



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 SOUTH BRISTOL**

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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](mailto: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](mailto: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](mailto: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)?		
<b>Section A:</b> Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> 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 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. <b>Independent schools only*</b> : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. <b>Independent schools only*</b> : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Re-applications only</b> : 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: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. <b>Studio schools only</b> : Have you emailed a copy of your application to the Studio Schools Trust at: <a href="mailto:applications@studioschooltrust.org">applications@studioschooltrust.org</a> ?	<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 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

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



## Declaration

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

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

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

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

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

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

**Signed:** 

**Position:**  (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 C – vision

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the [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**

Oasis Community Learning are delighted to be entering a Free School application [REDACTED] (See location in Appendix A) to meet the needs of Bristol's growing population (E1). The new academy will utilise the proven model employed at Oasis Academy John Williams which has delivered sustained strong results over the last four years and has resulted in an oversubscription for the last three years, including a long waiting list of first choice places each September (E1).

The proposal would effectively expand the very high quality education available to the 900 pupils currently in the academy to a further 900 pupils (6FE), meeting the increased demand for school places projected in the locality over the next seven years by the local authority (Appendix D) and that of local parents.

[REDACTED]

The new academy will be managed by an Assistant Principal from pre-opening, as well as the [REDACTED], and the leadership structures in place in John Williams will be employed across the two schools to ensure the most effective sharing of practice and value for money.

There is significant demand for places at Oasis Academy John Williams, in total 428 students applied for the 180 places available at the academy, of which 216 were first choices. This comes off of the back of a series of excellent results which has seen the Academy improve the headline results every year from below 30% 8 years ago to 66% A\*-C EM this year, above national average with a student body whose attainment on entry is significantly negative. Oasis Academy South Bristol will be able to meet this specific demand by offering the same ethos, curriculum and education vision.

We will use the improved financial economies of scale that this project would offer to deliver an enhanced curriculum for all our students with a particular focus on helping

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

our most able students, and especially the most disadvantaged, to access the best universities. In order to achieve this vision we will work in partnership with a number of local private schools and other external organisations and match the success of the highest performing state schools in the region, becoming a centre of excellence amongst schools in the city of Bristol. This vision, along with our continued commitment to an excellent education for all our students, delivers on our promise to transform the lives of our students and the communities in which we work.

Our vision is totally aligned with the values and practices of the Oasis Charitable Trust. The trust works in 9 other countries in Europe, Asia, Africa, and North 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.

Oasis Community Learning is committed to this bid for a free school, and is submitting two other bids in this round. 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 (including this Free School application) 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.

The Oasis Ethos encompasses:

- A passion to include everyone
- A desire to treat everyone equally, respecting difference
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul.

**Oasis Academy South Bristol:**

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

Oasis Academy South Bristol will share its sister's vision:

"To create an exceptional education in the heart of our community"

### **How?**

Oasis Academy South Bristol will build upon the model of Oasis Academy John Williams. Central to this model is the Bristol Commitment made up of the Bristol 5, 10, 15 and 20; a robust tried and tested curriculum; the innovative Conditions to Thrive (curriculum and Conditions to Thrive see D2) and a proven track record of recruiting and training the highest quality staff (see D4).

### **Bristol 5**

Every student, every year will access 5 unique enrichment opportunities around experiences linked to developing creativity, performance, exploration, independence and global awareness.

### **Bristol 10**

The minimum standard we expect from students and staff in every lesson, every day: Work Hard, Look Smart & Be Nice.

All people who are part of Team OAJW are asked to Work Hard, Look Smart and Be Nice; staff, students and visitors.

In January 2012, the whole Academy, set about agreeing what it would translate into if all were working hard, looking smart and being nice; the student leaders then undertook the task of considering all suggestions made and finalising the 10 points which all students sign up to and adhere to during their time at OAJW. They then developed the Bristol 10 for staff as well.

The student leadership team then launched the Student Bristol 10 in a series of assemblies and the Staff Bristol 10 in a whole staff meeting. Our new versions of the Bristol 10 remain our default settings which contribute to our calm, purposeful and well-ordered Academy.

The impact and influence of the staff and student Bristol 10s was recognised by Ofsted in their last visit:

"Teachers have high expectations for student's work and behaviour. Students work hard because they recognise that their teachers are committed to helping them achieve their best. They know that all in the academy community are working to meet the standards set out in the 'Bristol Framework' (guidelines for work and behaviour for students and staff)."

### **Bristol 15**

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

At OAJW, the passion is for learning; staff and students alike. The Bristol 15 is the aspect of the framework which focusses on developing standards of teaching and learning at the Academy. The committed staff team strive in pursuit of ensuring that every lesson, every day is good or better, and work exceptionally hard to continuously develop and refine their teaching methods and strategies. Every Thursday morning from 08.10 - 08.50, our staff team engage in our professional development programme, in addition to accessing other opportunities which include;

- The Masters Programme
- The National Professional Qualification for Middle Leaders
- The National Professional Qualification for Senior Leaders
- The Lead Practitioners Group

The team of staff are 100% committed to working with all students to enable them to achieve remarkable success.

### **Bristol 20**

The expected rate of progress and achievement for every student during their time at the Academy regardless of their starting point

### **Innovation for the more able**

Even by conservative estimates, the economies of scale which can be generated by this project are in excess of ██████████. This is generated through the shared leadership, back office functions and other fixed costs available to the two academies.

The premium generated through these economies will be directed back into the Academy developing further the already outstanding pastoral care and education for all and enhance the provision for the more able. Our aim is to create a model of best practice within the city for preparing and allowing the more able students, and especially the disadvantaged, to thrive in a way that John Williams as a stand-alone Academy has not been able to achieve and provide a level of education currently enjoyed in the grammar and private sector.

Dedicated staff will support the progression of the more able and provide opportunities for them to flourish. We propose a model of working whereby our more able students attend regular extension and masterclass opportunities with several of the private schools in the city who have already approached us, enthusiastic to work in this way.

We will work with the Brilliant Club and develop further relationships with the University sector, most importantly, Bristol University who will be working closely with our sister free school, Oasis Academy Temple Quarter. This will include Bristol

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

Universities focus on widening participation for disadvantaged students such as Access to Bristol and the Bristol Scholars scheme.

## 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
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7			180	180	180	180	180	
Year 8				180	180	180	180	
Year 9					180	180	180	
Year 10						180	180	
Year 11							180	
Year 12								
Year 13								
Totals			180	360	540	720	900	



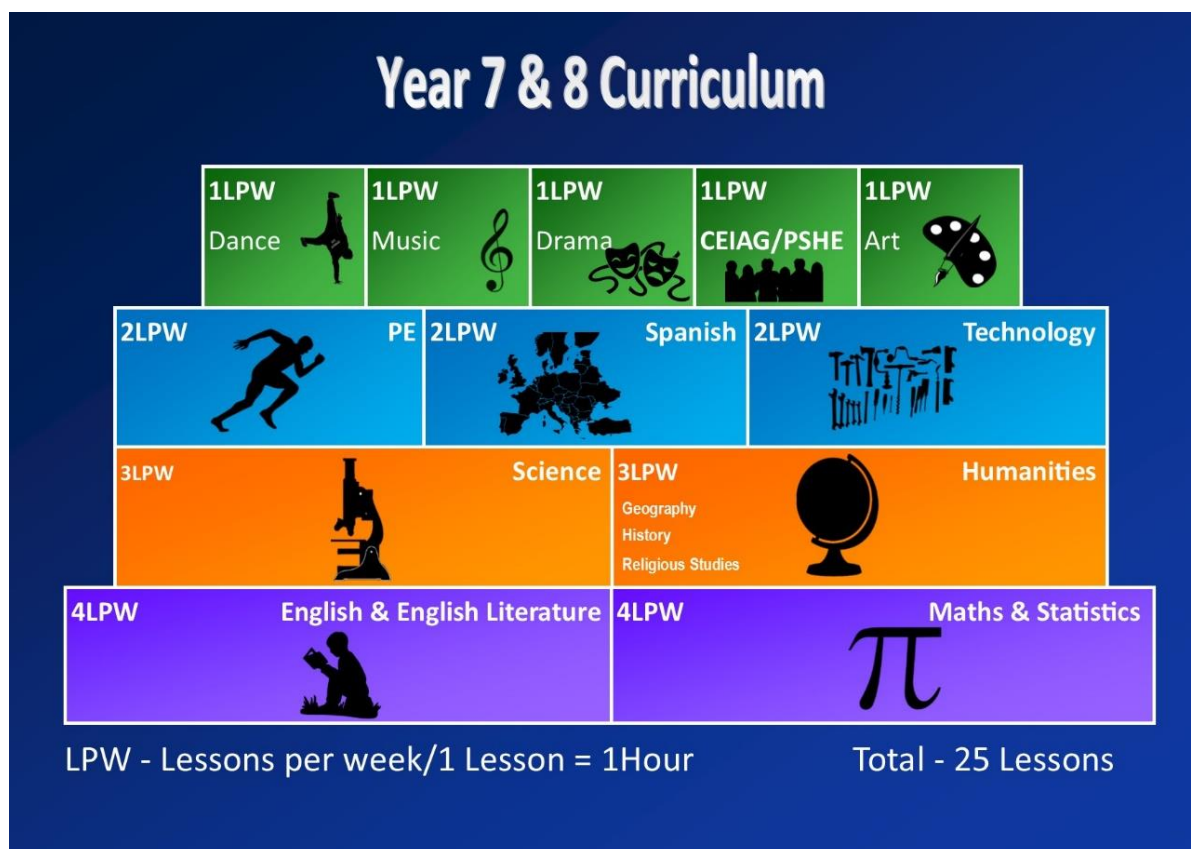
## Section D – education plan: part 2

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

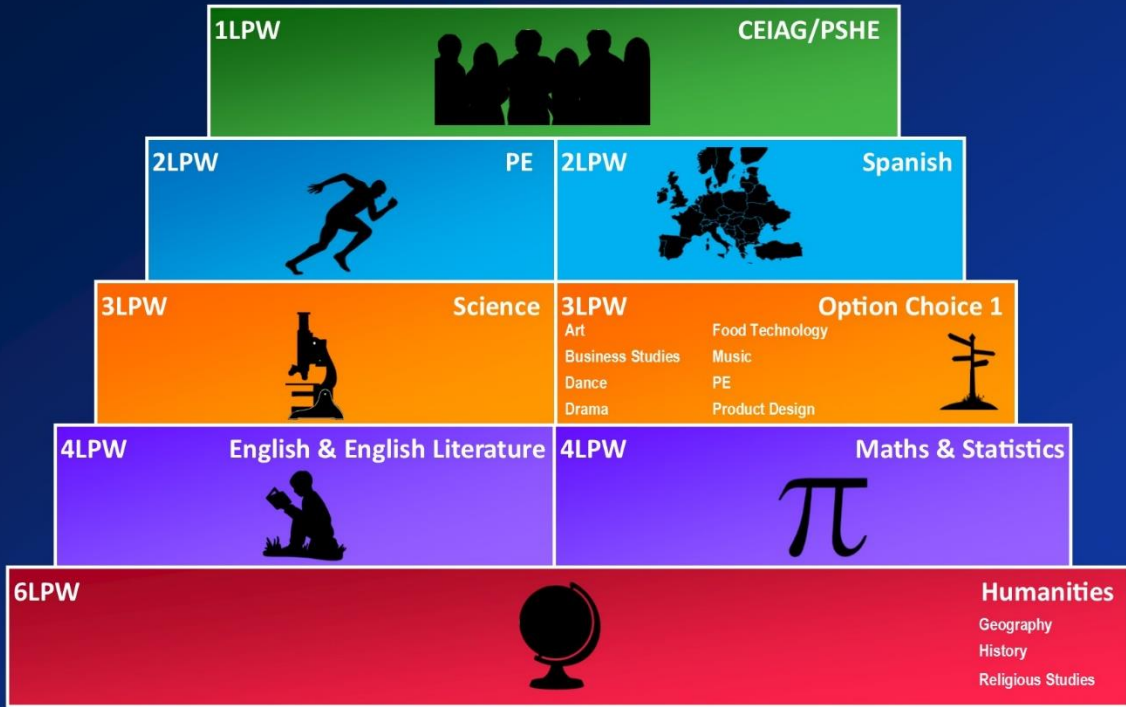
If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

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

The curriculum at South Bristol is best represented by the diagrams below. For more detail see the table beneath.



