



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

Oasis Academy Oldham 2

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The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found on page 8 of this form. All applicants are required to complete this section in full.

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

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *how to apply to set up a free school guidance document* and the *criteria for assessment*, for the information your group should include in these sections.

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

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

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

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

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

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

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

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

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

Section I is about your suitability to set up and then run a free school. The form is available [here](#).

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

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

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

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

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

Declaration

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

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

- the requirements outlined in the [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.

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

- complete the Section A tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

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

- complete the Section B tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

and strong character development gained through longer hours and strong behaviour protocols.

It is intended that the school will become a successful 11-16 school with 1500 students within five years, meeting the demographic need for new school places, increasing choice and quality of education for local parents and enabling community cohesion. We are proposing the school in response to the demand for secondary places across the Borough. In 2017 there will be a shortfall of 191 Y7 places, steadily increasing to a shortfall of 468 places by 2022. However we are also responding to the demand for higher quality school places for all students. [REDACTED]

[REDACTED]

Our vision is one of community transformation. It is about people, aspirations, opportunity, education, employment and enterprise. It is about creating a safe and inspiring local neighbourhood; a place where people feel safe, happy and proud to live, learn and work alongside one another; where every person is valued.

Oasis is committed to building a stronger sense of community across each local area in which we work through the creation of new networks and relationships:

- Relationships between the various local agencies that will ensure the development and delivery of a cohesive transformational community plan.
- Relationships that will create opportunities for local people to get involved in shaping the work and being part of the change itself.

Oasis has worked in community for over 25 and we have gained a wealth of experience in how to do this, as well as building the national and regional infrastructure of Oasis Community Learning to support and sustain such development. We are committed to working in partnership with others – community leaders, residents, local businesses, schools, other voluntary agencies and places of worship – to optimise the opportunity to build a deepened sense of community and so transform each locality in which we work into an amazing place to live.

[REDACTED]. Our aim would be to resurrect this site, not only as a school but also as a hub for the community, in the way that OAO is utilised. OAO is in use from 7am to 10pm, for a range of community events from sports activities to car boot sales, placing the school at the heart of its community which helps to breakdown barriers to learning for harder to reach families.

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

Oasis Community Learning

The vision for the school is based on the values and ethos already established by the parent charity, Oasis Charitable Trust. The trust works in 9 other countries in Europe, Asia, Africa, and N America to deliver education, housing, training, youth work health care and family support. The education arm of the Trust, Oasis Community Learning, is the second largest Multi-Academy Trust in England, and works to achieve exceptional education at the heart of community.

OCL has 47 academies: over 70% of those academies that have been inspected are good or better. As well as delivering first-class and innovative education, Oasis builds 'hubs' in the areas it works; creating safe and inspiring local neighbourhoods that provide integrated and diverse services to benefit the whole person and the whole community; as well as leveraging its global perspective to support social and cultural appreciation and tolerance.

With agreement of the National Schools commissioner the Trust is planning to grow steadily over the next 3-4 years within its present clusters and regions. It has been agreed we have made the necessary progress and have the capacity to grow in the following areas - development of 2 secondary schools and 6-10 primaries in the Bristol area, 4 secondary schools in the Southampton area, 8 primaries in the Birmingham area, 8 primaries in Kent and Medway and 8 primaries and 1 secondary in Oldham/Manchester area.

Success of Oasis Academy Oldham 2 (OAO2)

The success of Oasis Academy Oldham 2 (OAO2) will be measured by each child:

- Making outstanding levels of progress;
- Demonstrating the interpersonal skills, self-esteem and respect to be employable:
- Accessing employment opportunities or further/higher education.

OAO2 will be a school where all young people will be given the opportunity to be the best they can be, and will be provided with the support, care and guidance they require to allow them to successfully transition to FE, training or employment. OAO2 will be an 11-16 co-educational school, to reflect the outcomes of the recent Area Based Review (ABR) process. Oldham Sixth Form College (OSFC), judged Good by Ofsted was identified as providing high quality post-16 provision. Therefore, rather than dilute the post-16 offer for young people across the Borough, we would prefer to work in partnership with OSFC (currently applying for academy status and establishing a MAT) to support the further development of this provision.

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

Oasis would welcome the opportunity to develop a new secondary school in the borough, to enhance the existing community Hub which has existed in Oldham, since the opening of Oasis Academy Oldham in 2010 and Oasis Academy Limeside in 2011. OAO2 would build on the successes of the existing schools with the Oasis Oldham hub.

Oasis Community Hubs are centres of activity that provide integrated, high quality and diverse services to benefit the whole person and the whole community. Community Hubs bring together Oasis' values, resources and expertise with the different activities, partnerships and infrastructure we have developed over the past 25 years. Our aim across all our Hubs is to:

- Create outstanding educational and life-long learning opportunities for all.
- Build a stronger sense of community, transforming them into environments where people feel safe, happy and proud to live, learn and work alongside one another.
- Stimulate a local culture of enterprise and self-help
- Raise aspirations as well as educational and employment opportunities
- Reduce crime and anti-social behaviour
- Encourage an environment where the private and public sector work in deeper partnership.
- Encourage volunteering at every level of our operations.
- Ensure outstanding community services for local residents.
- Create opportunities for local people to get involved in shaping the work and buying into delivering the change itself.
- Provide national support for existing services and the development of new services.
- Effectively evaluate and demonstrate to stakeholders the impact and distinctiveness of our Hubs, securing long term sustainability.

Examples of the types of priorities that could be set by the Hub team include the following:

- Literacy support
- Transition to year 7
- Attendance
- Student recruitment
- Social, moral and spiritual development
- Global partnership

Our Oldham hub already exists, it is our plan that OAO2 will enhance our hub offer, allowing us to broaden our reach to a wider cross section of the Oldham community

Section D – education plan: part 1

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

- use the table below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

If you are proposing to open later than 2018, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Year 7		300	300	300	300	300	300	300
Year 8			300	300	300	300	300	300
Year 9				300	300	300	300	300
Year 10					300	300	300	300
Year 11						300	300	300
Totals		300	600	900	1200	1500	1500	1500

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
KS3 Guided reading	5	Mandatory	
KS3 Maths	5	Mandatory	
KS3 English	5	Mandatory	
KS3 Science	5	Mandatory	
KS3 Humanities	5	Mandatory	
KS3 PSHE	1	Mandatory	
KS3 Modern Foreign Language	HPA – 2 MPA – 3 LPA – 1	Mandatory	
KS3 Contemporary Language	HPA – 2	Mandatory	
KS3 Numeracy support	MPA – 1 LPA – 3	Mandatory	
KS3 PE	1.5	Mandatory	
KS3 Health and Well being	1.5	Mandatory	Termly rotation: Food, Mental Health, Physical Health & Safety
KS3 Creative Mastery	1.5	Mandatory	Termly rotation: School production, Art, Orchestra
KS3 Careers Preparation	1.5	Mandatory	Termly rotation: ICT (coding/ECDL), Economics, Politics
KS4 Guided reading	B – 2 G – 2	Mandatory	
KS4 English language & literature	5	Mandatory	

KS4 Maths (B – & statistics)	5	Mandatory	
KS4 Science (double)	5	Mandatory	
KS4 Options	14	Mandatory	
KS4 PSHE	2	Mandatory	Character development
KS4 Careers	1	Mandatory	
KS4 Fitness	2	Mandatory	

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Overview

Oasis Academy Oldham 2 (OAO2) will serve a pupil cohort very similar to that already being served by Oasis Academy Oldham. Therefore the changes to our delivery model and approach will be minimal.

We will provide students with a core curriculum based on ensuring all students are able to compete with the very best as they progress to further and higher education. We recognise that students need to develop resilience and grit in order to become confident members of society. As such, all staff will be trained to teach using a growth mind-set model. Additionally, all students will receive a growth mind-set education both through explicitly taught lessons, and implicitly through the culture in every classroom, every office and every shared space in the school. We will create a culture in which all staff and students know that feedback is a gift that should be gratefully and graciously received.

Every student at OAO2 will be equipped with a road map to guide them through their education and career choices. Each student's road map will be updated as they

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

discover what sparks their intrinsic motivation and take steps towards their future. Students will regularly meet with navigators (tutors) to provide information, advice and guidance. All tutors will receive rigorous and ambition CEIAG training to ensure they are able to provide the very best support and encouragement to all students.

Pupil Population

Our existing secondary academy in Oldham – Oasis Academy Oldham (OAO) serves a diverse but socially disadvantaged community. OAO's EAL population has risen sharply and will continue to do so over the next 3 years. The current school has expert staff to run an effective EAL provision so students can leave with qualifications which allow them to progress post-16 to 6th form education, training or employment. The levels of disadvantage across current and previous cohorts, has been above national average for the past four years, with a similar socio-economic profile anticipated for the foreseeable future. In line with the overall growth across the Borough, as indicated in section C, student numbers have increased year on year over the past 4 years and remain significantly above national average. This growth is expected to continue to 2023, and beyond. OAO's current Year 7 is oversubscribed and will remain so over the next 3 years. The student population of OAO2 is expected to mirror that of OAO, and therefore we have a clear understanding of the local context, including the challenges the cohort may experience and a strong grasp of strategies which can be deployed to address these challenges.

Curriculum

Consistency in Teaching and Learning across our Schools

Delivering an exceptional quality of teaching every day is at the core of what we believe is important, we aim to create opportunities for the young people we serve to enable them to achieve excellence through respect and confidence. Our bespoke approach to teaching is based upon what we believe is effective at raising achievement and providing our young people with the knowledge, skills and understanding to be able to thrive and compete in modern society regardless of age, background, ethnicity, gender or ability.

