	No Ofsted assessment published	Sydenham
Sydenham School	59%	1,313	RI Oct 2014	Forest Hill

Table E6 indicates that 5 of the secondary schools that are located in the London Borough of Lewisham had KS4 (GCSE) results for 2015 which were below the average percentage (51.9%) for that local authority area. The number of pupils currently on roll at these 5 establishments exceeds the proposed number of places available at Lewisham Church of England Secondary School. Additionally, 6 of the secondary schools had a (most) recent Ofsted judgement of Requires Improvement or (in one case) Inadequate. Once again, the number of pupils currently on roll at these 6 establishments exceeds the proposed number of places available at Lewisham Church of England Secondary School.

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

E2 – successful engagement with parents and the local community

E2 – successful engagement with parents and the local community

Contents

- **Introduction to Engagement Phase**
- **Marketing Strategy**
- **Evidence of Community Engagement including supplementary Parental Survey**
- **Summary of Community Engagement**

Introduction to Engagement Phase

The Lewisham Church of England Secondary School community engagement team who carried out (a) marketing and (b) demand gathering activities on-line and in the London Borough of Lewisham discovered significant support for the educational provision that it proposes to offer. The Lewisham Church of England Secondary School community engagement team received a briefing at the outset of the application process which reinforced and emphasised the ethos and vision of the proposed new school. The community engagement team was briefed on how to explain the key features of the proposed secondary school to parents, who they canvassed, and to other local stakeholders.

Marketing Strategy

In summer 2016, Lewisham Church of England Secondary School implemented the following processes in order to attain (a) community support and (b) registrations of interest in their proposed school:

- Undertaking of an online community survey and registration of interest process, via the dedicated website for the proposed school
- Supplementary face-to-face canvassing using structured materials – including a requisitely informative flyer (see annexes) – in order to attain firm registrations of interest and feedback on existing local secondary educational provision
- Ensuring engagement with all sections of the Lewisham community, including those from a non-Christian faith and those of no avowed faith
- Promotion through the local media (local papers and radio) which promoted the ambition to establish Lewisham Church of England Secondary School within the Lewisham locality
- Attaining support from local (prospective feeder) primary schools, including them sending of their parents an information flyer informing them about the proposed new secondary option

Marketing materials including a specific information flyer (see Annexes) were designed to provide a depiction of the proposed Lewisham Church of England Secondary School, and the key characteristics that will underpin it. In addition, the website for the proposed school to which parents and stakeholders could refer, incorporates a prominent 'About Us' section describing key features such as the plans for the first year intake and its proposed ethos and vision.

When the Lewisham Church of England Secondary School community engagement team were undertaking face-to-face canvassing with prospective parents and members of the local community, the information flyer was always handed to them.

E2 – successful engagement with parents and the local community

The flyer contained specifics about the type of education provision which the school will offer – including an explanation that the school:

- Would be a non-fee paying Church of England co-educational secondary school for pupils aged 11 – 16 years
- Would welcome pupils of all abilities, backgrounds and faiths
- Plans to open in September 2019 with its first intake of Year 7 pupils, and reach full capacity of 1,200 in 2023.
- Will also include an Autistic Spectrum Disorder (ASD) unit

We attained a number of firm registration of interests including through members of the Lewisham Church of England Secondary School community engagement team canvassing local parents and community members both (a) via the online survey/registration of interest response form and (b) face-to-face within the local community.

Supplementary face-to-face engagement was undertaken at the following locations and settings:

- Potential pipeline primary schools located across the London Borough of Lewisham
- Supportive community settings such as Deptford and Lewisham Central libraries, Bellingham Leisure Centre, local churches – for example: Deacon at Grace Church in Brockley and St. John’s Church in Deptford

The website: www.lewishamcofesecondaryschool.org.uk provided prospective parents and members of the Lewisham community with the opportunity to (a) learn more about the proposed secondary school (b) to provide their feedback about the local educational sector and (where applicable) to register their interest via a dedicated webpage: www.lewishamcofesecondaryschool.org.uk/register.

Parents and stakeholders who wished to learn more about the proposed establishment of Lewisham Church of England Secondary School – potentially before registering their interest – were directed to the website for more information about the school. The Lewisham Church of England Secondary School community engagement team also sent out communications through social media including via the school’s Facebook page. Those parents who were keen to learn more about the Southwark Diocesan Board of Education were encouraged to research and/or contact any of its existing portfolio of primary schools to get a flavour of how they operate and their general approach to education. Regular updates and communications are being – and will continue to be – sent to those who have registered an interest in Lewisham Church of England Secondary School.

Evidence of Community Engagement including supplementary Parental Survey

We decided to undertake a Community Engagement Survey, which also enabled parents to provide their feedback. The Survey Form (which can be viewed in the appendices) invited supportive/interested parents and members of the local community to provide the following details and feedback (*where applicable* for both): Name; Number and date(s) of birth of child(ren); Postcode; Contact e-mail; Personal view on the standards of local secondary schools; Issues that they would like those behind Lewisham Church of England Secondary School to take on board; Suggestions as to how Lewisham Church of England Secondary School could be used as a community resource. It can be noted that a total of 217 local parents, stakeholders and community members have, at the time of this application’s submission, supported the establishment of Lewisham Church of England Secondary School and/or registered an

E2 – successful engagement with parents and the local community

interest in the school:

- 98% of respondents live in the London Borough of Lewisham
- 86% of respondents were supportive parents
- 9% of respondents were supportive community members
- Two parents and community members were also supportive teaching professionals
- 32% of respondents – in their opinion – believed that the quality and performance of existing local secondary schools *could be better* or was *poor*

Essentially, 292 children being raised by the supportive local parents – whose date of birth is post 1st September, 2007 – represent an initial **potential** pipeline cohort (from September 2019 onwards) for Lewisham Church of England Secondary School.

Verbal feedback and feedback via our survey and social media postings from the parents and community members included:

(Repeatedly words to the effect...)

“We need a school that will address discipline and better behaviour”.

For example:

“Your school needs to tackle behaviour and help develop a moral code... and enhance social awareness and a zero tolerance to bullying”.

“Can the school have an anti-bullying strategy?”.

and...

(Repeatedly words to the effect...)

“I’d like the school to have a strong Christian ethos”.

For example:

“The school should emphasise the primary importance of Christian values and teaching”.

“The staff should be at the forefront of promoting the Christian ethos”.

Finally, the most frequent type of proposed public/community use for the secondary school was as an after school club (82% of respondents), followed in frequency by use as a holiday playscheme (77% of respondents).

Responses on Facebook about the proposed Lewisham Church of England Secondary School can be viewed in the annexes.

Summary of Community Engagement

Essentially, we believe that the open, inclusive and educationally sound ethos of the proposed Lewisham Church of England Secondary School attracted registrations of interest from across the locality we propose to reach and serve. Underpinning and seeming through our entire marketing strategy was the need to communicate to parents – and the south/and central Lewisham community – that the school will enhance a diversity of choice, continue to improve academic standards and develop community cohesion for local families. The table below summarises the methods and marketing/communication actions undertaken by the Lewisham Church of England Secondary School community engagement team, in summer 2016.

E2 – successful engagement with parents and the local community	
Distribution of flyers and face-to-face canvassing	<p>Approximately 10,000 information flyers (and accompanying posters) which explained the ethos of Lewisham Church of England Secondary School and which promoted the school website were distributed:</p> <ul style="list-style-type: none"> • throughout the Lewisham vicinity and to local primary schools which educate throughout the borough • at local places of worship including churches and Lewisham Mosque • to local libraries such as Bellingham library, Lewisham Central library and Deptford library • at local leisure providers such as Bellingham Leisure Centre
Electronic canvassing and registration of interest collation	<p>The Lewisham Church of England Secondary School website hosted a registration of interest page during the period leading up to the application. The link to this page was widely distributed (including via global text message), to parents whose children attended (potential feeder) primary schools throughout the borough.</p> <p>The web-site link was also published on the information flyer (see annexes).</p>
Facebook/ Social Media	<p>The local community was informed about the proposal via the Lewisham Church of England Secondary School Facebook page:</p> <p>www.facebook.com/Lewisham-Church-of-England-Secondary-School</p>
Promotional/ Open Events	<p>The Lewisham Church of England Secondary School community engagement team organised and facilitated two Open Event(s) as follows:</p> <p>Monday 20th June at 7.00pm St Bartholomew's C of E Primary School in Sydenham</p> <p>Friday 1st July at 2.30 pm St John Baptist C of E Primary School in Bromley</p> <p>In order to inform local parents and community members about the proposed school. The two events were (cumulatively) attended by approximately 25 parents, educational professionals and members of the community.</p>
Text campaign promoting the school	<p>A number of local primary schools were invited to send a text message to their parents that incorporated the Lewisham Church of England Secondary School website and outlined how support could be registered.</p>
Word of mouth	<p>Our experience was that once the local community learnt about the proposal for Lewisham Church of England Secondary School, they spread the word to others and we subsequently received communications offering encouragement and support, plus registrations of interest.</p>
Local media	<p>A press release was issued in June 2016 which helped generate media coverage and registrations of interest – for example:</p> <p>http://www.southlondonpress.co.uk/article.cfm?id=118505&headline=Bid%20for%20new%20church%20school%20in%20Lewisham&sectionIs=news&searchyear=2016</p>