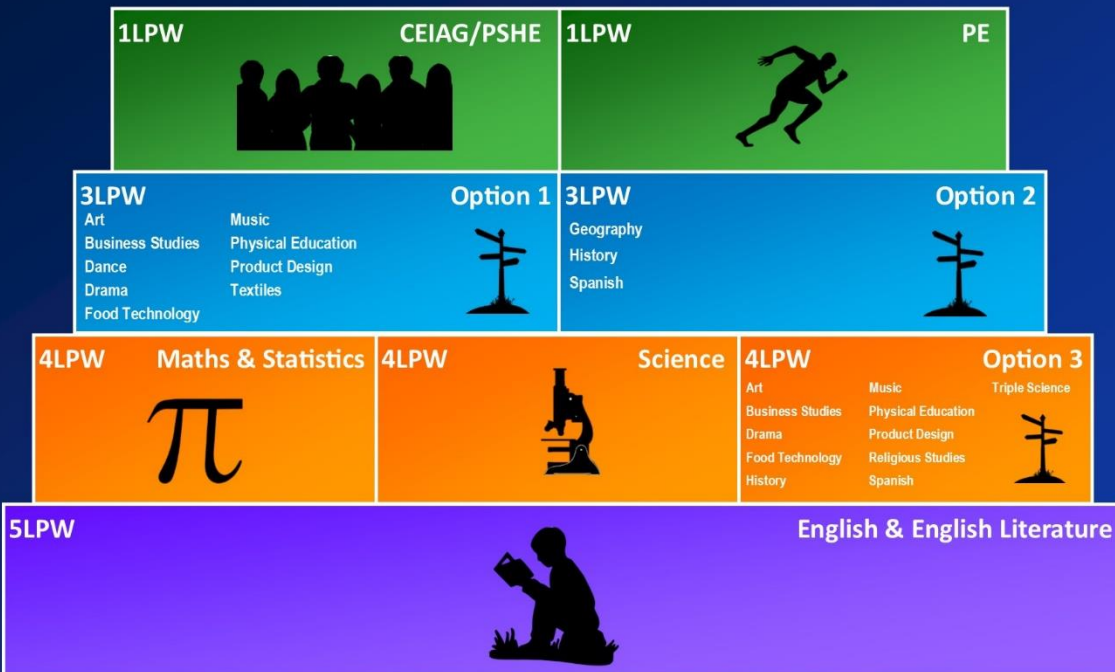
# Year 9 Curriculum



LPW - Lessons per week/1 Lesson = 1Hour

Total - 25 Lessons

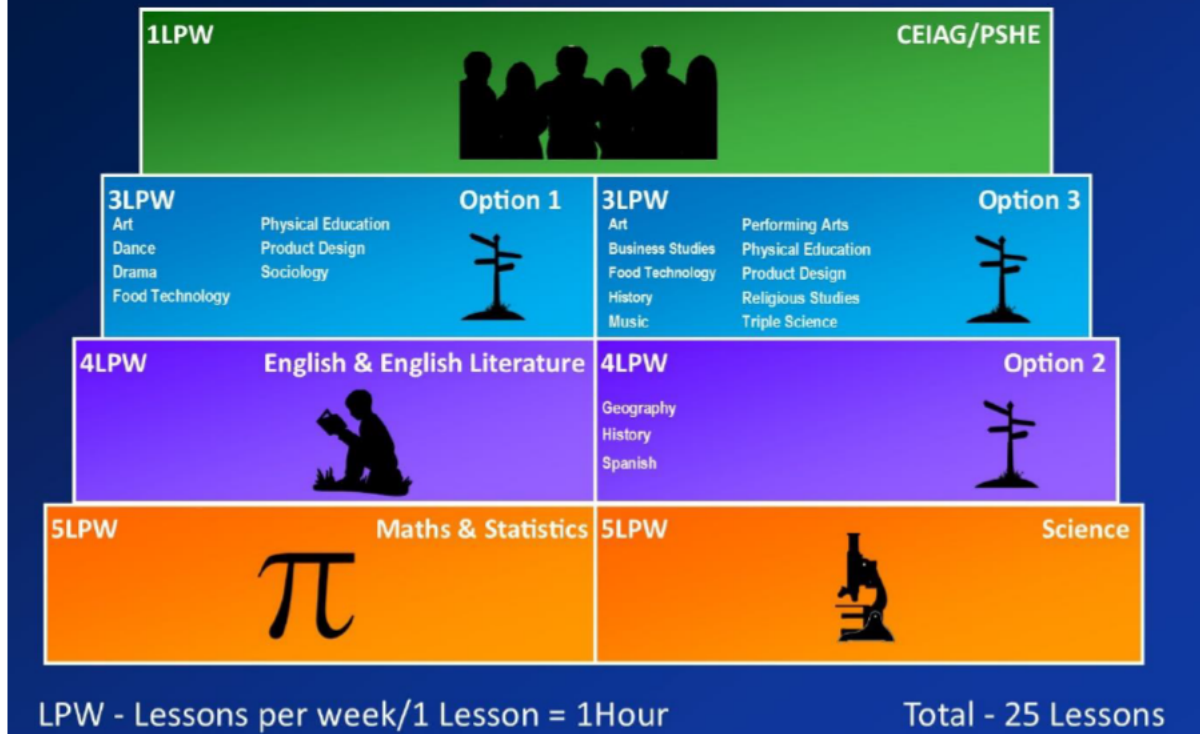
# Year 10 Curriculum



LPW - Lessons per week/1 Lesson = 1Hour

Total - 25 Lessons

# Year 11 Curriculum



Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
KS3 English	4	Mandatory	Given that the attainment of the students on entry will be significantly negative , a focus on core literacy and numeracy will be crucial
KS3 Maths	4	Mandatory	
KS3 Science	3	Mandatory	
KS3 Geography	1.5	Mandatory	
KS3 History	1.5	Mandatory	
KS3 Languages	2	Mandatory	Following Oasis Academy John Williams, this will be Spanish
KS3 PE	2	Mandatory	
KS3 Technology: Product Design & Catering	2	Mandatory	To link with our hi-tech, creative and digital media sector focus for TQEZ and also the healthy lives agenda.

KS3 Expressive Arts: Art / Drama / Music	1	Mandatory	To assist with emotional literacy, SMSC and character education, as well as our creative sector TQEZ focus.
KS3 Philosophy & Ethics, Character Education, & Careers	1	Mandatory	Delivered through Conditions to Thrive curriculum, Oasis Character Development programme, projects and debate.
KS4 English	Year 9 4 Year 10 5 Year 11 4	Mandatory	
KS4 Maths	Year 9 4 Year 10 4 Year 11 5	Mandatory	
KS4 Science	Year 9 3 Year 10 4 Year 11 5	Mandatory	
Year 9 Humanities	6	Mandatory	
Year 9 MFL	2	Mandatory	
Options	Year 9 3 Year 10 10 Year 11 10	Mandatory	Students choose one option in Year 9 from Art Business Studies, Drama, D&T, Music and PE.  In Year 10 students choose a further two options one more from the pot above and one from History, geography and History.

			In two Years the options will shift to accommodate the expectations of the Ebacc entry requirements and ensure that 90% students are studying the Ebacc
KS4 PE	Year 9 2 Year 10 1 Year 11 0	Mandatory	PE is delivered in Year 11 in extra curricular time to afford maximum school hours to learning
KS4 CEIAG / PSHE	1	Mandatory	Opportunities for WEX / REAL projects and CV and soft skills development. Linked to PEBL and engagement hub.

[Add more lines as appropriate]

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**

Oasis Academy South Bristol will offer a core academic curriculum in addition to an employability and character focused 'Conditions to Thrive' curriculum designed to support our students to be compelling and competitive in their next journey. We will also offer a rich and varied enrichment curriculum, alongside a specialist 'entitlement' to ensure we are providing our pupils with the experiences and opportunities they need for outstanding academic and character development.

The areas of Hengrove and Whitchurch Park suffer from high levels of income deprivation. 26% of children in Hengrove and 43% of children in Whitchurch Park are income deprived, and both areas have become more deprived over the last 5 years, with Hengrove in the 4<sup>th</sup> decile nationally and Whitchurch Park in the top 10% of Multiple Deprivation Indices in the country. Almost half of the children in Filwood are income deprived, and in Knowle and Windmill Hill the figure is around 20%. Knowle and Windmill Hill 6<sup>th</sup> with Hengrove in the 4<sup>th</sup> decile nationally, and Filwood sits with Whitchurch Park in the highest band for deprivation. This means that the curriculum, but especially the character education and the enrichment aspects, will be crucial to

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

the success of this cohort. Oasis Academy John Williams already addresses these aspects, and the impact of this can be seen in the excellent outcomes for disadvantaged students.

Our curriculum offer is made up of three core areas:

- 1. Core Curriculum**
- 2. Conditions to Thrive**
- 3. Russell Club**

### **1. Core Curriculum: 11-16**

Oasis Academy South Bristol will utilise the rigorous and tried and tested curriculum employed by John Williams.

We have confidence in this model for our new Academy because John Williams not only achieves excellent outcomes and is working to transform the community; it does so with the same demographic intake [REDACTED]

As already outlined, the Hengrove and Whitchurch Park areas are amongst the most deprived in Bristol and as such present a set of challenges that John Williams has met and overcome (see D2) with a headline measure above national average of 66% A\*-C English and Maths in 2016, with a significantly negative attainment on entry. The curriculum offered in the Academy has been honed over several years to meet the very specific needs of this community resulting in a strongly positive P8 for the last two years and importantly a positive P8 for our disadvantaged students. We are confident that this curriculum will extend to South Bristol seamlessly and the economies of scale can further augment the offer.

The curriculum is best represented in the diagrams above. The options have been refined over the last 8 years to suit the community and the pedagogical skills in the Academy.

### **Options in KS4**

#### **Curriculum: Year 9**

At the end of Year 8 students begin to make some choices in terms of the subjects they study during Year 9 and beyond. Whilst the traditional base of English, Maths, Science, Geography, History, RE, PE and Spanish remain compulsory for all and equate to 22 hours of delivery, students make choices around the inclusion of 1 subject from;

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

- Art
- Business Studies
- Dance
- Drama
- Food Technology
- Music
- PE
- Product Design
- Textiles

Further opportunities for specialisation are available at the end of Year 9, with additional courses too being offered via our 'Period 6' provision.