Being part of a large academy trust we realise the importance of clear lines of communication and rigour at every level to ensure the very best quality of teaching and learning experiences for our young people. Communication with our Academy Trust is routine and includes termly visits from the National Director of Monitoring and Standards (NDMS), half termly visits from our Regional Director (RD), termly visits from our Chief Executive Officer and KPI reports are sent routinely throughout the year; All Oasis schools are rigorously monitored and supported to constantly drive standards and this is a clear strength of our Trust and ensures that all of our schools

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

operate in a coherent manner, these are approaches that will be established and embedded from the first day of our new school.

On a school level we have benefitted from the national strategic support and our new school will be no different, within our current school we have established and embedded our own quality assurance processes, our distributed approach within school not only has created a strong culture of accountability but has also allowed leaders at all levels to have ownership over their areas of responsibility. Our routine and effective QA calendar involves bi-weekly learning walks, weekly book scrutiny, weekly line management meetings and weekly raising attainment and progress(RAP) meetings all of which are closely monitored on a departmental level and then analysed at a senior leadership level.

We believe that collaboration is an important tool in school improvement and our work with external agencies to moderate and standardise our own work and judgements is an example of this. Gaining advice from external agencies such as B11 and local schools is an example of our outward facing approach, external standardisation of student work and departmental reviews have also added extra rigour to our quality assurance process and external collaboration such as this are key to our continual drive for improvement.

We have learnt how to be effective at raising the standard of provision and our quality assurance framework serves to support and challenge performance throughout the school and these are all well-established processes that form part of leadership approach and support the improvement of teaching and learning.

Establishing a consistent approach is important in raising achievement in the most deprived areas, some of the most successful schools that we have worked alongside (Dixon's Trinity Free School, Robert Clack School and Oasis South Bank amongst others) have established a clear approach to teaching and learning in the classroom and this is coherently delivered; we at Oasis feel strongly that the young people we work with need a routine and exceptional quality of teaching every day in order to succeed and our QA supports this and our strong focus upon CPD helps to improve the quality of provision at all levels. We have dedicated a considerable amount of time developing and embedding an approach to teaching that works for our students and we have called this the OAO lesson, it specifically aims to raise aspirations, develop literacy and improve learning. Our approach is informed by the latest research and was created using the expertise found within our school from both staff and students. To develop teaching and learning we provide all of our staff with seventy-five minutes of training each week and focus upon departmental planning, departmental moderation and development of teaching with a clear focus upon weaving our approach to teaching throughout everything we do. Much of our CPD is

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

One of the most significant benefits for staff, of opening OAO2, will be the opportunities for joint CPD and career progression. At all levels throughout the two schools, we will provide opportunities for staff to work collaboratively. This will include (but not limited to):

- Joint planning;
- Marking, assessment and moderation;
- Policy and operating procedure development.

Literacy

Due to the high percentage of learners for whom English is an additional language, as well as the low level of literacy amongst the White British community within Oldham, students will participate in an hour of guided reading (Drop Everything And Read) at the beginning of the day, building on the model adopted by OAO, which has had demonstrable success at Oasis Academy Southbank and Dixons Trinity Academy, both of which have experienced exceptional levels of success in eradicating illiteracy amongst students. During this time, students will read journal articles, classical texts and current affairs articles to stretch and develop their influence skills, vocabulary, comprehension and critical thinking. Students will experience a broad range of literature, chosen for their alignment with and exploration of the Oasis 9 Habits, and in order to foster a love of reading for enjoyment. Students with additional literacy needs and arriving with significantly lower than average reading levels, will participate in reading catch up programs recommended by the Sutton Trust's Education Endowment Fund and other education researchers until they attain a reading age at or above their chronological age.

Staff will be trained in the development of oracy skills and both staff and students will be expected to use professional and subject specific vocabulary at all times. Regular opportunities for public speaking in front of classes, assemblies and staff meetings will allow students to develop confidence and proficiency in this area.

EAL Learners

With an increasing population of students for whom English is an additional language at the current school, we predict that the new school will see a continuation of this trend. As such, the creation of specific option blocks including ESOL for example will be a key priority. Our strong ties with Oldham Sixth Form College and Oldham College will allow us to continually improve our provision for EAL learners in order to enable them to progress successfully to FE and HE. The provision for EAL learners at the current school is a significant strength and we would replicate this excellent

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

practice in the new school, including the tiered approach to integration, the extensive and welcoming induction program and a curriculum that helps international new arrivals adjust to life in modern Britain.

Special educational needs and disabilities (SEND)

OAO2 will have be fully inclusive and responsive to the needs of all pupils who attend the school. This is essential if pupils are to participate, achieve and improve their life chances. In accordance with the school's SEND policy, we will ensure early identification and appropriate intervention for pupils with learning difficulties and disabilities. Our transition team will work closely with feeder primary schools as appropriate to ensure that transition for vulnerable pupils is managed effectively. As well as the standardised baseline assessment taken by all pupils, further, more detailed diagnostic assessments will be made for pupils where there is concern about their progress in order to identify particular needs.

In line with the revised SEND code of practice, the school will arrange support and interventions for literacy (reading, handwriting, spelling and comprehension), numeracy, communication and social interaction, emotional literacy and behaviour support. Tailored support will be provided for pupils who have a physical impairment with a view to establishing the greatest degree of inclusion possible for each pupil. Intensive work with pupils requiring higher levels of support will be provided. Where required and possible, we will ensure that reasonable adaptations are made to the school environment to meet the needs of pupils with physical disabilities.

As a priority, from the first year of opening, we will ensure the school has full access to an appropriately qualified SENDCo who will be a senior member of staff. The SENDCo will have responsibility for the co-ordination of support for pupils with SEND and also for safeguarding. As this will be a joint appointment with OAO, the SENDCo will be supported by an assistant SENDCo and child protection officers who will have the appropriate qualifications and up to date training. We will ensure a member of the local academy council has designated responsibility for SEND and safeguarding.

Senior staff in the school will review and clearly identify the needs of pupils with learning difficulties, in particular those (likely to be a small minority) with Education, Health and Care Plans (EHCP) under the revised SEND Code. The SENDCo will then ensure that these needs are communicated to relevant classroom teachers and support staff enabling them to plan effectively to address these needs, and provide support as appropriate. All staff will receive training in overcoming barriers to learning for SEND pupils, using external expertise where necessary. This will include training and guidance around the effective deployment of curriculum support staff. The SENDCo will have responsibility for ensuring the needs of all identified pupils are

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

met, and where appropriate, statutory learning support requirements for individual pupils with education, health and care plans are fully met. All pupils with education, health and care plans will be guaranteed their statutory entitlement and full access to appropriate learning pathways. Accessibility to all curriculum and material provision will be every learner's entitlement, regardless of disability.

We will seek advice and guidance as required from the trust and/ or external support agencies to support us in our provision, including speech and language therapy, occupational therapy, educational psychology, hearing impairment, clinical psychology, physiotherapy, child and adolescent mental health services (CAMHS) and social services. We will also work in partnership with Oldham's education, health and care services to ensure adequate support for all pupils.

Transition

In keeping with the Oasis belief in inclusion, Oasis Oldham was originally created to bring together children from different cultural and social backgrounds, successfully merging two schools with very different intakes to successfully create greater social cohesion. Its curriculum into Key Stage 3 reflected this, integrating subjects and drawing on topics such as what it means to be a citizen of Oldham, and opportunities to understand different cultures, building on the work going on in local primaries. It has established very strong links with local primaries particularly through the Teaching School, Oasis Academy Limeside. Academy staff have attended training with primaries so that approaches to key learning skills run seamlessly from primary to secondary education. Achievement is rising. A basecamp for Year 7 (again created through close liaison with primaries) ensures that the most vulnerable children are equipped with the skills they will need to succeed in their secondary education (e.g. through a teacher trained for a year in Limeside in Reading Recovery). Oasis Oldham supports the work Limeside's teaching school e.g. in training new entrants to the profession and developing NQTs and benefits from the training and CPD offered by them.

Building on Oasis' passion to improve local communities, Oasis Oldham and Limeside have a thriving and growing hub, with close links to local churches, housing associations, and community development officers etc. meeting the needs of the local community and building on its existing strengths and assets, for example by providing adult education classes. It also offers close links with Oasis organisations across the world, with a strong humanitarian emphasis on supporting and helping others in need to create a more equitable world. OAO2 would further enhance and extend the reach of the Oldham hub.

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

Year 7 & 8 Curriculum

Students in years 7 & 8 will have 5 hours a week of core subjects, including maths, English, science, and humanities. Each of these curriculum plans will be designed to weave together key themes from the Personal, Social, and Health Education statutory guidance. Additionally, the curricula will further develop critical thinking skills and an awareness of local, national and global issues faced by society. Students will be encouraged to consider how they can add to the development of healthier communities. The breadth of cultural diversity will be celebrated and students will be encouraged to share the knowledge and expertise they have gained from their own individual backgrounds.

The weighting towards core and EBacc subjects will provide our students with a strong foundation on which to build at GCSE level in order to secure the qualifications necessary to successfully gain a place at a top university. This curriculum model has been heavily influenced by work by Carly Mitchell and her team at Oasis Academy Southbank, an Ofsted rated Outstanding free school that has effectively ensured that students with low prior attainment make rapid gains and catch up with their peers.

In addition to this, the curriculum will incorporate a level of flexibility in order to respond to the needs of individual students. As such, students will have one of the following each week:

- High Prior Attainment students:
 - 2 lessons of MFL and 2 lessons of a non-traditional language (i.e. Romanian, sign language, Polish). This will celebrate and embed a multi-lingual culture within the school and wider community by breaking down language barriers that have previously caused isolation.
- Middle Prior Attainment students:
 - 3 lessons of MFL and 1 additional lesson of numeracy.
- Low Prior Attainment students:
 - 1 lesson of MFL and 3 additional lessons of numeracy.