Section F – capacity and capability

F1 (a) Skills and experience of your team

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, Headteacher designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	Surbiton	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] 	4
[REDACTED]	Southwark	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] 	2
[REDACTED]	Lambeth	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] 	2
[REDACTED]	Lewisham	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] 	2
[REDACTED]	Lewisham	[REDACTED]	[REDACTED] [REDACTED]	<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] 	2
[REDACTED]	Surrey	[REDACTED]	[REDACTED] [REDACTED]	<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] 	2

				<ul style="list-style-type: none"> ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] 	
[REDACTED]	Lewisham	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] 	2
[REDACTED]	Croydon	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] 	1
[REDACTED]	Brighton	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] 	4
[REDACTED]	Banstead	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] 	2

[REDACTED]	Uckfield	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	<ul style="list-style-type: none"> ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] 	2
[REDACTED]	Forest Hill	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	<ul style="list-style-type: none"> ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] 	2
[REDACTED]	Croydon	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	<ul style="list-style-type: none"> ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] 	7
[REDACTED]	London Bridge	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	<ul style="list-style-type: none"> ▪ [REDACTED] 	2

F1 (a) Skills and experience of your team

Proposer team

The Proposer team is led by [REDACTED]

[REDACTED] which will govern the Lewisham Church of England Secondary School.

In addition to the Core Group, the Trust will draw upon the expertise and support of the Trust's sponsor SDBE as and when required. The following table is the result of a recent skills and experience audit of the Board showing the wealth of SDBE talent:

Name	Finance	Governors	Buildings/ Property	Law	Education (Teaching)	Leadership	School Improvement	Data Analysis	HR
[REDACTED]	0	3	2	0	1	2	1	0	1
[REDACTED]	1	3	2	1	2	2	1	0	2
[REDACTED]	3	3	3	1	0	3	1	1	2
[REDACTED]	1	0	1	0	3	3	0	2	1
[REDACTED]	3	3	2	1	3	3	3	3	3
[REDACTED]	1	3	0	0	0	2	1	0	0
[REDACTED]	0	0	1	0	3	3	0	0	0
[REDACTED]	2	3	1	1	1	2	2	1	1
[REDACTED]	2	3	1	2	3	3	2	2	2
[REDACTED]	3	0	0	0	0	2	0	0	2
[REDACTED]	1	3	1	1	3	3	3	2	3
[REDACTED]	2	3	1	1.5	3	2	2	2	3
[REDACTED]	0	3	1	0	2	1	1	2	0
[REDACTED]	3	3	2	1	0	2	2	0	0
[REDACTED]	1	2	0	0	3	2	2	0	0
[REDACTED]	3	3	3	0	0	0	2	0	1
[REDACTED]	1	3	0	0	1	2	2	1	0
[REDACTED]	2	2	1	1	2	3	2	1	2
[REDACTED]	2	3	0	3	2	3	2	1	0
[REDACTED]	2	3	1	2	3	3	3	2	2
[REDACTED]	3	3	3	2	0	3	3	2	2
[REDACTED]	2	2	1	1	2	2	2	1	1
[REDACTED]	1	2	0	0	3	0	2	2	0
[REDACTED]	2	3	2	2	3	2	2	2	2
[REDACTED]	2	2	2	1	0	3	1	1	2
Average Competency Rating:	1.64	2.28	1.32	0.94	1.76	2.28	1.68	1.12	1.2

F1 (a) Skills and experience of your team

SDBEMAT has been established so that Church schools across the Diocese can convert to academy status and join the diocesan multi-academy trust, and so that Southwark Diocesan Board of Education can propose Church of England free schools where there is a demand for additional school places. SDBE has ensured that SDBEMAT has the capacity and capability to convert and operate existing schools, and manage the pre—opening and subsequent operation of the proposed Lewisham Church of England Secondary School.

The Trust will focus on the development of the Lewisham Church of England Secondary School, initially to open the school in the best possible circumstances so that it is providing outstanding education from day one, but critically during its operation so that it continues to offer high quality outcomes for students in the future. The target is to achieve Ofsted Outstanding in its first Section 5 Inspection and in all main judgements in the Section 48 SIAMS Inspection and to maintain these ratings level thereafter.

The Trust possesses the expertise to establish, recruit and monitor the new School and its leadership to ensure performance standards are the highest. It has the community liaison to ensure that the School is well supported and quickly becomes a facility and hub for its community. It also has the ability to offer pastoral care and morale and spiritual guidance to ensure its students are well-rounded, respectful and socially conscious to make a contribution to their community as responsible and educated citizens.

SDBEMAT has immediate access to the wealth of skills and experience from the SDBE through a formal partnership that diocesan schools benefit from to assess standards and provide challenge and support, and intervention when required.

SDBE has a strong track record of delivering school improvement across a range of settings and different communities, both primary and secondary phase. There is no 'one size fits all', and we have worked in partnership with others or brokered specific pieces of work. When developing work programmes we always determine clear timescales, milestones and monitoring processes. Southwark is a high achieving Diocese with high aspirations for all of its schools. SDBEMAT will continue in this tradition. Some structures and processes for the Trust will mirror successful strategies used by the Board, other processes would be new and tailored for the new School.

Lewisham Church of England Secondary School will have access to:

- High quality training
- High quality recruitment and retention of leaders (leadership programmes)
- Clearly defined school improvement policies and procedures
- Brokering of expertise across the Diocesan schools network
- A highly skilled team of professionals who are known to us for the quality of their work and who work within our Christian ethos
- Teaching and Learning audits
- Outside scrutiny
- School on school support
- Action/monitoring groups (if required)

SDBE has a clear partnership agreement format which includes outcomes, timescales and looks at risk management. SDBE knows its schools very well and is able to identify areas of strengths to share with others both formally and informally.

F1 (a) Skills and experience of your team

Lewisham Church of England Secondary School will join the 'family of Church schools' working across the Diocese. These same mechanisms would be used for schools in SDBEMAT. The SDBE 'offers' these services to its schools. The Trust will have the ability to direct any such arrangements. Our schools are committed to a highly inclusive, broad curriculum. Many have received a range of awards beyond just academic achievement. We are 'blessed' to have access to such a rich resource in the form of our schools at our fingertips.

SDBE has met with the Regional Schools Commissioner, Dominic Harrington, who encouraged SDBE to establish SDBEMAT and submit this application for the Lewisham Church of England Secondary School through the Free School route, and is supporting SDBE to make further batched free school applications in 2017. He has provided a letter and email (copies included within the Annexes) confirming that SDBEMAT has the capacity and capability to open a secondary free school within the Diocese.

Pre-opening

The Core Group will be responsible for all deliverables and activities during the pre-opening phase under the leadership of SDBEMAT's CEO, Colin Powell. Colin and the team will be supported by other Trustees through monthly Project Steering Group meetings.

The Project Steering Group will draw upon the extensive capability and capacity of SDBE including education, finance, HR, marketing and capital projects. Project management through the pre-opening process, adhering to DfE and EFA requirements, will be provided by experienced free school project managers and consultation experts commissioned by the Trust to ensure key milestones are met and the Supplemental Funding Agreement is signed at the earliest juncture. This will help provide certainty to parents through the admission process and in the recruitment of staff. SDBE's lawyers will ensure that the Supplemental Funding Agreement with the DfE, and land issues with LB of Lewisham are dealt with speedily.