### **Curriculum: Years 10 & 11**

At the end of Year 9, students make their final choices for study during Years 10 & 11. The choices include the following subjects;

- Art
- Business Studies
- Dance
- Drama
- EP
- Ethics & Philosophy
- Food Technology
- Geography
- Health & Social Care
- History
- Spanish
- Music
- PE
- Performing Arts
- Product Design
- Textiles
- Triple Science

Students choose 3 subjects from the above list to study during curriculum time, with additional provision available during 'Period 6'. The core subjects of English, Maths, Science and PE remain compulsory.

## **2. The 'Conditions to Thrive' Curriculum**

Oasis Academy John Williams recognises that in order to truly prepare its young people for the next stage of education, employment or training, it is vital that they have not only the requisite skills and qualifications, but also the confidence and character to thrive in learning and life. Indeed in a time of rapid change to both the educational and

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

employment landscapes, this task has never been more vital. It is for these reasons, together with the deep sense that things can be transformed, that we are committed to the intentional promotion and development of four aspects of character. We believe these to be the conditions upon which all of our young people will thrive. These are:

**Self-Direction:** this is about helping our young people to understand that the ability to achieve exceptional outcomes is in their hands. In practice this means encouraging and expecting them to take ownership of their learning.

**Communication:** we encourage young people to explore new ideas and expect them to ask questions to deepen understanding. When combined with our commitment to presenting ourselves immaculately in appearance, on paper and when speaking, this is a powerful tool in supporting our young people in achieving their personal best.

**Self-Control:** we firmly believe that learning to manage and take responsibility for their emotions is a crucial part of supporting the development of our young people, both socially and academically.

**Resilience:** we subscribe to the belief that resilience in the face of challenge is one of the most important attributes young people require in their pursuit of success at the Academy and beyond.

Our approach to developing these aspects of character has been to embed them in the culture of the Academy. We will do this through our pastoral programme (rewards and sanctions); our approach to teaching and learning, with both students and teaching staff regularly reflecting upon how they can promote and develop these qualities. Finally, we have created a framework which quantifies progress in the four aspects of character. This will be used by teachers, students and their parents and embedded within our assessment and reporting cycle. At OAJW to date we have seen strong correlation between student academic performance and the scoring of their Conditions to Thrive. This creates a common language for improving student performance, as well as providing a link to employability through CEIAG provision. For these reasons we feel that we have a robust and sustainable platform upon which to build, as well as being readily scalable to Oasis Academy South Bristol.



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

Data for 2015/16:

## 1. CtT Assessment:

Year	Population	Self Direction			Resilience			Self Control			Communication			Average CtT			Correlation [Avg Pts Difference to MEG/CtT]		
		AP5	AP1	YtD Change	AP5	AP1	YtD Change	AP5	AP1	YtD Change	AP5	AP1	YtD Change	AP5	AP1	YtD Change	AP5	AP1	YtD Change
7	All	3.17	3.04	0.13	3.28	2.99	0.29	3.3	3.03	0.27	3.1	2.86	0.24	3.21	2.98	0.23	0.4	0	0.4
	PP	2.92	2.93	-0.01	3.07	2.86	0.21	3.07	2.93	0.14	2.9	2.75	0.15	2.99	2.87	0.12			
	Gap	-0.25	-0.11	-0.14	-0.21	-0.13	-0.08	-0.23	-0.1	-0.13	-0.2	-0.11	-0.09	-0.22	-0.11	-0.11			
	PP Boys	2.77	2.82	-0.05	2.94	2.75	0.19	2.92	2.84	0.08	2.79	2.64	0.15	2.85	2.76	0.09			
8	All	3.07	2.98	0.09	3.13	3.02	0.11	3.1	2.99	0.11	3.03	2.85	0.18	3.08	2.96	0.12	0.55	0.29	0.26
	PP	2.86	2.86	0	2.94	2.94	0	2.92	2.92	0	2.82	2.87	-0.05	2.88	2.88	0			
	Gap	-0.21	-0.22	0.01	-0.19	-0.24	0.01	-0.18	-0.19	0.01	-0.21	-0.12	0.03	-0.2	-0.12	0.12			
	PP Boys	2.77	2.82	-0.05	2.94	2.75	0.19	2.92	2.84	0.08	2.79	2.64	0.15	2.85	2.76	0.09			
9	All	3.11	2.86	0.25	3.1	2.81	0.29	3.11	2.84	0.27	3.01	2.82	0.19	3.09	2.83	0.26	0.45	0.37	0.08
	PP	2.87	2.87	0	2.94	2.94	0	2.92	2.92	0	2.8	2.8	0	2.88	2.88	0			
	Gap	-0.24	-0.24	0	-0.19	-0.19	0	-0.19	-0.19	0	-0.21	-0.21	0	-0.21	-0.21	0			
	PP Boys	2.77	2.82	-0.05	2.94	2.75	0.19	2.92	2.84	0.08	2.79	2.64	0.15	2.85	2.76	0.09			
10	All	2.89	2.74	0.15	2.86	2.8	0.06	2.95	2.81	0.14	2.87	2.67	0.2	2.89	2.76	0.13	0.59	0.5	0.09
	PP	2.84	2.84	0	2.82	2.82	0	2.9	2.9	0	2.84	2.84	0	2.84	2.84	0			
	Gap	-0.05	-0.05	0	-0.04	-0.04	0	-0.05	-0.05	0	-0.03	-0.03	0	-0.05	-0.05	0			
	PP Boys	2.77	2.82	-0.05	2.94	2.75	0.19	2.92	2.84	0.08	2.79	2.64	0.15	2.85	2.76	0.09			

2. **Coaching Character:** pastoral proxy-parenting programme focused upon growing Self Direction and Resilience and trialled last year. Generated positive academic performance gains [vs cohort] and is being scaled up to all Learning Mentor groups this year.

Student Name	Year Group	AP Performance Change		CtT Avg Performance Change			
		Avg Pts Sco	Progress	Self Direction	Resilience	Self Control	Communicat
[Redacted]	7	-2.57	-0.5	0.13	0.06	0.49	0
[Redacted]	7	12.57	-0.4	-0.5	-0.29	0.07	-0.21
[Redacted]	7	2.43	-1	-0.45	-0.27	-0.6	0.02
[Redacted]	8	10.29	-0.2	0.08	0.47	0.66	0.4
[Redacted]	8	4.14	-0.6	-0.28	0.11	0.26	0.11
[Redacted]	8	1	0	-0.13	-0.31	-0.03	0.07
[Redacted]	9	-0.11	0.2	-0.1	0.3	0.2	0.7
[Redacted]	9	3.6	1	0.4	0.3	0.5	0.6
[Redacted]	9	-2.4	1.397	-0.1	-0.2	-0.2	0.1
[Redacted]	9	-0.6	1.911	0.6	0.4	-0.2	0.4
[Redacted]	9	-0.05	0.442	-0.1	-0.4	-0.1	-0.1
[Redacted]	10	10.67	1.2	0.1	0.5	0.1	-0.1
[Redacted]	10	6.5	0.399	-0.32	-0.3	-0.47	0.08
[Redacted]	10	4.75	0.494	0	0.1	0.1	0.1
[Redacted]	10	11.19	0.5	-0.1	0.1	0	0.1
[Redacted]	10	4.25	1.1	-0.22	-0.52	-0.55	-0.07
<b>Average Change</b>		<b>4.10375</b>	<b>0.3714375</b>	<b>-0.061875</b>	<b>0.003125</b>	<b>0.014375</b>	<b>0.1375</b>

Year	CF2 Avg Pts Score	CF2 Progress	EoY Avg Pts Score	EoY Progress	Avg Pts Score Change	Progress Change
7	40.57	0.02	38.94	-0.16	-1.63	-0.18
8	39.98	0.02	38.12	-0.04	-1.86	-0.06
9	39.04	-0.07	38.74	0.12	-0.3	0.19
10	38.54	-0.28	35.81	-0.58	-2.73	-0.3

## 3. Russel Club

Oasis Academy South Bristol will augment the existing offer of Oasis Academy John Williams for the more able students as a specific focus. Our aim is to create a centre

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

of excellence within the City of Bristol for these young people, especially the disadvantaged. We will approach this with a variety of innovative programmes.

### ***Partnerships with Private Schools***

We are currently building partnerships with several of the private schools in the city, which will enable us to offer our more able students a unique set of learning experiences to help them progress. The programme of partnerships we are building will include:

- Attendance at Level 9 masterclasses
- Joint student leadership programmes
- 6<sup>th</sup> form Mentoring for Years 7 and 8 pupils
- Joint team projects, such as Business in the Community's Dragon's Den
- Debating club and competitions
- University residential trips
- Formal dining and balls
- Overseas trips

### ***Access to Russell Group Universities***

We will partner with 'The Brilliant Club' ([www.thebrilliantclub.org](http://www.thebrilliantclub.org)), an organisation who are committed to increasing the numbers of children from state education securing places at top universities. This partnership will offer Oasis Academy South Bristol students a series of seminars, lectures, dissertation, journal projects and trips to top universities from Year 7 – Year 13.

### ***The Russell Club Entitlement***

1. Visit a Russell Group University every year
2. Regularly visit and work with a range of organisations, companies or start-ups in the city to build employability, character and technical skills
3. Experience an annual residential trip either at home or abroad to encourage independence and self-reliance
4. Take part in cultural experiences every term to build social capital (visits to museums, art galleries, theatres, concerts).
5. Develop and discover talents during curriculum time. For example: sport, music, art, dance, drama, design, robotics, and film production.

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6. Take part in a sustained a volunteering programme using partnerships with the Oasis Hubs and organisations within Bristol
7. Trained in oracy, articulacy and debate

**Oasis Hubs <sup>1</sup>**

Oasis Academy South Bristol will fit into the existing hub in this part of Bristol. Oasis South Bristol Hub already delivers on a number of community based activities with our Primary schools, Connaught and New Oak. These include but are not limited to:

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<sup>1</sup> Oasis hubs are local places of activity that provide integrated, high quality and diverse services to benefit the whole person and the whole community. At the heart of an Oasis hub there is often an Oasis academy. Oasis hubs bring together ethos and values, local, regional, national and even international resources and expertise and, by working together in and with local partnerships, build on existing strengths and assets in the local community in order to meet local needs. The purpose of the hub is to serve the whole person and the whole community. To read more about Oasis Hubs, visit: <http://www.oasisuk.org/what-we-do-9>  
To learn about the Oasis Hub in which Oasis Academy Southbank is involved, which encompasses facilities such as a playspace, foodbank, debt advice, adult education, a city farm, and athletics and performing arts groups, visit: <http://www.oasisuk.org/oasis-hub-waterloo>

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**The School Year**

At this stage, the school's term dates will run in line with local education authority's and Oasis Academy John Williams' term dates to avoid issues during holiday periods for parents/carers with children at different schools.

**The School Week**

The academy will adopt the standard five day per week schedule in keeping with Oasis Academy John Williams.