All Key Stage 3 students will also participate in our Cultural Offer consisting of a variety of opportunities and experiences that will set our students apart by providing them with necessary cultural capital to succeed at any Russell Group University and in their careers beyond. Students will for example, participate in a range of alternative sports such as fencing, lacrosse and trail running. By continuing to partner with organisations such as The Brilliant Club and Debate Mate, our students will not only set their sights on high education, but will be equipped with the skills to both access and be successful at the best universities both in the UK and abroad. Alongside these opportunities the cultural offer curriculum will provide students with health

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

lessons, creative mastery opportunities and career preparation sessions. We are particularly pleased that in the new school we will offer a mental health and well-being curriculum, working in partnership with CAHMS, Place2Be and Mind in order to turn the tide on the rising levels of mental health problems experienced by teenagers across the UK. This preventative measure will allow our students to develop into well-rounded adults in what can be a very difficult transition for many young people today.

Year 9, 10, & 11 Curriculum

At Key Stage 4 students will continue to study English, maths and science for 5 hours per week. In the new school, GCSE options will be designed in such a way that students study eight or nine GCSEs depending on their attainment in year 9. The additional time investment in the humanities subjects at KS3 will maximise the number of students who are able to succeed in attaining the English Baccalaureate. Where necessary, students who are significantly below expectations will take additional vocational qualifications in place of a humanity or language subject. The new school will develop a range of appropriate and challenging vocational courses that can be delivered on-site to ensure both vulnerable and low attaining students receive continuity of care. Furthermore, students who are able to exceed GCSE qualifications in year 11 will be provided with an appropriate range of additional qualifications, including level 3 courses and further level 2 courses (i.e. statistics).

In addition to this, KS4 students will continue to participate in two hours of guided reading (in which key English literature texts will be studied), two hours of fitness, two hours of PSHE and one hour of careers preparation. During careers preparation, students will learn skills such as 'how to make a good first impression', and 'university interview techniques', as well as meeting local business owners and professionals who can provide additional insight into working life and career pathways.

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

Provisional GCSE pathways map

<p><u>Bucket 1</u> English language & literature (5h) Maths & statistics (5h)</p>	<p><u>Bucket 2</u> Double science (5h) Humanity (3.5h)</p>	<p><u>Bucket 3</u> Language (3.5h) Option b (3.5h) Option c (3.5h)</p>	<p><u>Other</u> Fitness (2h) DEAR (2h) Politics (2h) Careers (1h)</p>
<p><u>Bucket 1</u> English language & literature (5h) Maths (5h)</p>	<p><u>Bucket 2</u> Double science (5h) Humanity or language (3.5h)</p>	<p><u>Bucket 3</u> Option a (3.5h) Option b (3.5h) Option c (3.5h)</p>	<p><u>Other</u> Fitness (2h) DEAR (2h) PSHE (2h) Careers (1h)</p>
<p><u>Bucket 1</u> English language & literature (5h) Maths (5h) Maths/English intervention (2h)</p>	<p><u>Bucket 2</u> Double science (5h) Humanity (3.5h)</p>	<p><u>Bucket 3</u> Option a (3.5h) Vocational (3.5h) Vocational (3.5h)</p>	<p><u>Other</u> Fitness (2h) PSHE (2h) Careers (1h)</p>

The school week

We will use the freedoms afforded to academies and Free Schools to enable pupils to spend more time in school and more time being taught and supported to learn. This will be achieved by a longer school day. We believe that every minute counts and that every aspect of our school day should be an opportunity for staff to deliver our mission and values. We recognise that many of the pupils the school is likely to serve may not have a home environment that enables them to undertake private study easily, including a quiet place to work and access to the internet, Oldham has one of the country's lowest rates for household internet access. As demonstrated in the table below, we therefore plan to supplement homework with extra-enrichment time and additional study time so that all pupils will not only have a conducive work environment but also access to teaching and support staff to provide help where it is needed.

Whilst Oasis Community Learning teaching staff terms and conditions do not differ massively from national School Teachers' Pay and Conditions, through the careful recruitment and selection of staff we will ensure that a culture develops of willingness to "go the extra mile" for our pupils. Staff appointed to OAO2 will understand the need for flexibility in order to achieve our collective goals.

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

Our model timetable is based on a teaching week of 36 hours as outlined in the example below:

	Monday	Tuesday	Wednesday	Thursday	Friday
07:30 – 08:00	Staff briefing	Staff development	Staff development	Staff development	Staff development
08:00 – 09:00	KS3 DEAR KS4 DEAR	KS3 DEAR KS4 DEAR	KS3 DEAR KS4 Fitness	KS3 DEAR KS4 PSHE	KS3 DEAR KS4 PSHE
09:00 – 10:00	Lesson 1 Maths	Lesson 1 Maths	Lesson 1 Maths	Lesson 1 Maths	Lesson 1 Maths
10:00 – 10:20	Break				
10:20 – 11:20	Lesson 2 English	Lesson 2 English	Lesson 2 English	Lesson 2 English	Lesson 2 English
11:20 – 12:20	Lesson 3 Science	Lesson 3 Science	Lesson 3 Science	Lesson 3 Science	Lesson 3 Science
12:20 – 13:10	Lunch (family dining)				
13:10 – 14:10	Lesson 4 KS3 Humanities KS4 Option 1	Lesson 4 KS3 Humanities KS4 Option 1	Lesson 4 KS3 Humanities KS4 Option 1	Lesson 4 KS3 Humanities KS4 Option 1	Lesson 4 KS3 Humanities KS4 Option 1
14:10 – 15:10	Lesson 5 KS3 PSHE	Lesson 5 KS3 MFL/Num	Lesson 5 KS3 MFL/Num	Lesson 5 KS3 MFL/Num	Lesson 5 KS3 MFL/Num

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

	KS4 Option 1	KS4 Option 2	KS4 Option 3	KS4 Option 4	KS4 PE
15:10 – 15:25	Afternoon tea (home room)				
15:25 – 16:55	Lesson 6 KS3 PE KS4 Option 1	Lesson 6 KS3 Health KS4 Option 2	Lesson 6 KS3 Creative KS4 Option 3	Lesson 6 KS3 Careers KS4 Option 4	

D2 – measuring pupil performance effectively and setting challenging targets

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

Overview

We intend to build on the best practice developed over by the Trust over a ten-year period. OAO and OAO2 will ensure consistency of approach in terms of assessment, target-setting and standards of behaviour through the methods outlined in D1. We will ensure a programme of rigorous CPD opportunities is available for staff from both schools to access. This will be underpinned by standardised policies which allow staff leaders to operate across both schools with ease. Joint appointments at all levels across the schools will also enable the development of a consistent approach.

Target setting policy

D2 – measuring pupil performance effectively and setting challenging targets

At OAO2 all students to be set above national average rates of progress for all ability groups. New key stage 2 data will be divided up into the below new categories defined by the current school and subsequently verified by PIXL (Partners in Excellence).

KS2 average in Reading and Maths	KS4 Target
Less than 80	Grade 3
80-83	Grade 3
84-87	Grade 3
88-91	Grade 4
92-95	Grade 5
96-99	Grade 6
100-103	Grade 6
104-107	Grade 7
108-111	Grade 8
112 – 120	Grade 9

The new KS2 ranges from 80 (lowest) to 120 (highest) with the score of a 100 being the national expectation.

As per our current school, students within the new school will have flight paths generated based on starting points in addition to end of year targets and an assessment point target for each academic year. The above national average rates of progress from starting points will generate the below targets:

- A positive progress 8 score of more than +1.0 in year the first year of Key Stage 4 results.
- Above national average attainment percentage in students achieving a grade 5 above and in English and Maths combined, a minimum of 70%.
- Targets will also be set for percentage of student achieving a grade 6 and above in English and Maths combined, a minimum of 50%.

D2 – measuring pupil performance effectively and setting challenging targets

- An above average EBACC percentage in line with 90% of students following the EBACC suite of subjects, a minimum of 50%.
- A positive progress score for each subject, above +1.0 for each subject individually.
- The percentage of grade 9's to be 10% and the percentage of grade 8's to be 15% out of the total number of GCSE's sat.
- No gap in attainment and progress for disadvantaged or vulnerable students.
- Little to no gap in attainment for male and female students.

Assessment calendar

The new school will have a formal assessment point at 5 separate times each academic year followed by a formal end of year exam, as per our current school.

Formative assessment will be ongoing in the new school through the use of personalised learning checklists and question level analysis. This will be possible by the use of data systems currently in use by our school, which have shown accuracy and clear student progress from one assessment point to the next.

There will be assessment mapping done for all subjects and for all year groups around the schemes of learning before the start of the first academic year. This will show not only the learning journey over 5 years but will provide supportive material for all assessments in advance. This would be the same as our current school and other secondary schools within the Oasis group nationally. The new school will have assessment maps that will show what exact piece of work/assessment will be used for each of the 5 assessment points for each subject and for each academic year, as per the current school model. Assessment mapping will help for moderation between staff within the same subject and develop accurate assessment data. This will be done in conjunction with our current school at CPD time so assessment samples are large enough to get accurate moderation.

End of year tests will be conducted in exam conditions in the hall for all subjects and all year groups in line with the current school's assessment calendar. As with our current school, year 11 will only be assessed using past exam papers and mark schemes which will be externally marked to generate robust data and question level analysis.

Measuring pupil performance and data tracking

The new school will use the same methods as the current school for tracking pupil performance using a 1-9 system throughout year 7 to year 11. For our current school, progress and data tracking ensured results were within 1% of overall school headline

D2 – measuring pupil performance effectively and setting challenging targets

attainment and progress measures. The current school assessment tracking has led to significantly increase in outcomes in key stage 4 attainment and progress. The percentage of students achieving an A*-C in English and Maths rose from 2015 to 2016 by 13% with disadvantaged boys increased by 15%, a faster rate than the school average. As well as progress and attainment rising in both English and Maths, 75% of all subjects taught in 2016 year 11 increased in overall attainment and progress compared to results in 2015. All subject trackers were internally set up by the data team using the same method to ensure absolute consistency and accuracy.