Key deliverables to manage and write, with involvement from the Headteacher Designate when appointed will include:

- Education Brief
- Governance Plan
- Budget updates
- Further recruitment - SLT, MLT, Teachers, Support Staff
- Marketing and liaison with prospective parents, open events, drop-in surgeries
- Policy formulation
- Preparation for DfE EA requests including 3-year Development Plan, SCR, own CPD (Headteacher)
- Preparation for Pre-registration Ofsted Visit
- Preparation of outline 100-day plan in case needed
- Preparation for the DfE Readiness to Open Meeting including Risk document
- Liaison with EFA on site (Schedule of Accommodation) and ICT procurement
- Funding Agreement annexes including Section 10 Consultation

F1 (a) Skills and experience of your team

Headteacher Recruitment and Timeline

The Trust will seek to appoint a Headteacher Designate up to two terms in advance of the School's opening date. Several members of the Proposer Group already have experience of working within a panel on Diocese headteacher recruitment events, and one of the assessment panel will be Safer Recruitment trained. We are therefore very confident of operating a high-quality process.

We will advertise nationally for the Headteacher Designate role, using online media such as Eteach, and also the School's website. We are confident we will attract a strong field for our new School, resulting in the appointment of a strong school leader with an impressive track record reflecting the levels of experience and expertise needed to successfully open and then develop a Secondary Free School through to an Outstanding (and at least Good) judgement in the Ofsted inspection which will take place in the third year of the School's operation, and beyond. We have the same ambition regarding the Section 48 inspection outcomes.

It is likely that the Headteacher Designate will have achieved the NPQH qualification, but this will not be a bar to appointment as we are aware of guidance from DfE which states that NPQH is not mandatory for Academies or Free Schools. The selection process will take into account the resignation deadlines for serving Heads in particular, but also Deputies and Assistant Heads. It will also take account of the imperative to advertise when it is generally thought that relevant Senior professionals will be looking at potential career moves. The timeline for the recruitment of the Headteacher Designate is as follows:

Date	Action
01/09/18	Agree Job Description and Person Specification and related selection criteria. Draft advertisement and accompanying materials
08/09/18	Advertise nationally, and on school website and through LA
17/09/18	Applications closing date (midnight) giving 1 week & 2 weekends
18/09/18	Due diligence on candidates. Invitations to interview issued
27/09/18	Assessment Centre-type day(s) structured to cope with shortlist length, including panel interview, presentation, data exercise
28/09/18	Offer to preferred candidate subject to FA, DBS, satisfactory references, medical questionnaire and additional due diligence
Jan 2019	Headteacher Designate in Post

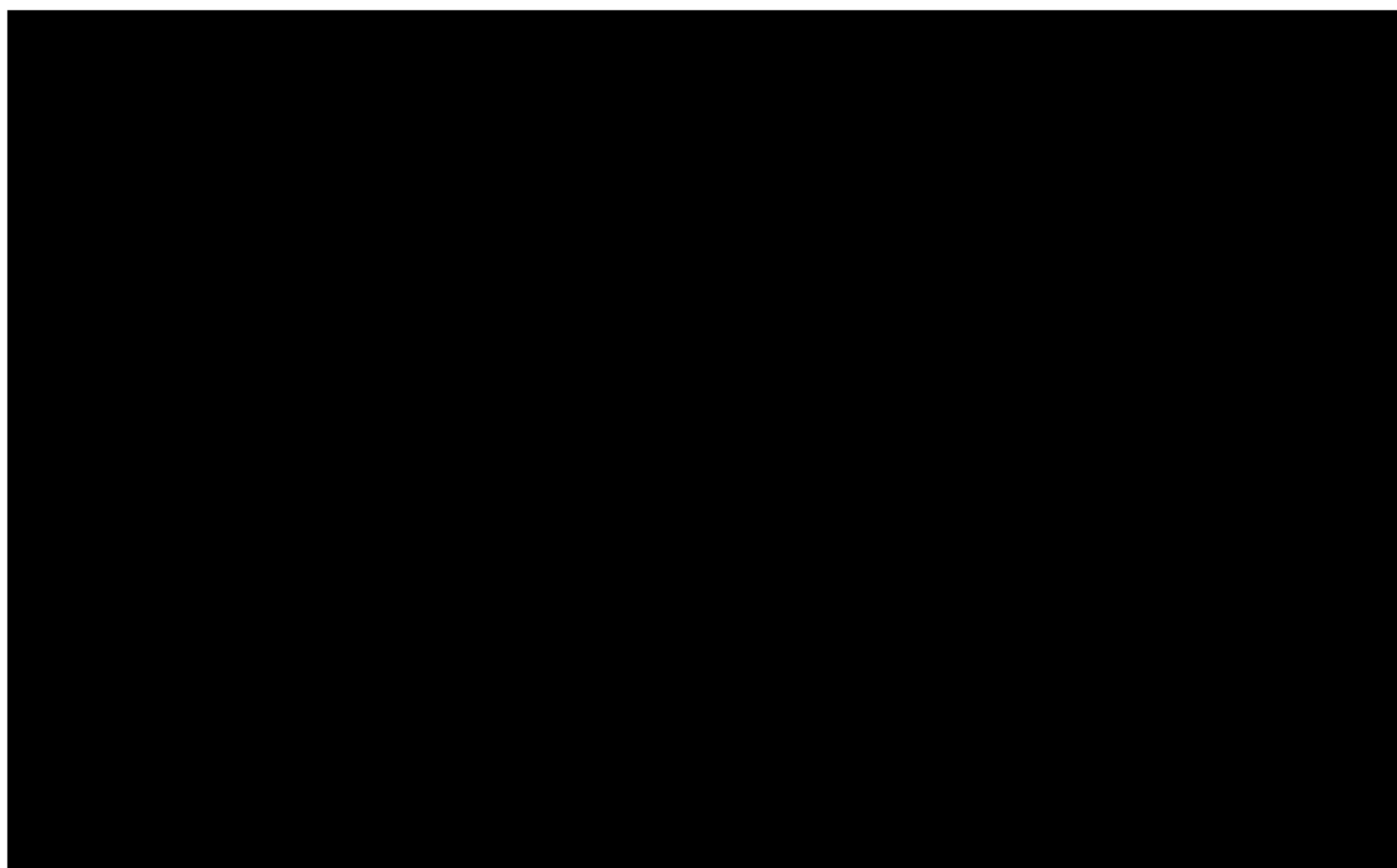
The timeline above allows sufficient time to attract, assess and appoint a high quality Headteacher Designate for the School. It will also allow an announcement of an appointment to be made prior to some of the open events for the school and, crucially, the deadline for applications to secondary schools. We would work with the School from which the Headteacher Designate has been recruited to help assist succession planning, and also to negotiate time where our Headteacher Designate can attend key meetings prior to their official start.

Should we be unhappy with the field for the first round of interviews, we will close the process and re-advertise immediately.

F1 (b) Skills gap analysis

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
Legal	Pre-opening	The skill gap we have identified is that of a Trustee with a legal background. The Trust would of course have access to the SDBE lawyers.
Free School project management	Pre-opening	The Trust may commission specialist free school project management support to help ensure that the process is efficiently and effectively managed to achieve early Funding Agreement approval.

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



Audit & Risk Committee

Finance & Development Committee

Standards & Performance Committee

Chair, Staff & Parent Governors, Incumbent, SDBE & PCC Nominated Governors, co-opted Governors

Chair, Staff & Parent Governors, Incumbent, SDBE & PCC Nominated Governors, co-opted Governors

Southwark Diocesan Board of Education Multi-Academy Trust (SDBEMAT)

Our vision is to establish a culture and context in which schools can grow and flourish and provide an excellent education with Christian values at its heart. We will seek to enable all children and young people in our schools to realise their God-given potential, aspire to exceed their expectations and to build a Christ-centred community. The mission of SDBEMAT is:

- To be a high performing Diocesan Multi-Academy Trust which promotes excellence, inclusion and diversity
- To establish and lead schools rooted in Christian values in partnership with the Southwark Diocesan Board of Education

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

- To enable a strong collaborative approach between schools which enriches and develops best practice and celebrates success
- To enable the mission of God through the work of the Diocesan Multi-Academy Trust
- To provide exemplary service to its schools in partnership with the Southwark Diocesan Board of Education

The Officers of SDBEMAT will initially comprise:

- Chief Executive Officer
- Chief Operations Officer
- Finance Director
- Administrator
- Human Resources Officer

These posts will be funded through a 'top slice' allocation from each academy budget and would be taken at source, and including Lewisham Church of England Secondary School.