**The School Day**

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Oasis Academy South Bristol will follow the Oasis Academy John Williams model of the school day which includes pre-school pastoral care from 08:30 and runs through to 16:10.

Learning Mentor	08:55 - 09:10
Period 1	09:10 - 10:10
Period 2	10:10 - 11:10
Break	11:10 - 11:30
Period 3	11:30 - 12:30
Period 4	12:30 - 13:30
Lunch	13:30 - 14:10
Period 5	14:10 - 15:10
Period 6	15:10 - 16:10

**SEND**

The SEND Code of Practice states that 'high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people' and the success of special educational provision additional to that is 'compromised by anything less'. Therefore there will be a very clear expectation on curriculum leads, and classroom teachers to employ excellent practice and fully differentiate learning as a matter of course, in order to meet the majority of students' needs in the classroom.

- The SENCO and Inclusion Lead will support parents, carers and young people to make informed choices about provision. They will also support staff to accurately identify and meet students' needs in class.

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

- In more severe cases of BESD, adaptations in the curriculum and pastoral support or mentoring may be used to support students to be successful. We would seek to use external agencies where appropriate.

### **EAL**

Oasis Academy South Bristol will seek to minimise the barriers to success for pupils who learn through a second language.

An informed understanding of each student's linguistic background and its implications will be shared by all staff (for example, the length/type of previous schooling, languages spoken / written / read / understood, to what extent, in what contexts, specific implications of different languages). This deep and detailed understanding will inform our support and interventions.

### **Parental Engagement**

Oasis Academy John Williams actively engages with parents on a regular basis at parents evenings, parent forums, outreach work, open mornings, the Academy Council and regular data and reports. Parents and carers are involved in the life of the academy at the outset from the Home School Agreement where expectations are agreed that every parent is a partner teacher.

### **Consistency in Teaching and Learning across our schools**

Oasis benefits from a strong system of sharing best practice, accountability and standardisation. The Regional Director (RD) visits schools at least every two weeks, and ensures that the Regional Improvement Networks (RIN) operate effectively. RINs consist of an expert in each subject discipline leading the Heads of Department from other schools to standardise, moderate and share best practice. These networks are informed by the best practice nationally and internationally. In a time when the GCSE landscape and life without levels is changing rapidly, these networks are crucial to support effective teaching and learning, accuracy of marking and assessment, and accurate forecasting – to ensure the best outcomes for students. Oasis South Bristol will also benefit from visits from the school improvement team, peer reviews, regional insets, and the regional and national Oasis conference and INSET. Where appropriate to do so, Oasis schools share capacity of staff and talent to support improvement and standards.

## 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**

All three Oasis secondary schools are in the top 10 in Bristol; Oasis Academy South Bristol will match and improve the strong outcomes of John Williams. We will secure attendance above the National Average Other for all subgroups in the Academy, secure impeccable behaviour and deliver a P8 at above +0.5 for all sub groups.

Oasis Community Learning has a strong record of delivering high quality secondary education: both in Bristol, and nationally. Oasis Academy John Williams is the highest performing secondary school in South Bristol and in 2015 achieved the best results in the country for its cohort of students. It followed this up in 2016 with a basic indicator of 66%, above national average despite an intake with significantly negative prior attainment. Its P8 is positive overall and importantly it is positive for disadvantaged pupils as well. In 2012, Oasis Academy Brightstowe was the most improved secondary school in the country; Oasis Academy Brislington was the most improved school in Bristol in 2014-15: taking results from near floor, to 52% (57% when the specialist centre results are removed).

Outcomes such as these are a product of a very strong curriculum delivered through excellent teaching and learning; an embedded character education with personal skills development; ongoing, engaging and meaningful cultural and enterprise experiences; and an academy which supports the community and a culture of aspiration and growth mindset. In all of the sections of this application, we have outlined our plans for these areas; all of this work will contribute to, and be designed for, the success of the pupils we serve.

We have developed our capacity to deliver high quality education in our family of academies by establishing national and local capacity. Locally, we have introduced a regional leadership structure for our academies, with Regional Directors leading across the geographical areas where our academies are located. In order to achieve and drive standards, the Regional Director visits each academy as often as required, but at least every two weeks, while the National Monitoring and Standards team visit twice a year to review student progress and achievement.

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

As part of this strategy, we deploy a range of highly experienced practitioners to impact on the work of our Academies and address barriers to improvement. Our Academy improvement team includes successful head teachers (both primary and secondary), current Ofsted inspectors and subject specialists. We are also developing strategic partnerships with a number of proven key providers who are working with us in such areas as attendance, literacy and raising attainment.

We have experience of successfully delivering a free school bid for Oasis Academy Southbank, which is now an Ofsted Outstanding School.

### Oasis South Bristol

Oasis South Bristol will match and improve upon the outcomes of Oasis John Williams. In 2016 these outcomes are as follows:

- %A\*-C in both English & Maths has steadily improved, year on year, from only 22% in 2009 to 66% in 2016
- Best 8 Value Added remains significantly above the national mean at 1016 (estimated). Progress 8 is estimated to be +0.26, and above the national mean of 0 for the second consecutive year and +0.16 for disadvantaged pupils.
- Levels of progress in Maths and English are likely to be above National averages in 2016 (Maths 74% 3LP; Eng 89% 3LP)
- The outcomes for Disadvantaged, The More Able and SEND learners have improved over time as detailed below;

Disadvantaged				The More Able				SEND			
	2014	2015	2016		2014	2015	2016		2014	2015	2016
NoR	51	61	59	NoR	11	14	23	NoR	43	17	12
EM	45.5	37.7	45.8	EM	100	92.9	95.7	EM	23.3	23.5	41.7
AB	37.84	41.09	43	AB	54.7	59.4	61.09	AB	31.64	29.18	41.58
P8	-0.15	0.04	0.16	P8	-0.75	-0.21	0.07	P8	-0.09	-0.01	0.16
En 3LP	75.9	68.3	86.2	En 3LP	80	71	95.7	En 3LP	63.4	52.9	83.3
En 4LP	37	25	43.1	En 4LP	27.3	28.6	56.5	En 4LP	31.7	5.9	41.7
Ma 3LP	56.4	66.7	64.9	Ma 3LP	70	93	87	Ma 3LP	46.3	35.3	27.3
Ma 4LP	14.5	21.7	24.6	Ma 4LP	36.4	42.9	52.2	Ma 4LP	14.6	5.9	27.3
VA	1014	1031	1011	VA	983	994	1006	VA	1017	1020	1011

This improvement will be continued and strengthened through the introduction of South Bristol and the economies of scale this will provide, allowing the academies to invest in amongst other things, higher quality CPD and more experienced pedagogical leaders throughout the academy. The combined academies will be able to afford and will actively seek the highest quality staff in key pedagogical and curriculum roles.

The new school will also share the attendance and behaviour systems used at Oasis John Williams.

Attendance at John Williams for 2015-16 was 94.7%, national average despite serving a deprived community. The attendance for the first three weeks of this year is 95.8%, up from 95.6% at this point last year. Such strong attendance is achieved with a relentless focus on every student by a dedicated and well trained team of pastoral



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

workers. It is also manifestly the responsibility of every teacher and tutor to focus on individual students' attendance using the attendance diamond as a guide. The academy employs the leading edge SOL systems deployed throughout the Oasis group which have a systematic and proven ability to drive high levels of attendance.

Attendance is also supported by outstanding behaviour and pastoral systems. John Williams has a dedicated team of '360 workers' who work with each year group and know each individual student. They support the pupil progress leaders for each year group; teachers who are focused on ensuring every child achieves. The academy employs simple but highly effective behaviour management systems throughout the school which is consistently applied by teachers. Matched with excellent and exciting teaching, the outcome is a highly focused and engaged student body where instances of poor behaviour are extremely rare.

The key leaders in this bid are all very well placed to continue this success and deliver an outstanding Academy in South Bristol:

- [REDACTED]  
[REDACTED]  
[REDACTED]; and  
[REDACTED]  
[REDACTED]  
[REDACTED]

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

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

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

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

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

#### **Staffing**

Every academy relies heavily on the quality of staff it recruits. Oasis Academy John Williams has an enviable track record of recruiting the highest quality staff available.

#### **Recruitment**

The Academy will ensure that new staff are recruited from a broad range of backgrounds and disciplines, so that the skill sets available to the pupils are complementary and comprehensive; we will also strive to reflect the demographic of the student body with role models in the staff body – in order to facilitate an aspirational culture in line with our vision.

Oasis Academy John Williams currently works successfully with national bodies such as Teach First and Oasis South Bristol will continue to use these partnerships.

Oasis Community Learning's Regional HR Business Partner supported by our National HR team, based at Oasis's National Office in Waterloo, will also support the recruitment process. Oasis is developing cutting edge systems for supporting the recruitment of the highest quality staff and are currently working with Ark to develop a new Institute of Teacher Training which will draw applicants from the main universities, from outside teaching, and from the pool of teaching assistants. They will be trained using the best practice from the US teacher development programmes of Uncommon Schools and other cutting edge organisations.

#### **Development and retention**

We believe that the best way to retain staff is to develop them, invest in them, and show them they are valued. Oasis Community Learning has a growing national reputation as the 'Employer of Choice' for aspiring school leaders, teaching and support staff, due to our adherence to the Teachers' Pay and Conditions, our commitment to continuous professional development and the support and opportunities available within our growing family of academies. Oasis Academy South Bristol, as part of the South West region, will offer unrivalled opportunities for CPD and career progression for staff.

We develop our talent pool in other ways, including a twice yearly lead practitioner forum to share expertise, and training our Principals to be OFSTED inspectors.

We also believe in innovative ways of showing staff we value their hard work and expertise. For example, awarding staff 5 days in lieu for two weeks of Summer School,

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

or brokering ‘perks’ for staff with our business partners – such as discounts and vouchers – linked to their work and performance in school.

Please see below the build-up of staff proposed in line with pupil numbers and financial resources. The final staffing structure at year 5 is sufficient, affordable and appropriate to deliver the education vision and plan.

We will look to take advantage of the opportunities across our three existing secondary schools to share expertise and capacity to support the development and ongoing success of Oasis Academy South Bristol.