The current school's data lead has developed a number of data systems used for tracking that has been implemented in a number of schools regionally who have gone onto 'Good' or 'Outstanding' Ofsted judgments, where previously they were not. The current school analyse all aspects of pupil progress and attainment at each assessment point. Data is then shared in an easy to understand format where all staff can interpret the data to adjust teaching and learning and inform next steps for key groups.

Progress tracking for the new school will ensure aspirational performance measures are monitored at each assessment point across all sub groups, for example the percentage of students achieving 8x grade 8's and 9's across a suite of EBACC subjects. This will ensure the highest expectations are met by students, not the minimum. The new school will have an online portal where students and parents can view assessment, as well as reporting at parent's evenings and through letters home. Again as per our current school setup.

Measuring behaviour and attendance data

The school will ensure attendance is no lower than 97% and no students will fall into the PA category of less than 90% attendance. To achieve this, all form tutors and pastoral staff will use the SOL attendance tracker which will monitor students' attendance and trends. Attendance data will be analysed for key groups and quick action taken on students who fail to abide by the school timings.

The new school will have a behaviour system setup and recorded through SIMS, behaviour analysis reports will be drawn up at the end of each day and swift action taken on students who do not abide by the behaviour policy (which is currently in place at the current school). Emphasis will be placed on a rewards policy, aiming to ensure more rewards are given in comparison to negative sanctions. This will again be setup and recorded through SIMS. The new school will have an online portal that will sit hand in hand with the assessment reporting portal. This will show real time reporting of attendance, behaviour and achievement.

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

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

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- use space provided below; and
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D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Overview

We plan to operate an executive leadership structure across the two schools. This will mean an Executive Principal (EP) with overall leadership responsibilities for both schools, supported by an Associate Principal (Head of School) for each site. The EP will divide their time across the two schools, however initially it is envisaged that they will spend more time at OAO2 to ensure that the “DNA” from OAO is transferred and embedded into the new school.

Leadership at all levels at OAO is judged to be Good. As such, on a department by department basis, subject to capacity, middle leaders will be used to lead departments across both schools in the initial years post-opening, with a view to these middle leaders developing colleagues to take on individual site/ school departmental leadership roles. During the pre-opening phase, these middle leaders will focus on developing colleagues in OAO, in order that post-opening (as with the EP) the middle leaders can divide their time between schools, however initially focusing more of their time on OAO2, confident that there has been capacity built into OAO.

We also plan to develop further our ongoing strategic partnerships with organisations such as Future Leaders, Teaching Leaders, as well the Teaching School Alliances that we are currently part of. These partnerships will allow us to secure and develop capacity during the crucial pre-opening phase at OAO, in preparation for post-opening across both schools. This approach to joint leadership and staffing will allow us to deliver a broad and balanced curriculum, including is income were less than expected.

Recruitment

We understand that the recruitment of educational professionals in Oldham is sometimes a difficult challenge, however we are a school that has managed to be

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

successful in recruiting, retaining and developing staff and we believe this is due to creating the right conditions for our staff to feel supported and challenged to develop. Our extensive range of CPD opportunities offers a huge benefit to our staff, the weekly focus on training and the collaborative approach to development helps to develop individuals and teams. Our work with the many different professional organisations including Teach First, Teaching Leaders, Manchester University, Alliance for Learning, Innovation To, Leadership Matters and Future Leaders provide development opportunities and career progression for all of our new and existing staff to allow them to feel supported as professionals.

Bringing new professionals into teaching is important to us and our extensive induction programme for all trainees helps to provide the right conditions and support network to allow new teachers to excel. We work alongside a number of training providers including Manchester Metropolitan University, Teach First, TES and our local SCITT, currently we have twelve new trainee teachers involved in our induction programme. We also appreciate that teaching in a new school can be challenging, to support our new teachers we provide a twelve-week induction programme that includes a variety of sessions including differentiation, behaviour for learning, dialogic teaching, behaviour management, formative assessment and planning. We also lead sessions on well-being, mindfulness and managing workload. In the new school we will continue to provide a high quality induction programme to meet the needs of our new staff and drawing upon the expertise of our current staff we aim to grow our own to establish a sustainable approach to staff retention and development.

Development and Retention

We believe the best way to retain staff is to develop them as professionals and provide them with opportunities for career development. As previously mentioned we dedicate a huge amount of time and resources to staff development through our weekly CPD training sessions, leadership development pathways, access to local, regional and national HUB meetings and a whole host of courses we offer in school and within our Teaching Alliance. Since OAO opened a significant number of staff have remained as part of the school and have moved onto positions of leadership within and beyond the Academy, testament to the professional opportunities on offer. In our new school we will continue to have a relentless drive on professional development as we know it is vital in developing people and creating a sustainable model for school improvement. We believe that OAO2 will further increase the stability of our staffing body, as those colleagues looking for career progression will see opportunities to achieve this, within a setting and an operating framework that they are familiar with and which they value.

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

Part of our vision for our new school is embedding a culture of coaching amongst staff, within our current school we have the Learning Enhancement Team that is responsible for the development of teaching and learning across the academy. All members within this team have been designated lead practitioners and are trained as coaches after attending extensive training on coaching in schools. This team has been responsible for setting up a culture of coaching, working with individuals and groups of staff to improve performance. We want this team to grow and expand and support the continual improvement of professional practice in our new school. We believe coaching is fundamental to creating a sustainable a self-improving school and our work alongside Tony Barnes (Led an Outstanding School/Executive School Based Coach) and Andy Buck (Leadership Matters) has prepared us to weave coaching into the fabric of the new school. We want coaching to become a tool in retaining and improving our own staff.

We want our staff to feel supported, challenged and free to improve their practice and our Learning Enhancement Team have set up many initiatives to make this happen and these are well established within the school and are approaches that will permeate through our new school. We have a strong capacity to share best practice and examples of this include staff led CPD, an open door policy, a sharing best practice timetable for staff to see other teach and our peer support programme that facilitates peer observations. We feel that we have established a very supportive, challenging and open culture in our academy and making this a priority will support the new school in retaining staff as they will feel it is a school where they can develop as a professional.

It is our intention to create a school that not only is effective at recruiting, retaining and developing staff from within but a school that also draws upon expertise in our current school, our local schools and our national network of schools. Having access to national conference days and training from Oasis central and also extensive training opportunities from our two well-established teaching networks will allow our new school to share our own practice but also bring in the very best practice from across the country. Being part of a national network of academies will also allow us to re-locate staff wanting new challenges or opportunities beyond our school and we feel strongly about supporting staff to take control of their own career path.

Our new school will be a vibrant and exciting environment to work and develop in, as an organisation we want the very best education for both our staff and our students and we believe we have created strong systems and approaches to recruitment, retention and development to enable this to happen.

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Overview

At Oasis, an inclusive education is the basis from which we design our education offer. The local community, and their diverse needs, is a critical driving factor in the direction of the provision that Oasis schools provide. Oasis is committed to providing an environment which is open to all, and specifically recognises and meets the requirements of those who need extra, or special support for learning.

The Inclusion and Equality of Access statement in the paper 'An Integrated Education and Capital Strategy 2015-2019' highlights inclusion and equality of access as core practices: to help protect the most young people; to reduce permanent exclusions to zero; and to ensure needs are met in mainstream settings. Inclusion is at the heart of what Oasis stands for; the policy of our school will be to welcome pupils of all backgrounds and faiths. Our curriculum is designed to support and challenge our pupils to have the intrinsic motivation to be global citizens, leaving our Academy with aspiration, competence and strength of character to be successful, both within further education, and work life beyond.

Oldham is one of the country's most ethnically diverse Boroughs and one which historically has suffered due to ethnic tensions, as outlined in section C. In recent years, in addition to the White British and Pakistani-heritage families who have resided in the area for generations, there has been a sharp increase in the number of Bangladeshi and Roma families moving to the Borough. It is therefore likely that children and young people from a wide range of faiths and ethnic backgrounds will attend the school, the majority from disadvantaged backgrounds. In faith terms, there will likely be a significant proportion of pupils of Muslim and Christian (Catholic and Protestant) faiths, as well as pupils of no faith.

We recognise the richness that spiritual and cultural diversity brings to our community and respect the beliefs and practices of all faiths. We will provide a welcoming environment for pupils of all faiths and those with none. This is demonstrated in OAO which has a designated space for prayer and reflection, as well as the support of a chaplaincy service. We recognise that we are stronger together and value collaboration and aim to develop an understanding and tolerance of each other

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

through knowledge, mutual respect, believing the best and forgiveness. Individual rights will be respected and choice will be exercised within a culture of self-discipline. We are committed to providing an inclusive approach with respect to all aspects of school life, including policies on attendance, behaviour and practice, as reflected in the 9 Habits which underpin the ethos of every Oasis Academy:

- Compassion - the ability and willingness to place ourselves in the position of another and, as a result, be able to show kindness to them, without ignoring or dismissing the truth about their situation.
- Patience - the ability not just to tolerate delay or something not happening as quickly as we might have hoped for. It is also about the way we wait and the attitude we adopt as we do so, delaying the immediate gratification and being prepared to keep going for the long haul; not giving up when things when things don't work out but finding ways to develop work that is sustainable and grow relationships steadily. As we grow patience we gain a long-term perspective.
- Humility - recognising that all people are created equal and are therefore of equal value. Because of this, a humble person will not laud it over others or use power to coerce, or pursue positions and status but instead will choose to serve others, seeing their intrinsic worth and giving them honour and encouragement.
- Joy - achieving a deep sense of contentment with life, free from grasping and striving. Such joy brings peace and calm to ourselves and others. It is liberating and life giving and builds up resilience in our lives and the teams we are part of.
- Honesty - being truthful. Being honest includes acknowledging when we have got things wrong and taking responsibility for our actions. As we do this, we become a person of integrity - there is an alignment between what we say we are and how we behave.
- Hope – this is not wishful thinking. It is a belief that causes us to find the light when everything around us feels hard or dark or challenging or without hope. Someone once said that 'you have to kick at darkness until it bleeds daylight.' So hope is about holding on and working for a better tomorrow, despite what the conditions and circumstances say today.
- Consideration - knowing your own intrinsic value and worth and, by seeing others in the same way, to be inclusive of them.