Role of SDBEMAT

- Work within specific SDBE policies and procedures
- Regularly receive /scrutinise information on performance of Lewisham Church of England Secondary School (standard formatting/presentation of data etc.)
- Hold the School to account re performance, standards, building, finance, strategic planning, governance
- Have a clearly defined programme of meetings with key performance indicators measured at each meeting
- Receive termly Headteacher reports (standard proforma)
- Ensure financial requirements are being met
- Hold the Local Governing Body to account

SDBE is an Academy Sponsor, with a remit to rapidly improve and sustain under-performing schools with which the Board already has a relationship. In addition to the educational professionals on the Trust Board, SDBE will provide SDBEMAT with education professionals to ensure that Lewisham Church of England Secondary School has the support and challenge needed to help the leadership create a high quality education for pupils from the outset, and ensure that these standards are maintained. SDBE understands the nature of accountability that this brings along with the rigour required to bring about change and long term sustainability and has the resources within the organisation to fulfil this role.

SDBE is a Church of England Diocesan Board supporting Christian Education by promoting and nurturing effective, distinctive and inclusive church schools. The communities we serve are diverse and encompass areas of deep deprivation and of great wealth. 25% of the population of the Diocese is minority ethnic. Many of our schools were established to educate the 'poor and needy' and many still serve areas of social deprivation and challenge. The freedoms that academy status offers build on the autonomy of Voluntary Aided Schools and will further enable the Trust and Lewisham Church of England Secondary School to draw on the strength of provision across our highly successful Diocesan expertise and the strengths of our schools at all levels.

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 pride ourselves on delivering high quality teaching and learning within a Christian context where Spiritual, Moral, Social and Cultural development of pupils is central, behaviours and attitudes are steeped in Christian values, quality of Religious Education is strong, the structure of Collective Worship is a key driver and vehicle for celebrating success and for acknowledging the promotion of every individual's God given skills and talents. These attributes will be key features in our approach to governance of the Lewisham Church of England Secondary School and schools within the SDBEMAT.

One of our strategic objectives includes 'all schools good or better'. To date 93% of our schools are 'good or better' (national 81%) with 36% 'outstanding' and as such we believe we are one of the top performing Dioceses nationally. 95% of our schools are also 'good or better' under Section 48 inspection (Statutory Inspection of Anglican and Methodist Schools). Our Diocesan Board is highly effective and has an excellent track record of school improvement. Our schools have a strong trusting relationship with us. They see the SDBE as a body which holds schools to account, is highly effective, but also nurturing. We have a long and established track record of providing quality education across South London.

SDBEMAT has access to expertise in the following areas:

- School Improvement - Diocesan School Improvement Partner
- Human Resources - Core (top slice)
- Additional work (funded by the School)
- Buildings - Core work (top slice)
- Education consultants - Determined by School Improvement Plan/needs of the School (funded by the School)
- Legal Support - (Funded by the School)

The 'top slice' will be determined by the Southwark Diocesan Multi-Academy Trust. SDBEMAT will carry out an appraisal of the costs incurred with providing the 'core' services to ensure that it is both cost effective for the School and allows the Trust to carry out its structural duties. The 'top slice' figure will be reviewed annually after appropriate consultation with the schools in the Trust.

The 'Core' Offer

Lewisham Church of England Secondary School will receive the following services from SDBEMAT:

- Financial Statutory duties
- Financial support systems
- Core Human Resources
- Core Building Support
- Emergency Support
- Quality Assurance for standards and school effectiveness

The Trust will meet formally on a termly basis, and will fully challenge and support the leadership of the Lewisham Church of England Secondary School through the committees that it will establish. The Trust will call upon the expertise of personnel from SDBE when required through these committees. Lewisham Church of England Secondary School will be allocated a Diocesan School Improvement Partner (DSIP) for 6 days per year. The DSIP would send their reports to the SDBEMAT and SDBE. We will

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

plan a series of external reviews during the first two years of opening. These will include Teaching and Learning, Governance, Health and Safety and Safeguarding.

SDBEMAT will intervene should standards be deemed to be falling short of the expectations of, and the targets set by, the Trust. SDBEMAT will monitor performance of the School through Headteacher reports, data analysis and assessment of teaching standards upon regular visits by the Trust’s School Improvement Partner. SDBEMAT will agree an improvement plan with the SLT and LGB with specific measures and timescales. Should the required level of improvement not be made, SDBEMAT will action intervention measures immediately.

SDBEMAT Trustees will determine the committee structure applicable to school governance, which will include an audit and risk committee, a standards and performance committee, a finance and development committee, and any necessary training will be undertaken so that a discipline committee can be convened at any time as required. The Headteacher will be a governor ex officio. The powers delegated to committees and the Headteacher will be set out in a trust Scheme of Delegation document which will be drawn up by Trustees.

The diagram below sets out accountabilities in terms of the above roles.

<u>Individuals/bodies</u>	<u>Direction of accountability</u>
Trust Members	
Board of Trustees	
Local Governing Body	
Headteacher	

Relationship between the SDBEMAT, the SDBE and Committees:

- The relationship between the SDBE and SDBEMAT is based on membership and through the appointment of Directors
- SDBEMAT will work within SDBE policies and protocols
- There will be a close relationship between the Chair and Director of the SDBE with the Trust
- The SDBE will closely monitor the performance of SDBEMAT on a regular basis
- The SDBE sees the SDBEMAT as part of the overall strategy for developing Church of England Education in the Diocese in line with SDBE’s strategic objectives
- The three committees will have clear schemes of delegation and will be held to account by the Trust

The Local Governing Body

This will comprise:

- SDBE nominations (MAT) - number to be determined
- PCC nominations (MAT) - number to be determined
- Incumbent (1)
- Headteacher (1)
- Parent Governor (2)

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

- Staff Governor (1)
- Co-opted Governors (up to 3)

The LGB will operate in legal terms as a Committee of the Board of SDBEMAT and will receive its delegated powers from SDMAT. Final responsibilities will reside with SDBEMAT. The level of authority of the LGB will be determined through the Scheme of Delegation, and by the school performance and specific circumstances.

Conflict of Interest

Members, Governors and SLT will be expected to declare any potential conflict of interest as soon as it becomes apparent. This type of situation will be managed by means of implementation of a Conflicts of Interest Management Policy (including a Register of Interests) produced and ratified jointly by the trust. This will embody principles of openness, transparency and adherence to best practice guidelines. In terms of illustration, it will not be possible for any one party to have decision making powers or a deciding influence in a situation where they, a member of their family, a business associate or a close friend would benefit in any way.

An individual may still be able to exercise part-functions depending on the nature of the conflict and the duty to be discharged. For example they may be required to withdraw from a meeting when a particular matter is being discussed, as happens with the Headteacher in their role of Governor when other Governors are reviewing and deciding on the Headteacher's pay.

In a similar way we will also maintain independent challenge involving those with executive functions. Governors need to build a relationship of trust with the Headteacher and Senior staff in order to discharge their duties but this must not be allowed to remove or limit independent challenge, for example if there are family or friendship relations between Governors and SLT, though we would point out that there are no familial relationships present.

Actions will remain at all times in keeping with the highest standards of governance, leadership and probity via our Conflict of Interest policy - which will draw from national guidance as found in sources such as NCVO 'Responsibilities and Duties of Trustees' (Chapter 6), Croner 'School Governor Legal Guide', The Academy Headteachers' Handbook 'Governance', and National College 'Achieving Excellence in Academy Leadership' – and by compliance with all EFA and DfE requirements set out in the current edition of the Academies Financial Handbook.

Section G – budget planning and affordability

G1 – budget planning and affordability

Introduction

The narrative in this Section relates to the completed Excel financial planning spreadsheet which is enclosed with this application, in the context of Sections C-G.

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

- [Redacted list item]
- [Redacted list item]
- [Redacted list item]
- [Redacted list item]
- [Redacted list item]

G1 – budget planning and affordability

Proposers of the Lewisham Church of England Secondary School fully understand the need to adhere to the ‘Seven Principles of Public Life’, also known as the ‘Nolan Principles’. We will continue to adhere to these principles throughout the pre-opening phase if our application is successful, and post-opening through the growth phase to steady state conditions and thereafter.

[Redacted content]

G1 – budget planning and affordability

Lewisham Church of England Secondary School intends to recruit an appropriate mix of staff with regard to experience in terms of both teaching staff and the support team. Such a blend of staff will help us to combine experience with new ideas from those members of the teaching team who will have qualified relatively recently.