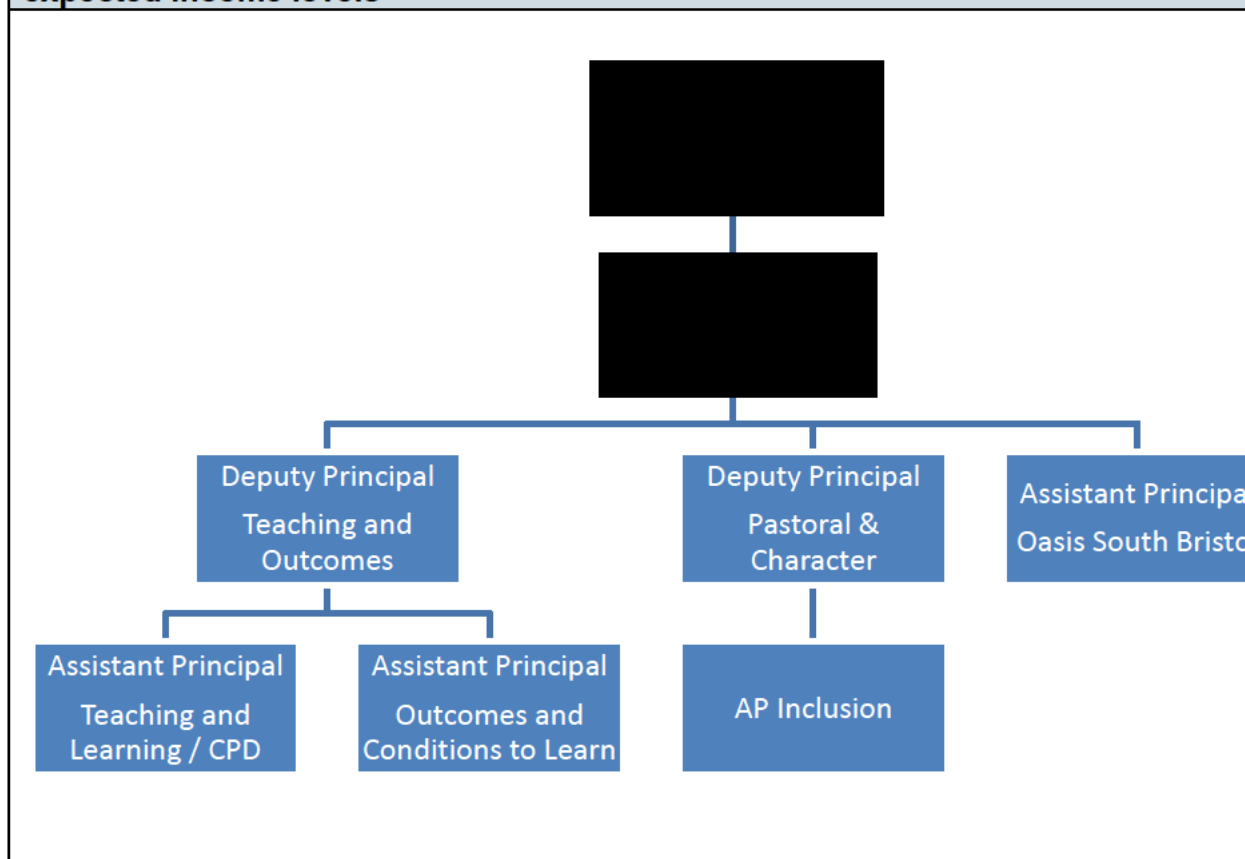
**Staffing Numbers**

Oasis Academy South Bristol will derive significant economies of scale from working in full partnership with Oasis Academy John Williams. It will be able to recruit extra staff to meet the increased demand for classroom teachers and avoid recruiting the layers of middle leadership and senior leadership required for a fully standalone school, with the exception of an extra Assistant Principal to support the pre-opening phase of design, build and implementation. Please see below for organogram.

This will mean that the PTR for Oasis Academy South Bristol can be set comfortably at 1:20 as opposed to the PTR for the existing school of 1:16 and the national average of 1:18. Support staff would also be at the current ratio in Oasis Academy John Williams where we have 4 for the 900 pupils.

<b>Year</b>	<b>Year Groups</b>	<b>Number of Students</b>	<b>Number of Teachers (fte)</b>	<b>Number of Teaching Support staff (fte)</b>	<b>PTR</b>
2018/19	7	180	10	1	1:20
2019/20	7 & 8	360	18	2	1:20
2020/21	7 & 8 & 9	540	27	2	1:20
2021/22	7 & 8 & 9 & 10	720	36	3	1:20
2022/23	7 & 8 & 9 & 10 & 11	900	45	4	1:0

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



**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**

Oasis always offers an inclusive education designed around, and for, the community and local children where each academy is situated. 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. Our focus will always be on how we create and sustain an inclusive community.

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

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

zero; and to ensure needs are met in mainstream settings. Inclusion is at the heart of Oasis; the policy of our Academy will be to welcome pupils of all backgrounds.

The symbolic 'O' in Oasis represents a circle of inclusion and as such the school would be fully committed to an inclusive approach with respect to access to the curriculum, positive behaviour and specifically in relation to attendance and disciplinary policies and practice. The Oasis vision is underpinned by a belief in inclusion that embraces students and families of all faiths and none with a celebration and respect for diversity in society. As is the case in all of our existing academies in Bristol, Oasis will adopt the admissions policy of the local authority, and will adhere to a wholly inclusive admissions policy, accepting students irrespective of faith or ability. We will apply: Child with a Statement of Special Educational Need; Child in Care; Child with specific medical and/or special needs; siblings; and distance criteria accordingly.

Oasis Academy South Bristol will seek to predominately serve the local communities – Hengrove, Knowle, Filwood and Windmill Hill areas of Bristol. To develop our understanding of our families we make regular visits to all primary school settings. Prior to entry we will undertake parental engagement events, home visits to vulnerable pupils and conduct a full audit of all the children's needs. We will ensure our curriculum planning is relevant and balanced for all pupils and celebrates the rich cultural and ethnic diversity of Central/East Bristol – especially our African (and heavily Somali), Caribbean, and Polish communities – as outlined in Section D1.

The BME population as a % of total population in Hengrove and Whitchurch Park is similar to or below national average – only 4% of people in Whitchurch are from a BME group, and only 5% in Hengrove. In Whitchurch Park, Christianity is the main religion, with a vast proportion identifying as no religion, only small number identified as Muslim, Buddhist and Sikh. Hengrove has a similar profile, with a slightly larger number of people identifying as Hindu. Filwood, Knowle and Windmill Hill have a higher percentage of BME groups, between 9 and 13% of the population, and with a similar religious make-up to the other areas, but with a higher proportion of Muslims. It is therefore important that the curriculum and SMSC/PSHE elements of the school demonstrate equality and tolerance, and provide opportunities for students to learn about, understand and embrace different cultures and beliefs.

As in section 78 of the Education Act 2002, we will promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Through ensuring pupils' SMSC development, we will also be actively promoting fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Gathering as a 'family' cohort; establishing a strong school ethos supported by effective relationships throughout the school; ensuring there are controlled opportunities for pupil voice and pupil leadership; as well as providing

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

relevant activities within and beyond the classroom are all ways of ensuring pupils' SMSC development.

Through all our character education and global dimension work, pupils will be encouraged most of all to regard people of all faiths, races and cultures with respect and tolerance. Our learning family tutorials and our work in Character Education and Philosophy and Ethics sessions will skill pupils in sensitive and inclusive debate, active listening and empathy, and openness to critical thought and ideas. Actively promoting the British Values in this way means staff and pupils will be challenging opinions or behaviours in school that are contrary to fundamental British values. Pupils will understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which we will share with parents, will support the rule of English civil and criminal law. Pupils will be made aware of the difference between the law of the land and religious law.

It is important to note though, that we will not shy away from debate of controversial issues. Indeed, promoting and discussing this ethos of tolerance and British Values will support the Prevent Duty. We will build pupils' resilience to radicalisation by promoting fundamental British values and enabling our pupils to challenge extremist views. Through our tutoring and character education programmes mentioned above, we will provide a safe space in which children, young people and staff can understand the risks associated with racism and terrorism, and develop the knowledge and skills to be able to challenge extremist arguments.

It is especially essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation will be seen as part of our staff's wider safeguarding duties, and that it is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Effective parent relationships and our programme of engagement with families from primary school visits onwards will help us to understand the risks in our context, and ensuring that we have a clear and robust policy, practice and raising awareness programme around e-safety will also support the Prevent Duty. Given our local area context, we would provide all of our staff with WRAP (workshop to raise awareness of prevent) training as part of induction alongside safeguarding training.

Further detail on how these issues will be tackled can be found in the character education section below:

#### **Character Education**

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

In light of the publication by Demos in 2011, *The Character Inquiry*, and lessons from KIPP and other charter Academies in the US, we are convinced that character education is a central part of a transformational education. Character education allows students of all ages to explore different aspects of their social development and to discover and develop the best character traits for certain situations. We agree that

‘Character should be at the heart of our responses to social problems.’

*Demos, 2011*

Character Education will fall under the heading ‘Conditions to Thrive’ on the timetable. Students will experience sessions once per week which deal with an aspect of PSHE (character education) or career education, and come to associate the term career-ready with information about the labour market, but also with professional, adult behaviour, and making good choices. The core Oasis values will be explicitly addressed, explored and analysed during these lessons, and resources from the Prevent training, from BITC, from the Jubilee Centre’s Wellbeing and Character Education programme, the Oasis character resources and Nine Habits <sup>2</sup>as well as Philosophy for Children will all be delivered through these sessions.

Where expert knowledge may be better suited, for example with regards to sex and relationships education, or personal finances, then external speakers will be brought in to work with the students.

#### **Community Engagement**

Our Academy will promote active contributions to modern British society and good community relations. An ethos of community engagement will be part of our Academy ethos and will not be limited to one person responsible for community engagement. We believe that a school is greater than the sum of its parts: that a great school can rejuvenate an entire community. We take as a prime example of this the Oasis Hub model, but also internationally recognised programmes such as Harlem Children’s Zone in New York, where [REDACTED] and his team have proven that community engagement on every level can achieve incredible results. We seek to replicate that achievement in Bristol, and in the Oasis Academy John Williams’ and South Bristol area specifically.

Through our community engagement plan, our students will act as a catalyst for success throughout the community and inclusion for all.

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<sup>2</sup> Oasis nine habits: Self-Control, Consideration, Forgiving, Compassion, Humility, Patience, Joy, Hopeful, Honesty

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

We believe that positive, strong relationships between the staff of an Academy and parents are essential for the success of the Academy. Interaction with parents will be frequent and substantial, acknowledging that all parents want the best for their child, though some parents might benefit from support. We will provide support and training for parents, including opportunities for families to learn mindfulness.

This training will in part be focussed on the needs of the child, but will also aid parents in raising their self-esteem and knowledge, such as how to help with homework or how to encourage good behaviour. A good example of this is a scheme run at Southville Children's Centre called 'Men Behaving Dadly,' which enables relationship building between dads and their children, raising self-esteem, increasing confidence in parenting, promoting the value of play and combating the sense of isolation many fathers feel.

In addition to these Academy-related interactions with parents and families, we will also seek to run courses in the evenings for parents and other adults in the community. We will consult with local people to identify the sorts of courses they would like to see, for example, English language classes. We will aim to provide these sorts of opportunities for our parents and other adults in the community.



## 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**

We believe we meet the key criteria outlined in the guidance document. Our rationale centres on a **projected need for more school places in the area ('basic need')**.

The City of Bristol has enjoyed several years of growth in the adult and child population. This has placed significant pressure on the Primary places in the City, met with a building programme which was completed last year. The requirement for places has now shifted to secondary where current projections (Appendix B) demonstrate that by 2018 the city will be short of 236 Year 7 places, increasing to 536 by the following year, and to 1,047 by 2023.

Oasis Academy South Bristol represents one of the City Council's co-ordinated school expansion projects to meet this demand. (See Appendix G). As outlined this project was proposed by Bristol City Council as a core element of the solution for secondary and post-16 capacity. As an already successful and oversubscribed school in the area, Oasis Community Learning has the unequivocal support of the key stakeholders in the City, including the City Council, the Mayor and community leaders (Appendix H).