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

- Forgiveness - to forgive another is to choose not to allow their actions and behaviour in the past, which may have hurt or offended us, to determine our behaviour towards them in the future. Forgiveness is never easy but it is always transforming....it always changes things.
- Self-control - having the ability to manage our own emotions and actions. When we have self-control we are not controlled by our own emotions but are able to maintain a right perspective on our life, our work and our relationships. It is a key part of emotional intelligence.

Admissions

As is the case for all existing Oasis academies in the area, OAO2 will adopt the local admissions policy of the local authority, and will adhere to a wholly inclusive admissions policy, accepting students irrespective of faith, or ability. The admissions policy will conform with the national Admissions Code. The school will welcome pupils from all faiths and none and from all ethnic backgrounds. In order primarily to serve the community in which the school is based, the school's admissions over-subscription criteria are likely to prioritise siblings and home to school distance of travel, once pupils with SEND or who are in local authority care have been granted a place.

Global Citizenship and Character Education

At OAO2, we are striving to create global citizens who are driven to challenge the world around them and critically consider everything they already know. The broad based curriculum will ensure that pupils are exposed to a wide range of experiences, developing their spiritual, moral, social and cultural compass (SMSC). At Oasis, we want our pupils to become the leaders of change, locally, nationally and globally. We want to enable our pupils to approach challenges with a 'can do' attitude, confident that they have developed the skills that they need to overcome any barriers that they may face. This is even more critical for many of the pupils that OAO2 will serve, as, like its sister school, the intake will consist of above the national average of disadvantaged pupils where the 'stubborn relationship between social disadvantage and underachievement' continues to exist (Harris and Ranson, 2005, p. 584.). It is our responsibility as educators to ensure that the most disadvantaged have access to the same, if not improved access to opportunities than their non-disadvantaged counterparts.

The 'Oasis 7' will be the foundation on which our character education is devised. Every year, every child at OAO2 will:

1. Visit a Russell group University
2. Attend a residential trip, including visiting out Oasis global partners
3. Give back to a local, national or global community

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

4. Compete against the very best, including in athletics, maths challenges, science fairs, music competitions
5. Visit cities around the UK
6. Learn about a variety of careers
7. Participate in local and national politics

These opportunities will be delivered both through the subject curriculum, as well as through the Cultural Offer available to all pupils. The Cultural Offer has been designed to be an inclusive range of experiences that will broaden the horizons of all of our pupils and expose them to an exciting and varied curriculum. Pupils will be on an allocated academic pathway too, which will ensure their needs are met by the curriculum provided. Pupils will complete activities ranging from exploring how to be healthy, physically, mentally and nutritionally, to creative subjects such as creative design, musical production and community orchestra. Pupils will be preparing for the world of work by interacting with local businesses; learning modern foreign and community languages; investigating economic systems; and leading debates about current affairs and politics. At the heart of our curriculum is a solid foundation of literacy. Pupils will engage in an hour of 'Drop Everything And Read' (DEAR) everyday, which will support the needs of our intake. Pupils will be challenged to engage with scholarly articles and challenging content, to prepare them for the demands of higher education. Community readers will join our pupils in their explorations of texts and strong links will be forged with the community in support of developing literacy for all.

The curriculum has been designed to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils will benefit from a range of varied learning experiences, in which they will be encouraged to think critically about relevant and poignant issues. Pupils will be encouraged to lead discussion elements of the curriculum through subjects such as PSHE, in which they will develop sensitive and inclusive debating skills. Through the pupil leadership team, the school will also use assemblies, class and year group activities to understand more about and celebrate national and international events, as well as to celebrate the important festivals from a variety of faiths and cultures. These activities will also be used as a forum to challenge opinions or behaviours in school that are contrary to fundamental British values.

Whilst expected to fully participate in all such celebrations, as part of the school community, no-one (pupil or adult) will be discriminated against because of their beliefs or lack of them. However to foster debate and tolerance of diversity, everyone will be challenged to consider what they believe and why they believe it, while both listening to and respecting the views of others. Pupils will learn what it means to live

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

together under the British rule of law and be encouraged to become active and pro-active citizens in our democratic society. We believe this exposure to controversial topics will enable our pupils to build resilience to radicalisation and feel confident to challenge extremist views, within the context of the school setting, but also in their environment outside of school.

Safeguarding

It is essential that staff are able to identify children who may be vulnerable to radicalisation and that they are trained, as part of their wider safeguarding training, to know what to do when pupils are identified as at risk. This is also pertinent for the protection of children from other widespread harms, for example drugs, gangs, neglect, sexual exploitation, whether these come from within their family or are the product of outside influences. Our staff will also be trained to deal with other potential safeguarding issues, some of which are more prevalent in the communities we will serve, including child/forced marriage, female genital mutilation and honour based violence.

Community Engagement

Our vision is for community engagement to be fully integrated into our curriculum, enabling our pupils to lead the change they wish to see in their local area, and further afield. Indeed, every day pupils will engage with 'Family Dining' in which they will all sit, serve and eat together, building on the collegial and community driven ethos of the school. The Cultural Offer will take pupils out of the classroom and into the community, making links with local businesses and key stakeholders in the local area; this will enable our pupils to engage directly with, and contribute to, the local community, equipping them with the range of skills they will need to be successful in the future. The Oasis Hub is a crucial part of the community element of OAO2, as it lays the foundations for the future of the Oasis community, locally, nationally and globally. The current school has strong links with Oasis central projects, for example, Oasis Mozambique, whereby OAO provides a range of resources to support our partner projects. OAO2 will seek to embed and develop existing hub projects as well as leading on developing their own projects to meet the needs of the pupils, their families and the local community.

Creating an inclusive and welcoming environment for both our pupils and the local community is what OAO2 will strive to achieve. Webber and Butler explain that 'there is no doubt that neighbourhood is an effective predictor of most behaviours', including educational achievement (Webber and Butler, 2007, p. 1231). The above factor determines that it is our responsibility to not only provide an education for our pupils, but to expand our sphere of influence to engage both the local and global communities within our reach. At OAO2 we will build on our existing knowledge of the local area to ensure that we meet the needs of our pupils, their families and the

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

local community. The current school already has a thriving community outreach programme, with a dedicated community liaison officer, who connects Oasis Academy Oldham (OAO) with local charities, businesses and the local faith groups. This has enabled our pupils to use the skills that they have learnt in extra-curricular activities to work within the community to forge links and relationships, for example, a group of pupils building flowerbeds in the local allotments with members of the local community. OAO2 will seek to develop these relationships by providing a range of extended services to the local community. These will include, hosting sporting and community based activities within the school facilities. Families and members of the local community will be encouraged to support the academy, through contributing to community projects, for example the community orchestra, and community reading projects, which will encourage willing members of the community to work with our pupils in a variety of roles. OAO2 will also provide a range of services and experiences for the local community, including access to evening and weekend classes to support the development of the community as a whole.

Parental engagement will be an integral part of the structure of the academy at OAO2. Not only do we seek to raise the aspirations of our pupils, but also to support our parents to achieve their own aspirations. A regular and open forum for parents will ensure that the academy is doing all that it can to meet the needs of our ever diversifying intake. In the current school, the number of pupils with English as an additional language (EAL) has increased 3 fold over the last 3 years, encompassing over 40 languages; this increase is set to continue to over the same period. The new school intake will mirror that of the current school, and as such, it is critical that we continue to build on the existing expertise in place at OAO. Examples such as highly attended Saturday school sessions, teaching English to parents, demonstrate that the need and the motivation from parents is there. It is our responsibility to continue to meet that need while forging a strong, inclusive network for our EAL community to be part of.

Our multi-faith chaplaincy which already exists at OAO, will be able to provide yet further support and guidance for members of the broader Oasis community as the hub expands. We will also provide support and training for parents, to enable them to help their children to be successful members of the academy, local, national and global community. Our inclusive ethos will welcome and encourage our community to engage with these opportunities and will ensure that OAO2 becomes an integral part of the fabric of Oldham.

Community Representation

We are firmly committed to ensuring local governance arrangements, and will ensure that these reflect the diversity of our cohort. We will ensure appropriate representation from the local community, whilst retaining a focus on local academy

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

councils, key accountabilities of working with the trust to determine the strategic direction of the academy and holding the senior leadership team appropriately to account in terms of pupil outcomes.

We remain fully committed to community and wider stakeholder engagement. Where feasible, the development of policies, including decisions about uniform will be undertaken by a group consisting of SLT members, representatives of the wider community, parents/carers and pupils. The development of policies and implementation of policies will be sensitively handled, balancing the needs of inclusivity with distinctiveness of all kinds. The acceptability of wearing items of religious dress and religious symbols will be carefully and sensitively managed as part of the uniform code. Policies will be regularly reviewed and the school's SLT will always be open to discussion with parents/carer and pupils about any concerns they may have. School food will address the dietary requirements of all pupils.