Support for the school’s curriculum specialism, MFL and maths, is budgeted for, together with the enrichment programme which will make a significant contribution to realising the school’s vision, including the specialism in particular in terms of mathematical modelling in a range of subjects, learning technology which will inter alia support cross-curricular planning and delivery, also international safe and secure online links with other schools and educational visits. We have budgeted for the option of teachers taking on or being promoted with additional responsibilities, e.g. Heads of Key Stage and pastoral leaders by including TLR payments at relevant points. Their use will be a matter for the Headteacher working with the LGB and Trust within our Scheme of Delegation.

[Redacted text block]

[Redacted text block]

[Redacted text block]

Section H – premises

Annexes

Letters of support

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
Re: SDBE - Lewisham Free School

Yes, please treat this email as evidence of my support for your bid.

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
Sent: Tuesday, 6 September 2016 13:13

[REDACTED]
Subject: SDBE - Lewisham Free School

Dear [REDACTED]

I hope you are well.

Please will you supply us with a letter or e mail of support for our bid for the Lewisham School as we discussed at our recent meeting. We need to include this within our bid document which we are in the process of finalising.

Best wishes

[REDACTED]
[REDACTED]
[REDACTED]
Southwark Diocesan Board of Education
48 Union Street
London
SE1 1TD
Tel 020 7234 9200

[REDACTED]
Web: education.southwark.anglican.org

28 JUL 2016

[Redacted]

[Redacted]

Civic Suite
Lewisham Town Hall
Catford, London SE6 4RU

[Redacted]

27 July 2016

[Redacted]

Date
Our reference
Your reference

Dear [Redacted]

Re: Lewisham C of E Secondary School

I am aware that my officers have been working with you and your colleagues regarding the submission of a Free School bid for an eight form of entry Church of England Secondary School in Lewisham, to be submitted this autumn with a proposed opening date of September 2019.

As you're no doubt aware there is a clearly identified need for additional secondary school provision within Lewisham as a result of the current Primary bulge feeding through coupled with our continued (and projected) population growth. It should also be noted that Lewisham is currently a net exporter of students for secondary school places, with approximately 25% of Lewisham educated Year 6 pupils going on to study outside of the Borough. As we know, the majority of surrounding areas have also experienced the same increase in primary place demand over the past 5 years and so will also have increased demand on their secondary places in the near future, which could result in our export levels dropping as fewer spaces are available in neighbouring Boroughs.

Indeed, forecasts currently show that there is an expected demand for Year 7 places in Lewisham of 2951 in 2019/20 (if current export levels remaining the same), and at this point in time there are currently 2662 Year 7 places within the secondary system in the Borough. This leaves a shortfall of 289 places before we even consider any potential lower rate of export. This equates to just under 10 additional forms of entry required.

In term of meeting this demand for secondary places, the Council are currently considering proposals to increase Addey and Stanhope Secondary School by two forms of entry, which will still leave a projected shortfall of eight forms of entry in 2019/20.

Regarding the Borough as a whole, with the eleven existing CofE primary schools, there will clearly be demand for a CofE secondary school from those both within the Christian faith and beyond.

As a result should the bid be successful I would welcome the establishment of this new Free School within the borough, and I look forward to hearing further details of the bid as it moves forwards.

Yours sincerely,





[Redacted text block]

www.southwark.anglican.org

[Redacted text block]

7th June 2016

Dear [Redacted]

Free School for Lewisham

I am writing to express my support for the establishment of a new Church of England secondary school in Lewisham, preferably based in the south of the borough and operating as a Free School on a co-educational basis. As you are aware, there are a significant number of Church of England primary schools in this part of the borough, and provision of a new Church secondary school would help to provide an appropriate educational pathway for students from those schools. More broadly, a new school of this kind would add to the richness of secondary education options available to young people in a borough which has both a rapidly growing population and a high Christian demographic.

I am very appreciative of the strong support which SDBE offers to church schools in the areas of ethos, leadership and governance, and I am confident that a new school established on this basis could soon become a model of good educational practice, especially if it were to be linked to an existing Church of England secondary school.

I wish you and your colleagues well in moving forward this proposal.

With all good wishes

[Redacted signature]

[Redacted footer text]

Southwark Diocesan Head Teachers' Association



5 July 2016

PROPOSED CHURCH OF ENGLAND SECONDARY SCHOOL FOR LEWISHAM

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

Dear [REDACTED],

[REDACTED], I would like to offer my full support to the Southwark Diocesan Board of Education (SDBE) in its application to establish an 8FE Lewisham Church of England Secondary School.

The new school will provide much needed secondary provision in Lewisham to meet the growing demand for more school places, as well as offering parents additional choice of an inclusive, distinctive and highly effective Church of England school with a strong Christian ethos. State co-educational Church of England secondary schools are a popular choice for parents and the new school will no doubt provide an excellent continuation of learning for children in the Church of England family of Lewisham primary schools, as well as those families of other faiths and no faith who wish to see their children succeed in a safe and secure inclusive environment.

I also welcome the proposed specialisms in Maths and Modern Foreign Languages, both subjects that are extremely important in the modern world we live in.

The addition of a specialist unit for Autism will also add a further inclusive dimension to the school as well as providing a service that is in extremely high demand.

With the demise of local authorities and the existing support schools have historically received, a new Diocesan School would be able to access the advice and expertise provided by the SDBE. Such support would include vital areas such as: training for all stakeholders, policy development and school improvement. In addition, termly briefing sheets, expertly summarising the latest government legislation are provided as well as useful guidance for Governors. As a headteacher of a Diocesan School for the past ten years, I have found these services of extremely high quality and invaluable not only in supporting me as a headteacher and my colleagues in school, but also in supporting my governors.

Please let me know how I can be of help, and I wish you every success in your application to the [REDACTED] for this important mission.

Yours sincerely, [REDACTED]

[REDACTED]
[REDACTED]

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

23 July 2016

Dear [REDACTED]

NEW CHURCH OF ENGLAND SECONDARY SCHOOL IN LEWISHAM

I am writing in support of your plans for a new Free School in Lewisham. As you know, we have made it a strategic priority for the Church of England to be supporting dioceses in the development of new schools through the government's Free School programme, because we are convinced that the strength of the Church of England in providing high quality education within an ethos that parents express a great demand for is such that we need to expand our provision in this way.

I understand that there is an identified need for a new secondary school in Lewisham, but the fact that there is currently no co-educational Church of England provision in the area makes for a compelling case for the new school to be a Church of England school in order to add to the diversity of offer to parents.

I know that your commitment to providing an excellent school which serves and reflects the population in its locality is such that the majority of places will be open admissions and would expect to see this. I am particularly pleased to see the intention to provide specialist provision for pupils with autism. A key strength of your bid will be the fact that the new school will work in direct relationship with the existing strong Church of England provision in the Diocese.

This is an exciting opportunity for you to continue to demonstrate Southwark Diocesan Board of Education's commitment to providing the highest quality of education and ensure that this is embedded in the life of the local community. That integration with the community is one of the strengths which the Church of England brings to education and it is good to see how that will manifest itself through a commitment to preparing students to be the future professional workforce in Lewisham and South London.

I do wish you every success in the bid and offer the assurance of our continued support as you develop the school.

Yours sincerely,

[REDACTED]

www.churchofengland.org/education

The National Society (Church of England and Church in Wales) for Promoting Education – operating as The Church of England Education Office

[REDACTED]
[REDACTED]



[REDACTED]
[REDACTED]
[REDACTED]
phone: [REDACTED] [REDACTED]

Dear [REDACTED]

We write to support the plan of the Southwark Diocesan Board of Education to build a Free School for secondary pupils in Lewisham. We discussed this at a meeting of the Parochial Church Council of St. Faith, North Dulwich on Thursday 14th July 2016.

We understand that there is a large population of young people currently passing through primary schools in South London and are concerned about the lack of sufficient secondary school places in the Borough of Lewisham.

93% of the Southwark Diocesan Board of Education schools are good and better. We trust the SDBE to set up an excellent new school.

The commitment of the Church of England to inclusive schools where a full range of the population is educated gives us hope that a new church school will address the needs of all in our neighbourhood.

Yours faithfully

[REDACTED]

[REDACTED]



[Redacted]

[Redacted]

[Redacted]

6th July 2016

Dear [Redacted]

I am writing on behalf of the Governing Body of St George's School, to express our support for the proposal for the provision of a new Church of England Secondary School in the Borough of Lewisham. This new provision would give our parents an additional choice of school where they will know that Christian values underpin their child's education. It would also allow those parents from other faiths or no faith, to choose a faith school for their child's secondary education, as many of our parents currently do at primary level.