The shortfall of secondary places is not even throughout the city and there are several areas facing significant shortage. In Appendix D, the location of Oasis Academy South Bristol is highlighted and can be seen to be in the middle of one of the hotspot areas. The council's projections for this particular area (Appendix C) shows a shortfall of between 142 and 272 places. Given the proximity of other hotspot areas, we are confident the need for places for Oasis Academy South Bristol will be in excess of the 6FE planned. However, given the nature of the project and its economies of scale, the build could be reduced to 4FE and still be financially sustainable, if projections for the area are revised.

Further to this, Bristol City Council has issued the following statement:

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

“Our current pupil projections for South Bristol are based on population data, current parental preference patterns and housing developments with planning permission. The projections indicate that there will be a need for more secondary places in South Bristol from 2019 with a likely need for an increase of five or six forms of entry.

Primary pupil projections do not currently indicate the need for additional primary places in South Bristol. However, the Bristol Local Plan indicates a number of strategic housing sites that, if delivered, would create further demand in South Bristol.

Our Integrated Education & Capital strategy sets out a vision to secure high quality local education provision for children and families. Bids for new free schools can be submitted to the government and are likely to have an important role to play in providing more high quality places for pupils as the government see free schools as the key vehicle for meeting the need for new school places. In addition, the government provides limited basic need capital funding to enable expansions of existing schools and we are actively exploring potential schemes. BCC is committed to working in partnership with existing education providers to meet the sufficiency needs of the City.”

The demand for places can be further evidenced by the applications that the academy has received. The academy is oversubscribed in Year 7, 8 and 9 and the applications for the 180 places are as follows:

1sts – 213

2nds – 128

3rds – 87

**Total – 428**

See Appendix F for Bristol admissions information on Oasis Academy John Williams

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**

Oasis Academy John Williams has engaged successfully with the local residents and community for the past 8 years, as evidenced by the large number of applications received each year highlighted in the previous section.

For Oasis Academy South Bristol we will set up a website and a series of marketing events as well as visiting as many of the stakeholders as possible in their own locations.

Please see Appendix I for the marketing strategy we will employ to engage with local parents, community members and residents.

## 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)
██████████	Bristol	Yes	████████████████████ ████████████████████	██████████	5
██████████ ██████████	Bristol	Yes	████████████████████ ████████████████████	██████████	15
██████████ ██████████	Guildford	Yes	████████████████████ ████████████████████	████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████	15
██████████	Basingstoke		████████████████████	████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████	

				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	Birmingham		[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>			[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	

				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	Brighton		[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	Kent		[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	Kent		<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>	

[Add lines as appropriate]





## 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.

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

**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**

- 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:

- 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

## **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**

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 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

**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**

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,

**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 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
- 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

**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**

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]  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]



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

**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**

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 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.

**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**

**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.

<b>F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector</b>
[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.



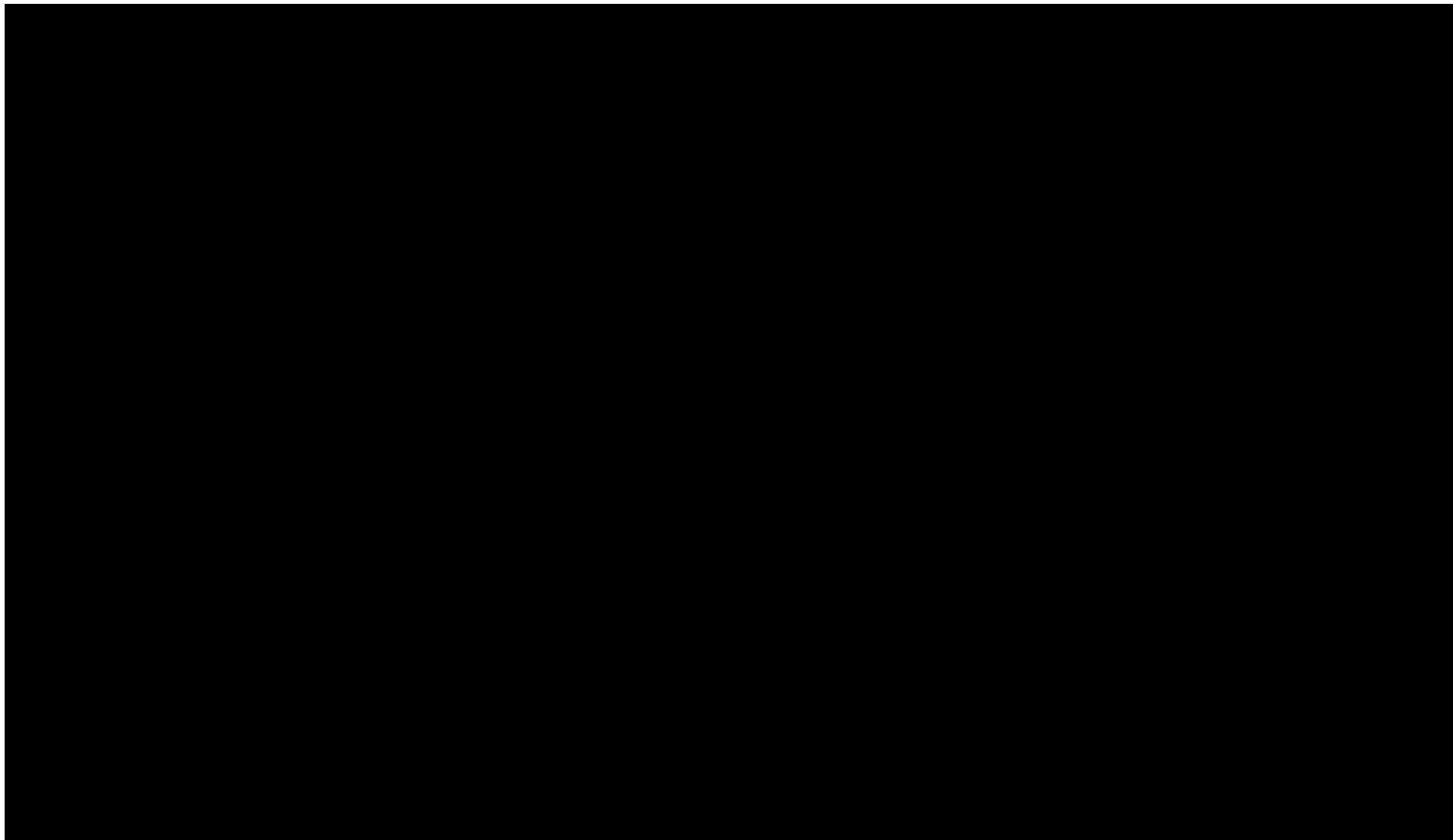
## Annexes

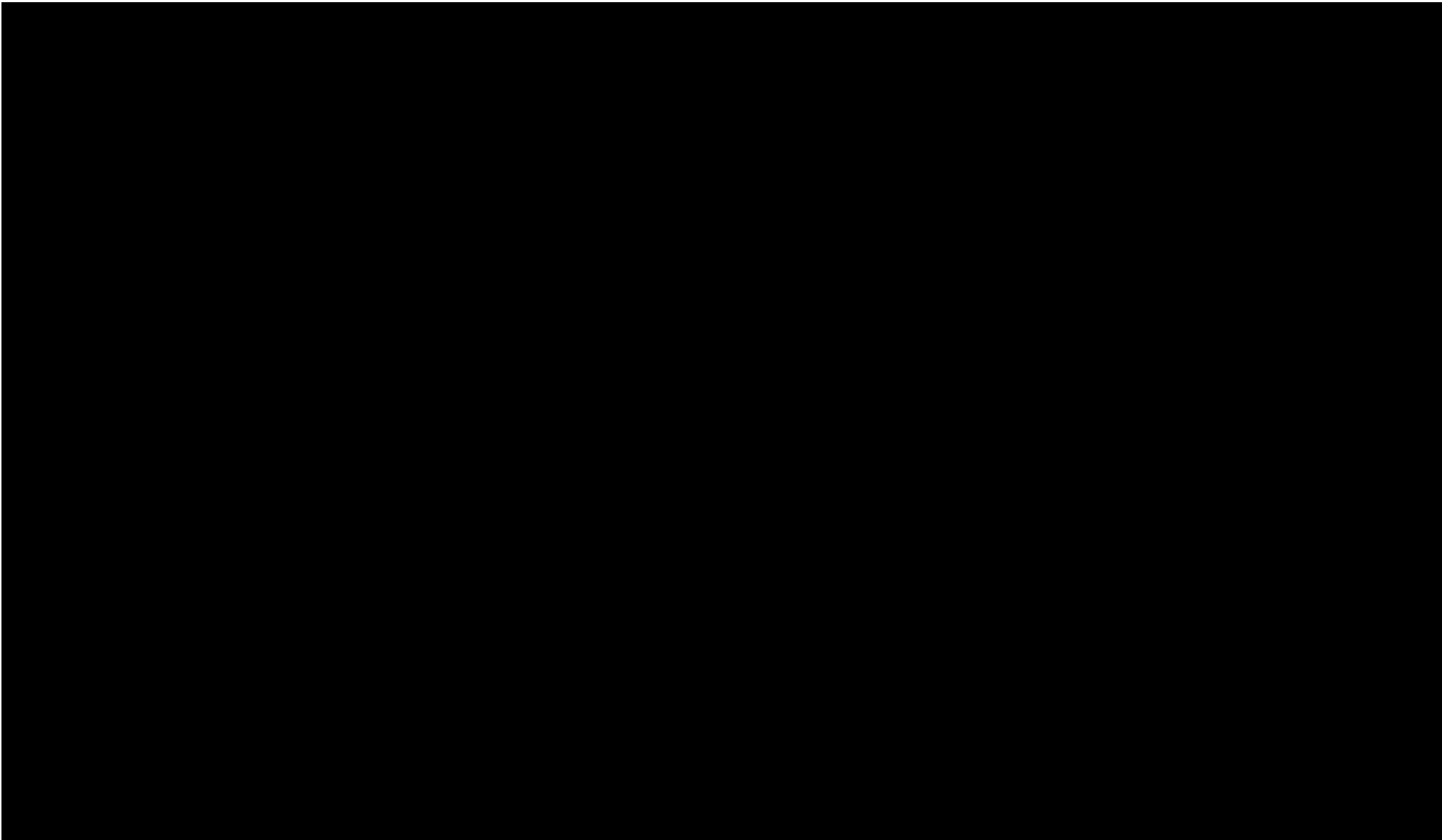
This section will need to be completed by **all** applicants. Please:

- 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.