Taking responsibility

All pupils will be expected to learn how to take responsibility for their own actions. In age appropriate ways, they will be helped to understand what bullying is and why it can be so hurtful, including cyber-bullying and inappropriate use of social media both in and outside school. The school's behaviour policy and code will make clear that bullying of any kind will not be tolerated: any reports of bullying will be fully investigated and appropriate action taken.

Pupils of all ages will be given opportunities to represent their peers in pupil leadership team. Once the school is up and running, consideration will also be given to developing a vertical house system to provide opportunities for pupils of different ages to work together and participate in a range of activities.

Section E – evidence of need

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

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

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

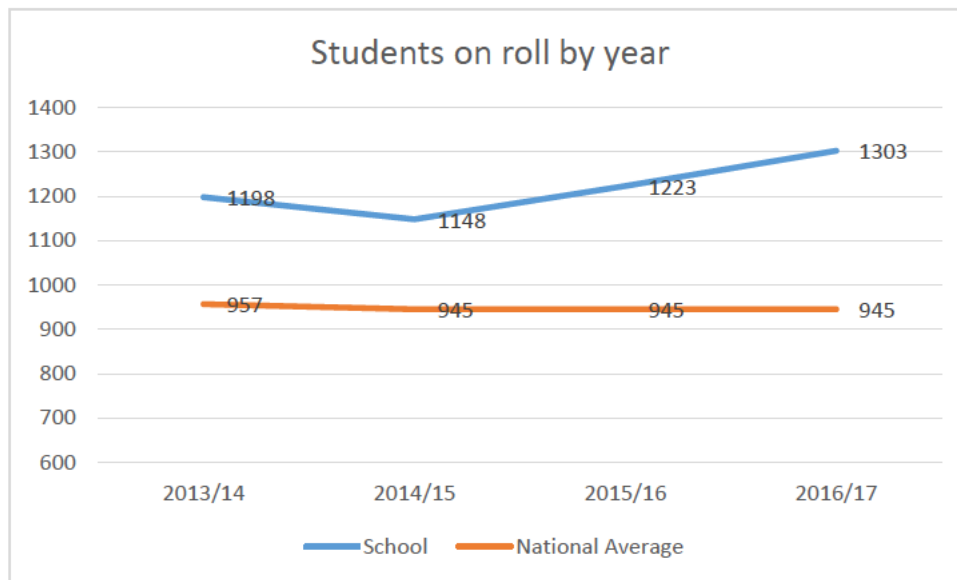
- use the space provided below;
- include evidence as annexes; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

A identified in Section C, Oldham is a rapidly growing Borough, with a relatively young population. At OAO we have experienced a steady increase in pupil numbers and that is set to continue. This goes against the national average, which shows pupil numbers remaining steady:

Student numbers at Oasis Academy Oldham	2013/14	2014/15	2015/16	2016/17
Year 7	229	210	267	286
Year 8	247	239	227	277
Year 9	221	245	255	230
Year 10	233	219	256	255
Year 11	268	235	218	255
School	1198	1148	1223	1303
National Average	957	945	945	945

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



Oldham local authority, in a recent meeting with colleagues from OAO, identified a shortage of secondary school places across the Borough. We have selected the OL1 3HA postcode area, as this is one of the more deprived areas in the Borough, and we believe operating in these areas would best fit with our mission. Evidence of demand for places, in terms of basic need, is shown Annex A relating to this section.

In the most recent census over one in four of the Borough's residents identified themselves as from a South Asian or British Asian ethnic group. We feel that our school will add to the choice and diversity available within the Borough because OAO2 will support the area's strong drive for community cohesion. Our school will be based on the values that unite faiths and communities rather than the differences that can often divide them. Fundamental to this approach will be a shared understanding of common values that drive the work of the Trust. These values, whilst derived from a Christian tradition apply equally to all, whether from a Christian perspective, other faiths or none.

In the Annex B we have shown performance data for the secondary schools within an eight mile radius of the selected postcode. This information demonstrates opening OAO2 in the identified postcode area will broaden the offer available to parents in these communities. Currently in excess of 5304 pupils within a three mile radius of this post code area are educated in schools judged to be Requiring Improvement or

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

Inadequate. The exact figure is unavailable as the number of roll for one school judged as Inadequate in May 2016 is not available.

Of the 15,816 secondary places within the three mile radius, 4,967 places are at schools with an admissions criteria based on faith all of which are judged to be Good or Outstanding. This demonstrates not only is there basic need within the Borough, but also need for higher quality provision, accessible to pupils of all faiths and none.

Given the diverse nature of our proposed cohort, we will need to tailor our approach during the pre-opening and post-opening stages to respond to the needs of the difference communities that we will serve. For example, we will undertake further consultations in such a way as to ensure that they are accessible to all parents. We will seek to engage with local community organisations such as the Pakistani Educational and Cultural Trust, the Bangladeshi Association Oldham, the Oldham Kashmiri Association, Caribbean Community Group and Fatima Women's Association. We will also work with the local authority to gain access to other harder to reach communities who may not have established community groups, such as the Roma community as well as engaging with new arrivals to the country through groups such as Refugee Action Greater Manchester.

We acknowledge that further work needs to be done, in order to evidence successful engagement with parents and the local community. However, from the feedback we have received so far, through a Facebook page which has been established to promote the school, we are confident that there will be significant demand for places at OAO2. This is further supported by the steady increase in pupil numbers at OAO, including increased numbers of first choices.

We plan to engage more actively with the community through the following activities:

- Press releases – as an organisation we already have very good links with all of the relevant local media and we are confident that positive coverage for the projects could be achieved by working closely in partnership with key journalists;
- Set up an online questionnaire and survey for people to provide their views and opinions;
- Consultation with local primary schools, both directly and through forum such as the Oldham Schools Alliance;
- Informal and formal consultation events in visible local venues such as Spindles Shopping Centre located and Positive Steps Oldham, both within ½ mile of the proposed site, where members of the local community will be asked their views.

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

We plan to ask and engage specifically with parents/carers around issues such as our curriculum offer, our approach to pastoral care and our home-school agreement. Feedback from parents/carers will help shape our offer further. However, in addition to these, there will be more generic questions on the questionnaire designed to gauge public perception of the proposed free school. These will be:

- Would you support a free school underpinned by the Oasis Community Learning vision?

To support this broader consultation, as well as working with local media, we will work with the National Oasis Communications and marketing team, and if required, secure the services of a local PR agency with relevant expertise. This will ensure that we maximise all opportunities to fully engage with key stakeholder groups, ensuring full accessibility for all audiences.

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



E2 – successful engagement with parents and the local community

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

- use the space provided below;
- include evidence as annexes; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

E2 – successful engagement with parents and the local community

Overview

To engage with the local community, we sought advice from an education marketing and PR professional who has significant experience in relation to consultation around Free Schools and academies, and more specifically experience of the local context. We were advised that, based on the demographics of our target audience, social media would be the most effective method to quickly engage with as wide a cross section of our target audience as possible.

We established a Facebook page to promote the school, as we felt this was the most effective way of quickly reaching our target audience. We used Twitter to raise awareness of the Facebook page. A screen shot of the page is shown in Annex C.

E2 – successful engagement with parents and the local community

Results

Overall the page has been viewed by 8,013 people, of these, 209 have engaged with the page: accessing all posts and comments. In addition to this, 79 have actively indicated their support for the projects by “liking” the page.

We are confident that we will be able to engage further with our key target audience. Of those who have accessed the page to date 87.2% are women and 12.8% are men. The age ranges are:

	18-24	25-34	35-44	45-54	55-64	65+
Women	0	34%	40%	10%	3%	0
Men	0	8%	3%	2%	0	0

This clearly illustrates that the 85% of those viewing the page fall into our target age group for parents, which is 18 – 44.

Further evidence of our engagement with the community will be demonstrated at the interview stage of the process, if we are successful.

We will deploy approaches to marketing the new school such as: leafleting local primary schools and youth groups, advertising in local papers, and trying to seek the local communities out in their meeting places and places of worship. We will hold meetings at different times during the day to ensure that every person can attend at one time or another when suitable for them. We will contact the local primary schools and run consultation meetings there. A list of potential primary schools is shown in Annex D.

As a Trust, we have experience of creating a new secondary provision, including schools which have been full to capacity on the first day of opening. One of the very simple but effective approaches is to ensure that in the months before opening the new school a nominated person is available to answer the phone to prospective parents. Parents who are deciding where to send their child, especially at transition to secondary are very nervous of new provision. Having a member of staff able to talk directly to these parents from their first contact with the school to answer questions and discuss particular issues helped enormously in creating parental confidence in new provision. This is an approach that we can adopt with relative ease, given the proximity of the two schools and our plans to have to an executive leadership structure. Section F1 outlines the key personnel who will be involved in the delivery of the school, including the current Principal of OAO.

As part of our ongoing commitment to supporting equality and diversity, we would engage the support of Oldham Language Shop (the LA's interpretation and translation service) to ensure that we could meet the needs of all audiences through the translation

E2 – successful engagement with parents and the local community

of printed materials and interpretation services available at key meetings. These meetings will be held in venues accessible and welcoming to all communities, as well as venues which for cultural or religious reasons are widely used by one or more sections of the community. For example we will promote the new school at local places of worship, as well as recreation and community groups; our experience has shown us that it is important to go to the community and not expect them to come to you.

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

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

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

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

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

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

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

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[Add lines as appropriate]

F1 (a) Skills and experience of your team

[REDACTED]

Oasis Community Learning has a successful track record of delivering Free School and New School projects, having opened seven brand new schools in the last 3 years.

OCL will use a similar makeup of team previously employed, by providing in-house Project and Programme Management of the Free School pre-opening phase. This will be a combination of national and regional personnel. At a National level, the Head of Development and New Business, who has led the project management process for OCL, for over 4 years, will provide overall project direction and we will employ a project manager as required specifically for this Free School Project.