We are particularly pleased that the proposed new school would include an Autism (ASD) unit, as we are increasingly seeing the need for such provision at secondary level. In addition, offering a specialism in Maths and Modern Foreign Language would be particularly relevant to the modern world and help to prepare our children for the world of work which they will be entering in the future. At the same time, provision of a wide ranging enrichment programme, during an extended day, will help support children and their families to succeed.

We wish you every success with this proposal.

Yours sincerely

[Redacted signature]

2 AUG 2016



29th July 2016



Dear 

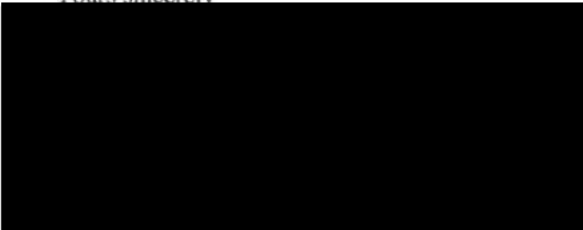
Proposed C. of E. Secondary School, Sydenham

After I and our Churchwarden attended your talk at St. Bartholomews School about the proposed new C. of E. Secondary School we attempted to get Church and School members to go online to support your proposal.

As this did not seem to be working we decided to ask people to fill in a form showing their support for the scheme. So we were able to get not only Church and School but our Mums & Toddlers group to sign the form.

Enclosed are the two forms with the signatures and do hope that this will help bring this project to fruition as we feel another Secondary School, especially a Church of England School, is really needed in this area.

Yours sincerely





ST. STEPHEN'S C E PRIMARY SCHOOL



In pursuit of excellence

Wednesday 7th September 2016

Dear 

St Stephen's C.E Primary School is wholeheartedly in support of a new Church of England Primary School in Lewisham.

We believe there is a definite need for a co-educational Church of England secondary school in the area that will provide excellent continuation of learning for children in the Church of England family of Lewisham primary schools.

Many ex-pupils return to our school and are disappointed that their new secondary schools do not have the same foundational Christian values and inspirational Collective Worship.

We believe that there is clear need for a co-educational Church of England secondary school in the area, and this new school will provide an excellent continuation of learning for children in the Church of England family of Lewisham primary schools, as well as those families of other faiths and no faith who wish to see their children succeed in a safe and inclusive environment.

Yours sincerely





St John Baptist (Southend) Primary School



6/7/2016

Dear 

I am writing to add my support for the New CofE Secondary in Lewisham. Parents have often asked me for advice on where their children might be able to continue with the kind of education they have received at St John Baptist or St Mary's Primary Schools. I have always recommended Trinity Secondary School as the CofE Secondary School in Lewisham, but many of our parents felt that transport to this school would be complex and time-consuming for their child. As a result, I think that having an excellent CofE Secondary School in a position where there would be good transport links or walkable distances would be advantageous to many of our families.

I wish you well on your endeavours to establish this new school and fully support our work to achieve this.

Yours sincerely



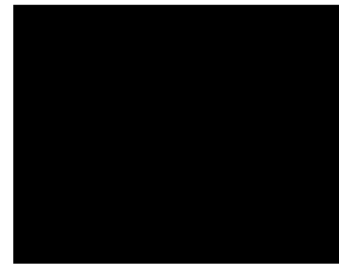
Values-based Education





ST JAMES HATCHAM
CHURCH OF ENGLAND PRIMARY SCHOOL

Raising leaders in academic excellence & godly character



14th September 2016

To Whom It May Concern,

Southwark Diocesan Board of Education Proposal for new Secondary Church of England (CE) School in Lewisham

I am writing on behalf of my families, stakeholders and governors in support of the proposal to build a new CE Secondary School in Lewisham.

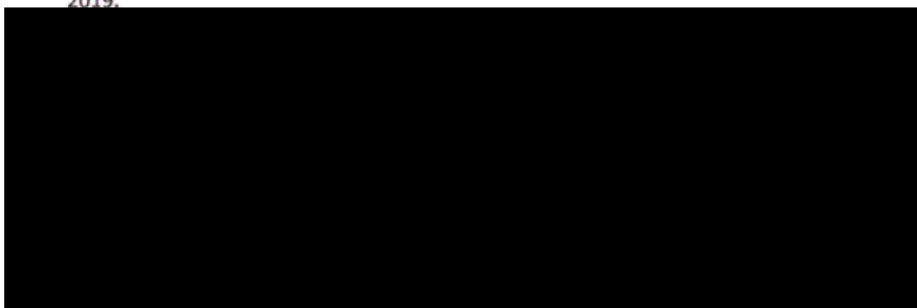
My parents and carers have expressed a deep desire for a new Secondary school – one where additional choice of a high quality education with Christian values and strong pastoral care for their children can be met.

There is a growing need for additional high quality, non-fee paying secondary places in the Lewisham area to help fulfil the high aspirations of our families many of whom are from the top 25% of the population in terms of high social deprivation. Ensuring the needs of poorer families being met is strongly supported by the government and this new school with its curriculum focus on maths and modern foreign languages to raise achievement for all would help fulfil the government’s ambitions for these pupils and their families.

The strong pastoral care the school would provide is paramount in an age when the mental health needs of young people are under increasing pressure. I believe that a school with a distinctive Christian character would ensure children thrive and that their emotional well-being would be at the centre of what they do.

There is currently only one CE Secondary School in Lewisham; we desperately need another one especially in south or central Lewisham.

I do hope that my letter and the desire of my school community will be considered in helping to ensure that this proposal is accepted and the new school is ready for our children and the children of Lewisham to start in September 2019.



Marketing and communications

Website

A newly designed website clearly explained the school's vision, promoted the school's events and encouraged parents and members of the local community to register their interest. The full website can be viewed at

www.lewishamcofesecondaryschool.org.uk

Visits to the school's website

To date there have been 3,470 visits to the website.



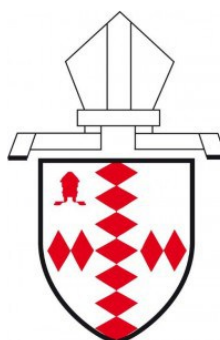
Welcome

A New Church of England Secondary School in south/central Lewisham

An application to establish Lewisham CofE Secondary School, a new 11-16 co-educational school, will be submitted to the Department for Education in September 2016. The school is being proposed by the Southwark Diocesan Board of Education to help meet the growing need for additional high quality secondary places in the south/central Lewisham area and also to give families additional choice of a high quality education with Christian values and strong pastoral care for their children.

If our application is approved, we plan to open in September 2019 with eight Year 7 classes (240 places) and admit the same number of Year 7 pupils each year thereafter, reaching full capacity of 1,200 pupils in 2023. Lewisham CofE Secondary School will be free to attend and will be highly inclusive, have a distinctive Christian character and will offer its students the opportunity to grow and develop within a broad and balanced curriculum framework under-pinned by Christian values. The school will also include an Autistic Spectrum Disorder (ASD) unit providing children with specialist care in a safe and secure environment whilst still being in a mainstream school.

There is clear need for a co-educational Church of England secondary school in the area, and this new school will provide an excellent continuation of learning for children in the Church of England family of Lewisham primary schools, as well as those families of other faiths and no faith who wish to see their children succeed in a safe and inclusive environment.





Our School

This new school will be highly inclusive, have a distinctive Christian character and will offer its students the opportunity to grow and develop within a broad and balanced curriculum framework under-pinned by Christian values.

Key characteristics of our school include:

- A non-fee paying Church of England co-educational 11-16 secondary school including an Autistic Spectrum Disorder unit.
- 240 Year 7 places for September 2019
- Pupils of all abilities, from all backgrounds, of all faiths and none, will be welcome
- The school, through the Diocesan family and a secure link with an existing strong Church of England Secondary School, will deliver high quality provision and leadership from the outset
- A value-added curriculum focus on maths and modern foreign languages, in keeping with our aim to increase both parental choice and widen diversity of secondary provision in the Borough
- A strong pastoral and chaplaincy links will be developed
- The school's admissions policy will provide Foundation and Open places in line with SDBE policy and taking into account local demographics



Register

An application to establish a new Church of England Secondary School in the south/central area of Lewisham, an 11-16 co-educational school, will be submitted to the Department for Education in September 2016. The school is being proposed by the Southwark Diocesan Board of Education to help meet the growing need for additional high quality secondary places in the south/central Lewisham area and also to give families additional choice of a high quality education with Christian values and strong pastoral care for their children.