**Appendix A – Proposed Location of Oasis Academy South Bristol**

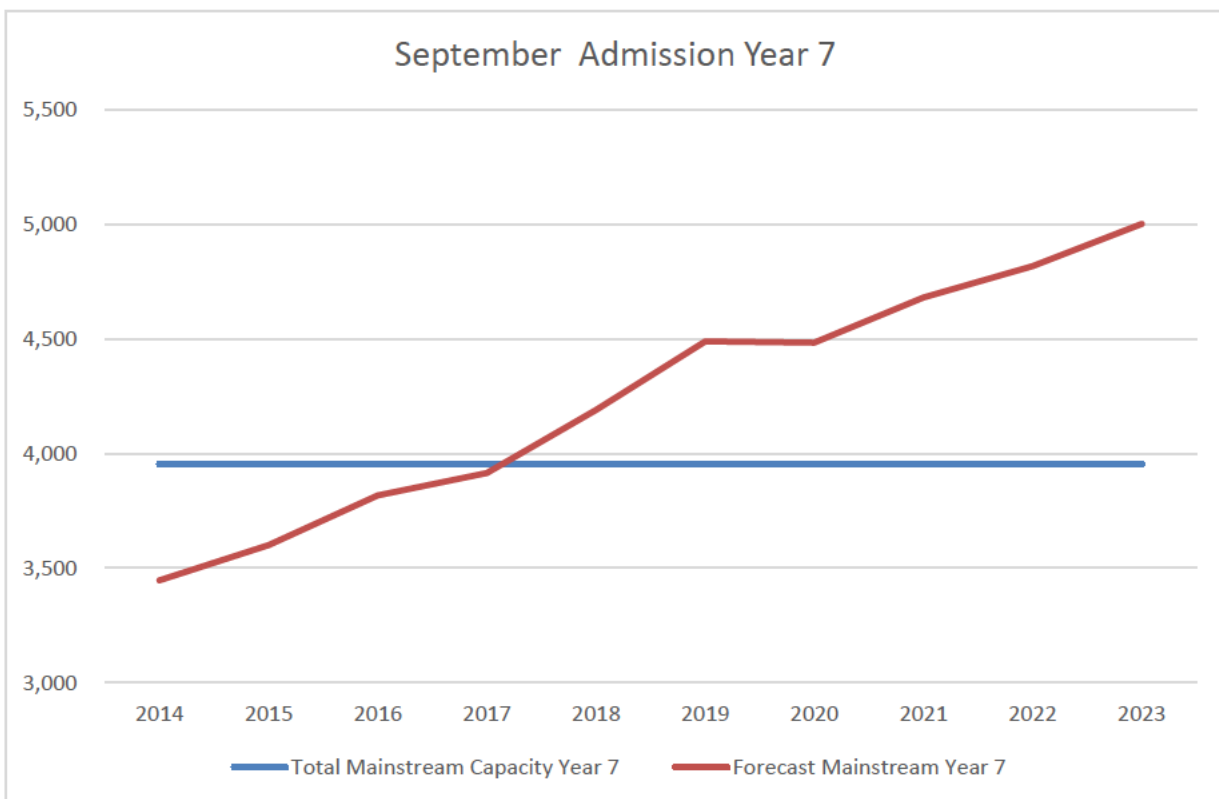






## Appendix B – Shortfall in Year 7 places, Bristol

Surplus/Shortfall in Year 7 Capacity			
Success Model (+0.25% pa)			
September Admission Year (January Census)	Total Mainstream Capacity Year 7	Forecast Mainstream Year 7	Shortfall in Year 7
2014	3,954	3,447	507
2015	3,954	3,601	353
2016	3,954	3,818	136
2017	3,954	3,915	39
2018	3,954	4,190	-236
2019	3,954	4,490	-536
2020	3,954	4,483	-529
2021	3,954	4,680	-726
2022	3,954	4,818	-864
2023	3,954	5,001	-1,047



Source: [REDACTED], 23/09/16

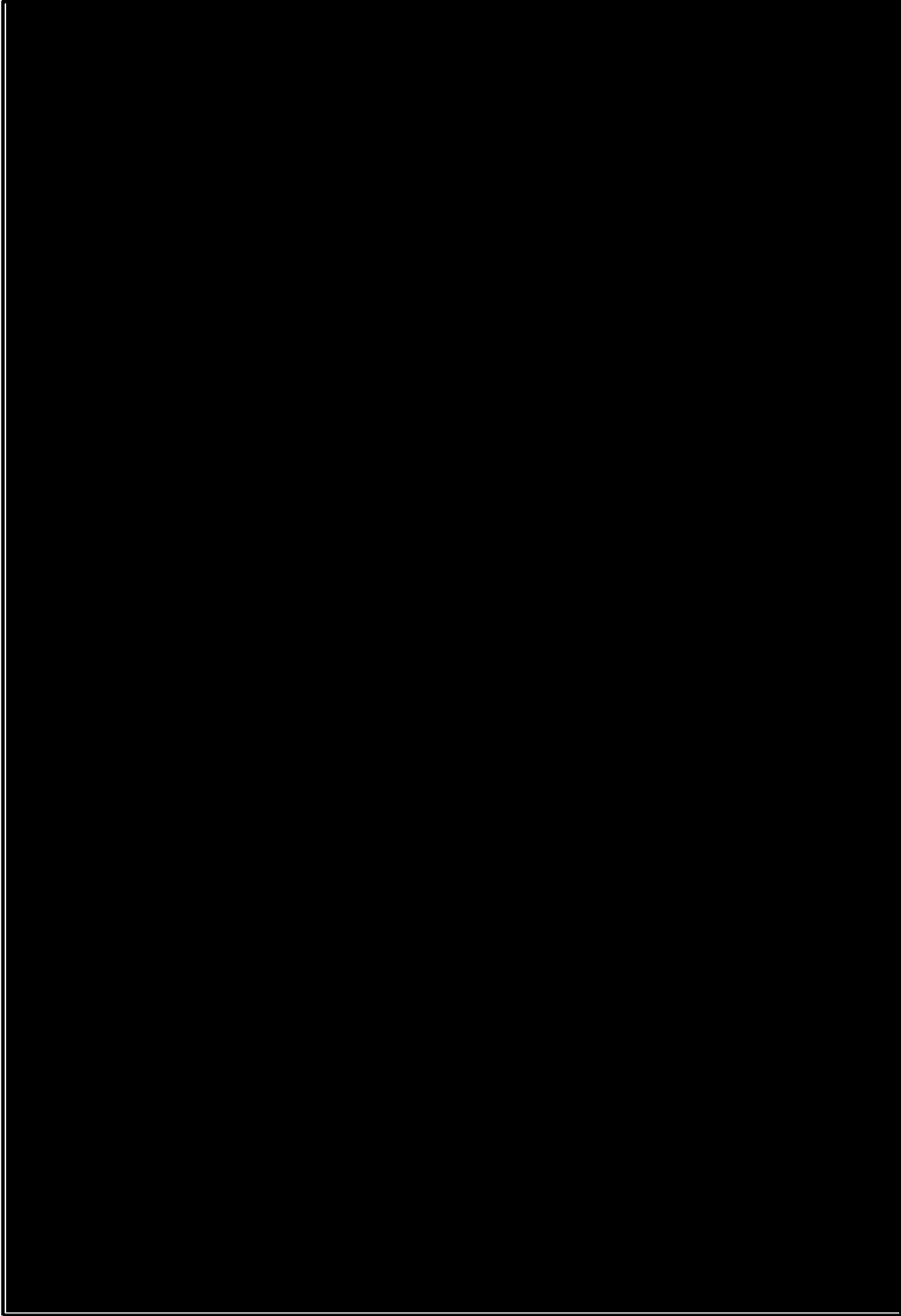
## Appendix C – Shortfall of Year 7 places in Filwood, Knowle and Windmill Hill

South Area Secondary School Forecasts					
Admission Year	Total Y7 Capacity	Population Projection	Surplus/shortfall	SCAP Projection	Surplus/shortfall
2016/17	1,376	1333	43	1154	222
2017/18	1,376	1377	-1	1240	136
2018/19	1,376	1446	-70	1332	44
2019/20	1,376	1526	-150	1418	-42
2020/21	1,376	1521	-145	1431	-55
2021/22	1,376	1578	-202	1476	-100
2022/23	1,376	1648	-272	1518	-142

Source: [REDACTED], 23/09/16

**Appendix D**

Pupil Hotspot Map for Bristol



- Proposed location of Oasis Academy South Bristol





Department  
for Education

Department for Education  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT

[www.education.gov.uk/help/contactus](http://www.education.gov.uk/help/contactus)

22 September 2016

Dear [REDACTED]

### FREE SCHOOLS CAPACITY AND CAPABILITY

Thank you for your request for a letter outlining our current assessment of the Oasis Community Learning Trust's capacity and capability to open new free schools in Knowle West and Oldham.

I am satisfied your trust has capacity and capability in the South West and Lancashire and West Yorkshire to deliver the new schools and you are therefore eligible to follow the shorter application route for the capacity and capability sections (F1 and F2) of the application form.

Please can you include this letter when submitting your free school applications to the department. Please note that this letter is not an endorsement of your application as a whole and does not imply your application will be approved.

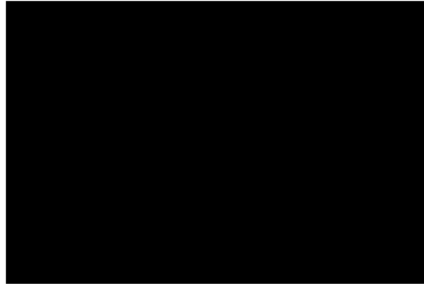
The following link will direct you to the published free schools guidance documents <https://www.gov.uk/government/publications/free-school-application-guide>. It is essential that you read the relevant assessment criteria booklet for your type of school before starting your application. Under each criterion there is a description of what you should include in your application.

If you have not already done so, please can I also encourage you to register your interest on the department website at [https://form.education.gov.uk/submitform.php?self=1&form\\_id=jHf1s573utr&1](https://form.education.gov.uk/submitform.php?self=1&form_id=jHf1s573utr&1); we will then give you a unique registration number that you should quote when you submit your formal application.

The New Schools Network (NSN) is a DfE-approved charity that helps groups interested in applying with the process of submitting an application. You can access information about the services NSN offer at: [www.newschoolsnetwork.org](http://www.newschoolsnetwork.org). If you have any questions or have any difficulties accessing advice or information, please contact [REDACTED] in the [REDACTED]

I wish you the very best in developing your free school application further.

Yours sincerely



## Appendix F: Admissions information about Oasis Academy John Williams

### Allocation Statement

#### September 2016 Year 7 Intake

#### Oasis Academy John Williams

As Oasis John Williams is oversubscribed, the criteria stated in the booklet "A guide for parents and carers on applying for a secondary school place for the school year 2016-2017" have been applied to allocate the places that are available at the school.

400 on-time applications have been received for Oasis Academy John Williams which has an admission number of 162.

As the Academy was heavily oversubscribed Oasis Community Learning has agreed to increase the admission number to 180 for this year's entry only in response to parental preference.

1 place is required at the Academy as it is named in their Statement of Special Educational Need/ Education Health & Care Plan (EHCP).

The remaining 179 places have been allocated using the Academy's published admissions criteria as follows;

#### How the Initial Allocation of Places was made

The **179 places** have been offered to the following children:

1. Those children who are defined as 'Children in Care'; or children who were previously in care, but immediately after being in care became subject to an adoption, residence, or special guardianship order. (**3 places**).
2. Siblings of students who will be members of Years 7 to 11 at the Academy on the date when the applicant would be admitted. The term "sibling" means a full, step, half, adopted or fostered brother or sister, or other child living permanently within the same household. The Academy reserves the right to ask for proof of relationship. (**61 places**)
3. Children who live the nearest distance from the Academy within the area of first priority. (**88 places**)
4. Children who live the nearest by direct line distance from the Academy outside the area of first priority. (**27 places**) The furthest distance offered a place in this category was 1.938 km.