F1 (b) Skills gap analysis

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

- complete the table below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

[Add more lines as appropriate]

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

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

- use the space provided below; and
- refer to [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Oasis Community Learning (OCL) is a multi-academy sponsor; and it is legally responsible for 47 Oasis Academies.

Multi-Academy Trust

The Multi- Academy Trust is accountable to the D.f.E. for the overall performance of each of its academies in terms of strategic direction, efficiency and effectiveness, achievements and standards, and financial viability.

It is also responsible for the maintenance of buildings, appointment and dismissal of staff, appeals and grievances, gaining best value multi-academy contracts, issuing and monitoring of all service agreements across all academies but will delegate as much as this as possible, within agreed spending limits to the local governing body.

The Directors of the Multi-Academy Trust also have additional company law duties arising from legislation and common law to uphold. In particular they will comply with the Companies Act 2006. These statutory duties include:

- A duty to act within the powers granted as set out in the articles of association
- A duty to promote the success of the company
- A duty to exercise independent judgement
- A duty to exercise reasonable care, skill and diligence
- A duty to avoid conflicts of interest
- A duty not to accept benefits from third parties
- A duty to declare their interests in any proposed transaction or arrangement with the company.

The Multi-Academy Trust has charitable status and, as such, it complies with the regulations set by the Charities Commission by:

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

- Ensuring that it is solvent and well managed and delivering the charitable outcomes for which it was set up;
- Ensuring compliance with Charity Law and delivering necessary reports and returns as required;
- Only using assets and funds in furtherance of the Academy Trust's objects

The Oasis Community Learning (OCL) Governance Model is therefore different to the way a governing body in a non-Academy or traditional school undertakes governance.

OCL is a Multi-Academy Sponsor; it is one legal entity that is accountable for all Oasis Academies. The Board of OCL has ultimate responsibility for all of the Oasis Academies and is the Governing Body for all Oasis Academies.

Essentially, there are two elements to the governance of the Oasis Academies – local governance that is delivered via the Academy Council and national governance, delivered via the CEO, the Regional Directors (RDs) and the Heads of Services.

The OCL board oversees both national and local governance and is the equivalent of the traditional school's Governing Body but, in the case of Oasis, it operates in this role for all Oasis Academies and, as such, is ultimately accountable for the whole group of Academies. In order to deliver this role effectively it delegates its statutory responsibilities firstly to the CEO of OCL and, through him, to the RDs and, through them, to the Principals. To this end, the Principals are accountable to the RDs, the RDs to the CEO and the CEO to the board.

The focus of local governance, delivered through the Academy, is the context of the Academy; the role of the AC is to understand the Academy in its local context and to ensure that the Academy is being Oasis in it.

The underlying principle of the OCL governance model is that local and national governance work together, each providing an element of governance that the other cannot. The National Board and National Staff cannot, because of their national/regional roles, provide a local understanding; and the AC, because it is a local body, cannot provide educational oversight and services that national governance brings. Working together however, both parties provide a very strong governance model.

Local Governance - The Academy Council

The act of local governance is to ensure that the Oasis Philosophy of Education is delivered in the context of the Oasis ethos and values. Thus, the main idea is for the Academy Council to be sure that the Academy is being a good expression of what Oasis

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

stands for in terms of its understanding of education and who Oasis is in terms of its ethos and values.

Oasis believes that the role of the AC is a vital one because it is essential that people in a local community have the opportunity to discuss and reflect on the purpose of education in society and how it can transform communities. It is therefore really important that the AC understands, has time to think about and ask questions about the Academy's curriculum, teaching and learning.

In light of this, the OCL Board has established four key roles for Academy Councils:

- To serve as “champions” of the Oasis Philosophy of Education and the Oasis’ ethos and values in the Academy
- To act as “a critical friend” to the Principal and the Academy at local level.
- To act as “a sounding board” for the Principal and their leadership team, and represent the views of different parts of the school community to influence decision making.
- To continually assess and review the overall impact of the Academy amongst the people it exists to serve, make suggestions for improvement and ensure that the Oasis ethos remains at the heart of it.

The main purpose of these four roles is to enable ACs to act as a guardian of, and advocate for, Oasis locally. Therefore, these four roles are about ensuring that the Oasis Ethos and OCL Philosophy of Education are “lived” out in the Academy on a day to day basis.

The four roles translate specifically into the following tasks that the AC undertakes:

- it acts as a key link between the Academy, parents and local community
- it supports the work of the Academy in the community
- it supports the Principal and Academy Leadership Team in the development and implementation of the Academy Development Plan and other relevant plans, ensuring that the Oasis Ethos and OCL Philosophy remain at the heart of the Academy community
- it helps on the ground with the implementation of certain Academy policies e.g. Health & Safety, Safeguarding, Spiritual, Moral, Social and Cultural Curriculum, Behaviour for Learning including exclusions, Equality & Diversity, Special Educational Needs, Pay Reviews and Performance Management
- it offers challenging but positive and proactive support to the Principal and the Academy Leadership Team

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

- it regularly reviews the Academy's performance in relation to the Key Performance Indicators (KPIs).

National Governance - The National Executive and Board

As explained above, the Board of OCL has ultimate responsibility for all Oasis academies. Please note Academy Councillors are therefore not Trustees.

The Board's financial, employment, educational and legal responsibilities are delegated, through the CEO, to the RDs and Heads of Services who are employed to ensure that the family of Academies is meeting government education standards, compliant and financially viable.

Therefore, the CEO, RDs and Heads of Services oversee educational policy and practice, the standards required by the DfE and Ofsted, the accounting of public money entrusted to OCL for the purposes of education, ICT, human resources, governance and strategic development for the whole family of Oasis Academies.

As a result of this, the National Staff are able to make sure that best practice is shared across the whole family and that 'the wheel is not reinvented' every time a service is required or delivered to an individual Academy. In other words, that maximum efficiency is achieved across the family of Academies.

The RD acts as the direct line manager for each Principal in their region. Through line management of the Principal the RD holds each Principal to account – a model which provides professional scrutiny in more detail than some traditional governing bodies are able to achieve. The RD is responsible for undertaking a performance review of the Principal annually together with the Chair of the Academy Council.

To achieve this, the National staff operate an Academy Improvement Monitoring Cycle.

The diagram below shows how the Model of Governance works in practice:

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

OCL BOARD of TRUSTEES
Volunteers from various backgrounds, including Education, Civil Service, Business, Accounting, Finance and others.



[Redacted]



[Redacted]



REGIONAL ACADEMY DIRECTORS (RADs)
[Redacted]



ACADEMY COUNCILLORS
Academy Based
Made up of local community members; parents, sponsor and local authority representatives

The key principle of Oasis Governance is that local and national governance work together, each providing an aspect of governance that the other cannot. The OCL Board and the National Team cannot, because of their national/regional role, provide a local understanding; and the AC, because it is a local body, cannot provide national governance. However, together they provide the overall governance role for Academies.

Principal and Local Academy Council

The local academy council is accountable to the Multi-Academy Trust for the overall performance of the academy in terms of strategic direction, efficiency and

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

effectiveness, achievements and standards, adherence to multi-academy policies and practices and financial viability.

The Principal and Local Governing Body are responsible for day-to-day matters within the academy including the smooth running of the academy, the safety and safeguarding of students, the implementation of multi- academy policies and practices, delegated maintenance of the buildings within agreed financial limits, hiring and dismissal of staff (subject to the agreement of the Multi-Academy Trust), first level of appeal for grievances and appeals and the establishment of equal opportunities.

The Principal

The Principal has accountability to both the Local Academy Council and the Multi-Academy Trust as his / her employer. He / she is accountable for the overall performance of the academy in terms of strategic direction, efficiency and effectiveness, achievements and standards, adherence to multi-academy policies and practices and financial viability.

He / she has delegated responsibility for day-to-day matters within the academy including the smooth running of the academy, the safety and safeguarding of students, the implementation of multi- academy policies and practices, delegated maintenance of the buildings within agreed financial limits, hiring and dismissal of staff (subject to the agreement of the Multi-Academy Trust), first level of appeal for grievances and appeals and the establishment of equal opportunities.

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

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

- use the space provided below ; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

[Add text here. Table expands]

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector
[Add text here. Table expands]

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F5 – Independent schools have an appropriate, well-maintained, and secure site
[Add text here. Table expands]

Section G – budget planning and affordability

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

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

G1 – budget planning and affordability
No further info

Section H – premises (use Excel spread sheet)

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

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Annexes

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

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.
- Refer to the relevant section of [*how to apply to set up a free school guidance and the criteria for assessment*](#) for what should be included in this section.

Annex A – Local Authority Pupil Placed Planning data

Context

From: [REDACTED]
Sent: 26 September 2016 10:00
To: [REDACTED]
Subject: RE: Data

Hi [REDACTED]

Please find attached the projections that were sent to the DFE this year for primary and secondary.

Just to put the secondary in to context we have a total year 7 planned admission number of 3272 for September 2017. The forecasts are showing we will have a total demand of 3463 (a shortfall of 191 places) and the shortfall increases year on year as the primary 'bulge' works its way through the secondary sector.

Any queries, please give me a call.