You can help make this happen! The plans for Lewisham CofE Secondary School will only become a reality with the support of the community. In our application to the Department for Education, we need to demonstrate the level of support for the school, particularly of parents with child(ren) due to start secondary school in September 2019 or 2020.

If you are a parent of a child for whom you would consider Lewisham CofE Secondary School, please register your support by completing the form below.

If you do not have a child starting secondary school in 2019 or beyond but support this proposed school, please email us at [redacted]

Thank you – your support will help make our vision for Lewisham CofE Secondary School a reality.

Note: you would only be contacted by telephone if the school is approved to pre-opening, so as to offer you an early opportunity to apply for the school.

Title *

- Mr
- Mrs
- Miss
- Ms
- Dr

First Name *

Last Name *

Postcode *

I support the establishment of Lewisham CofE Secondary School and am *

- a Parent
- a Community Member/Local Resident
- a Teaching/Educational Professional
- a Local Business/Employer
- an 'Other'

Number of children due to attend a secondary school in the future *

Faith *

- No religion
- Rather not say
- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- Sikh
- Other

Would you consider Lewisham CofE Secondary School as a first choice option for your child(ren) if it is approved? *

- Yes
- No

Contact telephone number *

What is your personal view on your local secondary schools' standards? *

- They are excellent
- They are good
- They are satisfactory
- They could be better
- They are poor

Can you state up to 3 issues that you would like those behind Lewisham CofE Secondary School to take on board? *

- I can't think of any for the moment
- Yes I can give you up to three issues

How would you suggest Lewisham CofE Secondary School could be used as a community resource? *

- Public use of sports facilities
- After-school club(s)
- Holiday playscheme
- Community events – including arts and cultural events
- After-school meetings of local voluntary groups and committees
- Adult learning and training courses
- No suggestions at this time


My e-mail is: *

Note: you would only be contacted by e-mail to confirm (a) the application has been successful and (b) (only if a parent) to offer you an early opportunity to apply for the school (if applicable).

I would like to be kept updated with the school's progress. *

- Yes please
- No thank you

Spam

I'm not a robot 
reCAPTCHA
Privacy - Terms

Submit



Making our vision a reality!

Let's make our vision a reality We are delighted to announce that our bid for our new Church of England co-educational secondary school in the south/central Lewisham area will be submitted to the Department for Education in September 2016.

Lewisham Church of England Secondary School plans to open in September 2019 with eight Year 7 classes (240 places) and admit the same number of Year 7 pupils each year thereafter, reaching full capacity of 1,200 pupils when the first students reach Year 11 in 2023. The school will operate an admissions policy in accordance with the School Admissions Code and will welcome all children of all faiths and none.

Co-educational, non-selective and free to attend, Lewisham Church of England Secondary School is being proposed by the Southwark Diocesan Board of Education and will offer a broad and balanced curriculum taught by qualified teachers. The school will have a value-added curriculum focus on maths and modern foreign languages, in keeping with our aim to increase both parental choice and widen diversity of secondary provision in the Borough. The students will also benefit from an extended school day, excellent pastoral care and a wide range of enrichment opportunities.

We need to demonstrate support from the local community to make this happen.

Please complete our online form to show your support, especially if you have children starting secondary school in 2019 or 2020 – it will take less than a minute!

[Click here to show your support](#)

Do you have friends with children starting secondary school in 2019 and beyond? Please let them know about our proposed new school!

Lewisham Church of England Secondary School Team

Come and meet the Team

We are organising various events over the coming months for parents/carers who have children starting secondary school in 2019 or 2020. These events will provide an opportunity for you to meet the Team and find out more about this new Secondary School in the South/Central Lewisham area.

Details of the events are as follows:

Monday 20th June at 7 pm

St Bartholomew's C of E Primary School, The Peak, Sydenham. SE26 4HH

Friday 1st July at 2.30 pm

St John Baptist C of E Primary School, Beachborough Road, Bromley, Kent BR1 5RL

We look forward to meeting you there!



Lewisham Church of England Secondary School

Good luck to everyone going back to school this week!

We will be submitting our application to the Department for Education this month which is very exciting! However we need YOUR SUPPORT to help make this vision for a new Secondary School become a reality.

In our application to the Department for Education, we need to demonstrate the level of support for the school, particularly of parents with child(ren) due to start secondary school in September 2019 or 2020....

[See more](#)



Lewisham Church of England Secondary School

Our curriculum model, based on the National Curriculum as a broad and balanced platform, will have a specialism in maths and modern foreign languages and will provide opportunities for pupils of all abilities and backgrounds to succeed.

Lewisham CofE Secondary School will also offer a high quality spiritual, moral, social and cultural education while promoting British values. The whole curriculum and approach to teaching will be underpinned by Christian values.

Find out more... [See more](#)



Facebook

There's been a positive response to the Facebook posts as well as a high level of engagement on the school's Facebook page. Below are figures for the reach and actions from posts.

Facebook Page

The school's Facebook page can be viewed at www.facebook.com/Lewisham-Church-of-England-Secondary-School

Example posts from the school's Facebook Page



Lewisham Church of England Secondary School

Don't forget to come to our event this Friday (1st July) to discover more about this new co-educational secondary school in the south/central Lewisham area.

Friday 1st July at 2.30pm

St John Baptist C of E Primary School, Beachborough Road, Bromley, Kent BR1 5RL

Please share with your friends to help spread the word. Thank you!
www.lewishamcofesecundaryschool.org.uk



Lewisham Church of England Secondary School

We really enjoyed meeting all the families at our recent event. If you were unable to make it we are organising another event on:

Friday 1st July at 2.30 pm

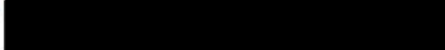
St John Baptist C of E Primary School, Beachborough Road, Bromley, Kent BR1 5RL

Come and meet the team and find out more about this proposed new secondary school.

We look forward to meeting you there!



Lewisham Church of England Secondary School



Lewisham Church of England Secondary School will be a new co-educational 11-16 free school in the south/central Lewisham area scheduled to open in 2019.

Our dual focus on maths and modern foreign languages will motivate students by using relevant real-life contexts including via immersion learning applications, and support higher standards in other subjects through cross-curricular working e.g. numeracy across the curriculum, as well as benefiting from liaison with our partner schools.

Come and find out more at our event on Monday (20th June) at 7pm at: St Bartholomew's C of E Primary School, The Peak, Sydenham SE26 4HH

Please share with your friends too so they don't miss out on more choice for their children's education.

www.lewishamcofesecundaryschool.org.uk/vision/



Lewisham Church of England Secondary School



Come and find out more about our proposed new Church of England Secondary School in south/central Lewisham on Monday!

Our first event takes place on Monday 20th June at 7pm: St Bartholomew's C of E Primary School, The Peak, Sydenham SE26 4HH

Please share with your friends to help spread the word!

This new school is being proposed to help meet the growing need for additional high quality secondary places in the south/central Lewisham area and also to give families additional choice of a high quality education with Christian values and strong pastoral care for their children.

Thank you!

www.lewishamcofesecundaryschool.org.uk



2 shares



Lewisham Church of England Secondary School



Welcome to a new Church of England Secondary School in south/central Lewisham.

The proposed new school is scheduled to open in September 2019 with eight Year 7 classes (240 places) and admit the same number of Year 7 pupils each year thereafter, reaching full capacity of 1,200 pupils in 2023.

The new school is being proposed by the Southwark Diocesan Board of Education to help meet the growing need for additional high quality secondary places in the south/central Lewisham area, and also to give families additional choice of a high quality education with Christian values and strong pastoral care for their children.

Find out more about this proposed new school and how you can register your support on our website at:

www.lewishamcofesecundaryschool.org.uk

PR

Press releases were sent to a variety of local press, magazines and radio stations.



Southwark Diocesan Board of Education

NEW CHURCH OF ENGLAND SECONDARY SCHOOL IN SOUTH/CENTRAL LEWISHAM

PRESS RELEASE

New secondary school proposed for south/central Lewisham to meet demand for more school places

An application for a new 11-16 co-educational Church of England Secondary School in the south/central Lewisham area, will be submitted to the Department for Education in September 2016.

The new school is being proposed by the Southwark Diocesan Board of Education to help meet the growing need for additional high quality secondary places in the south/central Lewisham area, and also to give families additional choice of a high quality education with Christian values and strong pastoral care for their children.