Kind regards

[REDACTED]

[REDACTED]

[REDACTED]

Oldham Council

Civic Centre, West Street, Oldham

[REDACTED]

[REDACTED]

LA 353

Number:

Forecast Year	R	1	2	3	4	5	6	7	8	9	10	11	12	13
2015/16	3449	3476	3478	3434	3339	3351	3289	3107	2990	2968	2947	2899	461	406
2016/17	3549	3613	3611	3588	3580	3446	3469	3408	3181	3082	3047	3005	450	445
2017/18	3509	3693	3723	3699	3695	3672	3529	3463	3468	3261	3140	3086	463	434
2018/19	3488	3652	3805	3811	3807	3789	3758	3522	3523	3551	3321	3179	476	447
2019/20	3415	3572	3714	3859	3869	3871	3845	3705	3559	3582	3597	3339	490	459
2020/21	3449	3499	3633	3769	3917	3933	3925	3789	3743	3619	3627	3615	515	473
2021/22								3870	3828	3804	3664	3645	557	496
2022/23								3931	3909	3890	3851	3683	562	537

LA Planning Areas

LA Number:	353													
LA Name:	Oldham													
Area Code:	3530001													
Area Name:	Chadderton Primary													
Academic Year	Primary						Secondary							
Forecast Year	R	1	2	3	4	5	6	7	8	9	10	11	12	13
2015/16	620	612	606	566	550	560	550							
2016/17	619	676	657	647	615	583	606							
2017/18	616	653	697	678	662	633	602							

2018/19	588	650	674	718	693	681	652								
2019/20	610	608	666	692	725	711	693								
2020/21	602	631	623	685	699	743	723								
2021/22															
2022/23															

LA Number:	353													
LA Name:	Oldham													
Area Code:	3530002													
Area Name:	East Oldham Primary													
Academic Year	Primary							Secondary						
Forecast Year	R	1	2	3	4	5	6	7	8	9	10	11	12	13
2015/16	694	692	700	683	671	660	658							
2016/17	731	712	715	723	713	700	680							
2017/18	769	749	736	738	753	743	722							
2018/19	736	787	773	759	769	784	765							
2019/20	737	749	804	791	778	788	799							
2020/21	738	750	765	822	810	797	802							
2021/22														
2022/23														

LA Number:	353													
LA Name:	Oldham													
Area Code:	3530003													

Area Name:	Failsworth & Holinwood Primary													
Academic Year	Primary						Secondary							
Forecast Year	R	1	2	3	4	5	6	7	8	9	10	11	12	13
2015/16	510	493	503	504	486	502	486							
2016/17	551	536	522	511	538	503	523							
2017/18	508	578	566	528	540	555	514							
2018/19	505	534	608	572	558	556	567							
2019/20	460	521	543	612	590	567	566							
2020/21	487	475	530	546	632	600	576							
2021/22														
2022/23														

LA Number:	353													
LA Name:	Oldham													
Area Code:	3530004													
Area Name:	Lees & Saddleworth Primary													
Academic Year	Primary						Secondary							
Forecast Year	R	1	2	3	4	5	6	7	8	9	10	11	12	13
2015/16	466	443	454	455	445	424	422							
2016/17	440	481	450	463	461	453	432							
2017/18	476	454	488	459	469	469	461							
2018/19	490	491	461	497	465	477	477							
2019/20	465	499	496	464	500	470	481							

2020/21	479	474	505	500	467	505	473								
2021/22															
2022/23															

LA Number:	353														
LA Name:	Oldham														
Area Code:	3530005														
Area Name:	Royton & Shaw Primary														
Academic Year	Primary							Secondary							
Forecast Year	R	1	2	3	4	5	6	7	8	9	10	11	12	13	
2015/16	518	558	537	538	523	523	509								
2016/17	540	531	565	541	546	530	532								
2017/18	493	555	535	568	549	553	539								
2018/19	526	508	560	539	576	556	562								
2019/20	491	531	510	560	542	580	559								
2020/21	505	496	534	511	562	545	583								
2021/22															
2022/23															

LA Number:	353														
LA Name:	Oldham														
Area Code:	3530006														
Area Name:	West Oldham Primary														
Academic Year	Primary							Secondary							

Forecast Year	R	1	2	3	4	5	6	7	8	9	10	11	12	13
2015/16	641	678	678	688	664	682	664							
2016/17	668	677	702	703	707	677	696							
2017/18	647	704	701	728	722	719	691							
2018/19	643	682	729	726	746	735	735							
2019/20	652	664	695	740	734	755	747							
2020/21	638	673	676	705	747	743	768							
2021/22														
2022/23														

LA Number:	353													
LA Name:	Oldham													
Area Code:	3530007													
Area Name:	Oldham Secondary													
Academic Year	Primary						Secondary							
Forecast Year	R	1	2	3	4	5	6	7	8	9	10	11	12	13
2015/16								3107	2990	2968	2947	2899	461	406
2016/17								3408	3181	3082	3047	3005	450	445
2017/18								3463	3468	3261	3140	3086	463	434
2018/19								3522	3523	3551	3321	3179	476	447
2019/20								3705	3559	3582	3597	3339	490	459
2020/21								3789	3743	3619	3627	3615	515	473
2021/22								3870	3828	3804	3664	3645	557	496

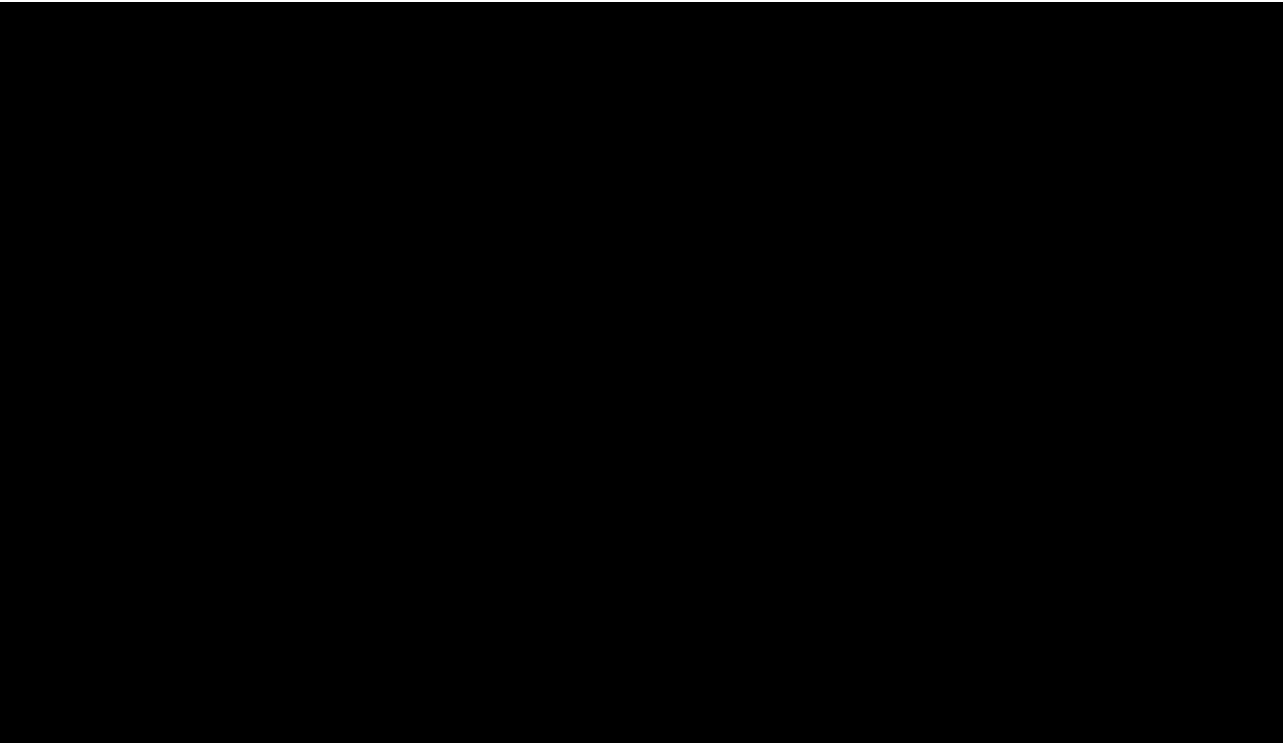
2022/23								3931	3909	3890	3851	3683	562	537
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Annex B

SCHOOL	NOR	POSTCODE	DISTAN CE FROM OL1 3HA	LA	OFSTED REPORT	OFSTED DATE
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]
[REDACTED] [REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED] [REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]
[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]
[REDACTED] [REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]
[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]

██████████ ██████████	██	██████	████	██████████ 	██████████ █	██████████
██████████ ██████████	██	██████████	████	██████████ ██	██████	██████████

Annex C – Screen Shot of FaceBook page



Annex D – Primary Schools within a 2 mile radius of OL1 3HA

SCHOOL	ADDRESS	POSTCODE	DISTANCE FROM OL1 3HA	NOR	LA	OFSTED REPORT	OFSTED DATE
[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]
[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]
[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]
[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]
[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]
[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]

CV template

CV 1		
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> <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>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number 	

CV 1		
	<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 	
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 	

CV 1		
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]

CV 2		
1	Name	[Redacted]
2	Area of expertise (i.e. education or finance)	[Redacted]

3

Area of expertise (ie education or finance)

Details of your last three roles including:

- 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]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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[Redacted]

[Redacted]

[Redacted]

[Redacted]

		[Redacted]
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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]
---	---	------------

CV 2		
5a	<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 	
5b	<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 	
6	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>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</p>	

CV 2		
	including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
7	Brief comments on why your previous experience is relevant to the new school	[Redacted]
8	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
	Reference names(s) and contact details	[Redacted]

CV 2		

Self-assessment form for independent schools

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal		Additional information about the school				
Chair of governors		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	<p>[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data.</p> <p>The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum</p> <p>Closing the gap for all pupil groups and ensuring that SEND pupils achieve</p> <p>Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability.</p> <p>please delete this guidance before submitting this form]</p>		

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
--	---	--	--

<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
--	---	--	--

<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<p>1. The roles and responsibilities of the directors/ trustees</p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	
<p>2. Structure of the board</p>	<p>Accountability system</p> <p>Structure of decision making</p>	

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	<p>Please give details of:</p> <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 		



Department
for Education

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