Lewisham Church of England Secondary School plans to open in September 2019, subject to approval by the Department of Education, with eight Year 7 classes (240 places) and admit the same number of Year 7 pupils each year thereafter, reaching full capacity of 1,200 pupils in 2023. This new school will be free to attend and will be highly inclusive, have a distinctive Christian character and will offer its students the opportunity to grow and develop within a broad and balanced curriculum framework under-pinned by Christian values. The school will also include an Autistic Spectrum Disorder (ASD) unit providing children with specialist care in a safe and secure environment whilst still being in a mainstream school.

Colin Powell, Director of Education at Southwark Diocesan Board of Education said, "There is clear need for a co-educational Church of England secondary school in the area, and this new school will provide an excellent continuation of learning for children in the Church of England family of Lewisham primary schools, as well as those families of other faiths and no faith who wish to see their children succeed in a safe and inclusive environment."

Our dual focus on maths and modern foreign languages will motivate students by using relevant real-life contexts including via immersion learning applications, and support higher standards in other subjects through cross-curricular working e.g. numeracy across the curriculum, as well as benefiting from liaison with our partner schools. Lewisham Church of England Secondary School will establish and develop strong mutually beneficial partnerships with the local family of schools, local agencies, business, and charities to support learning opportunities for our students and develop our teachers, meeting Equality Act 2010 requirements. The school will prepare students to be the future professional workforce for Lewisham, London and beyond. A wide-ranging enrichment programme will be provided during an extended day, which will include a Breakfast Club and after-school supervised Homework Club, supporting personal as well as academic development while offering parent-friendly provision.

Southwark Diocesan Board of Education would like to invite all parents, especially those with children due to start secondary school in 2019 and 2020, interested in this new secondary school to attend their open events where they can meet the team and discover more about the proposed new school. The events will be taking place on **Monday 20th June** from 7pm at St Bartholomew's C of E Primary School, The Peak, Sydenham SE26 4HH and on **Friday 1st July** from 2.30pm at St John Baptist C of E Primary School, Beachborough Road, Bromley, Kent BR1 5RL.

Southwark Diocesan Board of Education are also inviting parents to register their interest on the dedicated website, as this will help demonstrate evidence of local demand for the application to the Department for Education. Parents and supporters can register their interest and find out more about Lewisham Church of England Secondary School at www.lewishamcofesecsecondaryschool.org.uk/register

Parents and supporters can also join the School's online community on Facebook where they can keep up-to-date with the school's progress.

-----ENDS-----

Leaflets and Posters

Leaflets and posters were distributed around the local community.

New Church of England Secondary School proposed for south/central Lewisham...

Register your interest **TODAY!**
We need your support
www.lewishamcofessecondaryschool.org.uk/register



An application for a new Church of England Secondary School in the West Lewisham Deanery, an 11-16 co-educational school, will be submitted to the Department for Education in September 2016.

The new school will be highly inclusive, have a distinctive Christian character and will offer its students the opportunity to grow and develop within a broad and balanced curriculum framework underpinned by Christian values.

This state-funded school will cater for the growing demand for secondary places, and will be operated by Southwark Diocesan Board of Education (SDBE) alongside its existing family of schools.

The school plans to open in September 2019 with its first intake of Year 7 pupils, and reach full capacity of 1,200 in 2023. The school will also include an Autistic Spectrum Disorder (ASD) unit.

We need your support NOW to make this happen...

Please complete the short form on the 'Register' page at:
www.lewishamcofessecondaryschool.org.uk/

Find us on Facebook:
[Facebook.com/lewishamcofessecondaryschool](https://www.facebook.com/lewishamcofessecondaryschool)

Telephone us on: 020 7234 9200

- A non-fee paying Church of England co-educational 11-16 secondary school
- 240 Year 7 places planned from 2019
- Pupils of all abilities, from all backgrounds, of all faiths and none, will be welcome
- The school will establish strong mutually beneficial relationships with the local family of schools to deliver high quality leadership and learning from the outset
- A curriculum focus on maths and modern foreign languages to raise achievement for all learners, encourage self-confidence and support cognitive development
- Providing children with ASD specialist care in a safe and secure environment, whilst still being part of a mainstream school
- Strong pastoral care supporting the needs of all students through our chaplaincy
- The school's admissions policy will provide Foundation and Open places in line with SDBE policy and taking into account local demographics

SOUTHWARK DIOCESAN BOARD OF EDUCATION 

 Like

CVs

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (ie education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
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		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	[REDACTED]
		[REDACTED]
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available): <ul style="list-style-type: none"> ▪ Your 	








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6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p>

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8	Reference names(s) and contact details	[REDACTED]

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1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	Details of your last three roles including: <ul style="list-style-type: none"> • name of school/organisation • position and responsibilities held • length of time in position 	[REDACTED]
	This should cover the last four years. If not, please include additional roles	
4	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	[REDACTED]

5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

[Redacted]		
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	Reference names(s) and contact details	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

[Redacted]		
1	Name	[Redacted]
2	Area of expertise (ie education or finance)	[Redacted]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications 	

[Redacted]		
	are maintained	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable 	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6	Brief comments on why your	<p>[Redacted]</p> <p>[Redacted]</p>

[REDACTED]		
	previous experience is relevant to the new school	[REDACTED]
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED] [REDACTED] [REDACTED]
8	Reference names(s) and contact details	

[REDACTED]		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED] [REDACTED] [REDACTED]
		[REDACTED] [REDACTED] [REDACTED]
		[REDACTED] [REDACTED] [REDACTED]
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body 	N/A

	<p>membership number</p> <ul style="list-style-type: none"> • how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications • school's best 8 value added scores for the years you were in post, if applicable 	N/A
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> • Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A

<p>6</p> <p>Brief comments on why your previous experience is relevant to the new school</p>	<ul style="list-style-type: none"> • [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED]
<p>7</p> <p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] and Services for Hearing Impairment
<p>8</p> <p>Reference names(s) and contact details</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

[REDACTED]		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
		Name: Position: Dates:
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications • school's best 8 value added scores for the years you were in post, if applicable 	[REDACTED]
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>	

[REDACTED]		
	<ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	[REDACTED]

[REDACTED]		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	Details of your last three roles including: <ul style="list-style-type: none"> name of school/organisation position and responsibilities held length of time in position 	[REDACTED]
	This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
4	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> date of 	

[Redacted]		
	<p>qualification</p> <ul style="list-style-type: none"> professional body membership number how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable 	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these 	N/A

[REDACTED]		
	<p>should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	<p>[REDACTED]</p>

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (ie education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		Name: Position: Dates:
		Name: Position: Dates:
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	Not applicable
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available): <ul style="list-style-type: none"> ▪ Your subject/department's 	Not applicable

[REDACTED]		
	<p>results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

1.	Name	
2.	Area of expertise (ie education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	
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5.b	For education only: if you are in a teaching or head of department role in your latest school (where available): <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared 	

[REDACTED]		
	to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

[REDACTED]		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	Details of your last three roles including: <ul style="list-style-type: none"> • name of school/organisation • position and 	[REDACTED]

[REDACTED]		
	<p>responsibilities held</p> <ul style="list-style-type: none"> length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name:</p> <p>Position:</p> <p>Dates:</p> <hr/> <p>Name:</p> <p>Position:</p> <p>Dates:</p>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest</p>	

[Redacted]	
	<p>school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications
6	<p>Brief comments on why your previous experience is relevant to the new school</p> <p>[Redacted]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>
8	<p>Reference names(s) and contact details</p>

[Redacted]	
1	<p>Name</p> <p>[Redacted]</p>
2	<p>Area of expertise (ie education or finance)</p> <p>[Redacted]</p>
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/ <p>[Redacted]</p>

	<p>organisation</p> <ul style="list-style-type: none"> • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	

[Redacted]		
	<ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

[REDACTED]		
		[REDACTED]
8	Reference names(s) and contact details	[REDACTED]

[REDACTED]		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <hr/> <p>[REDACTED]</p> <hr/> <p>[REDACTED]</p> <hr/> <p>[REDACTED]</p>

		[REDACTED]
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	[REDACTED]
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications • school's best 8 value added scores for the years you were in post, if applicable 	N/A
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> • Your subject/department's results for the years you were in post, compared 	N/A

	<p>to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6	Brief comments on why your previous experience is relevant to the new school	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	N/A
8	Reference names(s) and contact details	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/ organisation 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
	<ul style="list-style-type: none"> position and responsibilities held length of time in position <p>This should cover the last four</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

	years. If not, please include additional roles	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	N/A
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications • school's best 8 value added scores for the years you were in post, if applicable 	N/A
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> • Your subject/department's 	N/A

	<p>results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>