Please see over for subsequent rounds of allocation

## **Second Round Allocation**

On the 6<sup>th</sup> May 2016 1 place had become available at the Academy. At this point there were 37 applicants still pursuing a place. The Academy's published admissions criteria were applied and the place was offered to;

A child with an older sibling (as defined above) living 499m in a direct line from home to school.

## Appendix G: Primary and secondary expansions

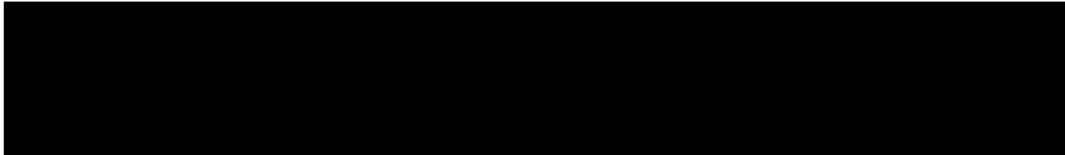
### Primary School Expansions

Local primary potential feeder schools			
Name	No. of FE/places	Ofsted	Distance (miles)
Oasis Academy New Oak		1 Good	0.6
St Bernadette Catholic Primary School		1 Good	0.8
West Town Lane Academy	2 in older years but PAN is for 3	Good	0.8
Perry Court Primary School		2 New school-not been inspected yet	1.1
Woodlands Academy		2 New school-not been inspected yet	1
Ilminster Avenue E-Act Academy		2 Good	0.9
Knowle Park Primary School		3 Good	1.2
<a href="#">Waycroft Academy</a>		2 Outstanding (2007)	2
School Of Christ The King		1 Good	1.3
Bridge Farm Primary School		3 Outstanding	1.5
<a href="#">Oasis Academy Connaught</a>		50 Requires improvement	1.4
Holymead Primary School		3 Good	1.5
Wansdyke Primary School		30 Good	1.8
Primary schools that have expanded for Sept. 2016			
Bridge Learning Campus (Primary)	2 to 3	Good	2.1
Bannerman Road Community Academy and Children's Centre	45 to 60	Good	4
Cathedral Primary School	50 places	Good	3.2
Local secondary schools			
Oasis Academy John Willaims	162 increase to 180	Good	0
St Bernadette Catholic Secondary School		150 Good	0.5
Oasis Academy Brislington		270 New school-not been inspected yet	1.7
Bridge Learning Campus (Secondary)	180 (120 outside of academy)	Good	2.1
St Mary Redcliffe & Temple C.E. Secondary School		216 Outstanding	2.3
Merchants' Academy (Secondary)	182 (30 for own primary)	Good	2.6
Bedminster Down Secondary School		216 Good	3.3
Bristol Cathedral Choir School		120 Outstanding	3.2

### Secondary School Expansions

Name	Published PAN for Sept. 2016	No. of applications	Increased PAN	Ofsted
OA John Williams	162	400	180 (6 FE)	Good
Redland Green	189		216	Outstanding
Bristol Free School	150		190	Good
Oasis Academy Brightstowe	160		189	Good

## Appendix H: Letter of support from Bristol City Council



Date 26 September 2016

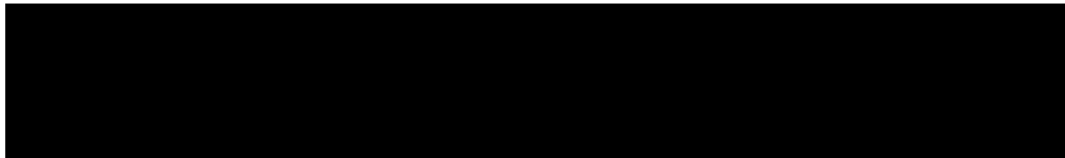
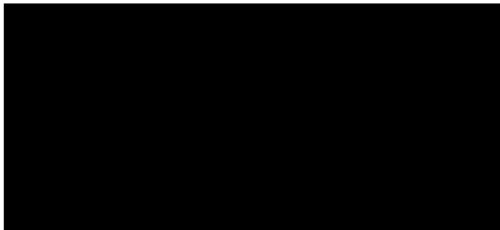
Dear [redacted]

### South Bristol Free School

Our current pupil projections for South Bristol are based on population data, current parental preference patterns and housing developments with planning permission. The projections indicate that there will be a need for more secondary places in South Bristol from 2019 with a likely need for an increase of five or six forms of entry.

Our Integrated Education & Capital strategy sets out a vision to secure high quality local education provision for children and families. Bristol City Council is committed to working in partnership with existing education providers to meet the sufficiency needs of the City. Oasis is a well established and successful education provider in South Bristol.

Yours sincerely





Marketing Strategy:  
Oasis Academy  
South Bristol  
Oasis Community Learning

August 2016

## Introduction

The purpose of this document is to determine the strategy for marketing Oasis Academy South Bristol – Oasis Community Learning's Secondary Free School which we hope to open in Bristol in September 2018. The scope of the strategy will be the period from TBC (when the school receives pre-approval to open by the DfE), to the academy opening in September 2018.

This strategy outlines how each of the communications objectives will be met over the period from DfE sign off to the academy opening in September 2018. We have identified and prioritised the key stakeholder groups, recommended appropriate messaging relevant to each group and defined the best channels through which they can be reached. This will ensure all our stakeholders will receive accurate, timely information contained within engaging and clear materials in order that they will be informed about the new school, and prospective parents and carers can make an informed decision about making the new school their first choice preference for admissions.

**Phase 1** will cover marketing for the new School to ensure it has a full cohort of pupils on opening. It will include some activities key to the retention of applicants post-application.

**Phase 2** (some of which will run concurrently with Phase 1) includes a consultation period. I have outlined a strategy which has as its objective informing and enthusing stakeholders about the proposed School and providing a range of ways in which they can feed back their views. It is also intended to allow local residents and key stakeholders the opportunity to comment on our proposals for the school site.

The strategy outlines the target audiences, and the messages and communications methods important to secure support from key stakeholders in the consultation phase. It also defines the key marketing objectives and outlines activities to achieve these.



## 1) Strategic approach

This strategy illustrates how the Oasis team responsible for delivering the school, will reach out to local stakeholders with the aim of sharing information and giving them the opportunity to share their view on the proposals. Our communications will clearly set out the call to action and the benefits of responding in the materials we produce. We have set out a range of deliverables which will ensure that each stakeholder has more than one opportunity to access information and respond to the consultation process. However we will ensure that the calls to action are limited and easy to carry out e.g. fill in a form – either paper or online, respond by e-mail, telephone or attendance at a meeting. Thus our approach will be strategic and measurable.

The consultation and marketing materials will position Oasis Academy South Bristol as a valuable, additional educational choice for parents, living in South Bristol, building on the success and achievements already made by its sister Academy, [REDACTED] benefit from shared leadership and teaching, established values and ethos and commitment.

The consultation materials will show that Oasis Community Learning has the capacity and experience to deliver a new secondary school where there will be challenge and competition from established local authority secondary schools.

This strategy demonstrates how to approach each of Oasis Academy South Bristol's audiences via appropriate channels with messages that are meaningful, timely and accurate. Each communications deliverable will make it clear that we are seeking views and will provide detailed information on how stakeholders can feed back.

We will monitor online fora and message boards and respond, where appropriate, with clear information.

## 2) Marketing objectives

- To ensure that as of September 2018 the school has a full cohort of pupils/ maximises student recruitment opportunities
- To ensure that parents of younger primary school children are aware of the new school and the increased choice this brings.
- To present the school as a school built on and sitting with Oasis Academy John Williams, [REDACTED] and with the same staff, ethos and values
- To present the academy as an attractive employer for prospective teaching and support staff.
- To present the academy as an attractive partner for local employers and community organisations in Bristol

## 3) Key messages

- Oasis Academy South Bristol will open in September 2018 with an initial intake of 180 Y7 students
- Oasis Academy South Bristol will offer the National Curriculum to students aged 11-16.
- There will be an emphasis on strong academic rigor and high expectations for all students. Oasis Academy South Bristol students will be encouraged to be the best they can be.
- Close partnerships will be developed between Oasis Academy South Bristol and the local primary schools in the area:
  - Oasis Academy New Oak,
  - St. Bernadette RC Primary
  - Perry Court Primary school
  - West Town Lane Academy
  - Woodlands Academy

The aim will be to create a seamless transition from primary to secondary school.

- Oasis Academy South Bristol students will leave education employable and employed.
- Oasis Academy South Bristol will develop a set of strategic partnerships with local organisations in order to provide a host of enrichment opportunities to students and their families.

- Oasis Community Learning will work with Bristol City Council to ensure Oasis Academy South Bristol becomes part of the local family of schools in the borough.

#### **4) Audiences**

- Parents/carers of prospective Year 7 students in 2018
- Parents/ carers of younger pupils living locally
- Local councillors
- Local MP
- Individuals and community groups, especially those working with children and families
- Local media –
- Faith groups
- Local and National Media
- Local Education Community
- Oasis Academies and Oasis Central staff nationwide
- Department for Education
- New Schools Network

#### **5) Channels**

We will use a full range of channels to reach stakeholders

##### **Leaflets/ Flyers**

Leaflets advertising Open Evenings and Consultation Meetings will be delivered to Y5 and Y6 parents through the local primary schools. They will also be handed out on the school gates close to the Open Admissions Evenings.

Leaflets and posters will be displayed at Oasis Academy John Williams, local churches, community centres, libraries, and other local venues.

## **Website**

The website [www.oasisacademySouthBristol.org](http://www.oasisacademySouthBristol.org) will be live from shortly after we know that our bid has been successful. The content of the website will grow and be updated regularly as the plans for the school develop e.g. partnerships, staff appointments etc. It will be an invaluable channel with FAQs, site updates, information on recruitment and have downloadable information e.g. admissions policies, Parent Handbook and press releases for the new school. Key documents will be translated into the most commonly spoken languages in Bristol and available to download from the website. All marketing communications will feature the address of the website.

## **Online fora and message boards**

We will create a thriving Facebook Page – Oasis Academy South Bristol and a dedicated [REDACTED]. These will be regularly maintained and postings by users checked.

## **Meetings**

Open Admissions Evenings will be held in July, September and October 2017 (dates tbc). In addition, meetings will be held at local primary schools at the beginning or end of the school day to engage with parents who are unable to attend public meetings.

Public Consultation Meetings will be held TBC, in addition, we may offer additional ‘drop-in’ sessions at Oasis Academy John Williams where key members of the Oasis team will be available over a period of two hours for stakeholders to ‘drop in’, ask questions, find out more about the project, share their views and feedback face-to-face and fill in a questionnaire.

## **Media**

A media list is to be found below. Media releases will be sent out on a regular basis at key milestones in the project e.g. appointment of Principal Designate to keep the local press informed.

A media release will be issued during the consultation period announcing the start of the consultation and giving dates of the meeting.

Local media will be advised of the consultation start date and the dates of key meetings.

Media List:

- The Bristol Post

## **Parent Information Booklet**

We will produce a short booklet which sets out the vision for the new academy, the proposed curriculum, admissions, and information about Oasis etc. This will be revised and reprinted during the pre-opening period to include a welcome from the Principal Designate when they are appointed and the curriculum model as this is developed.

## **6) Branding**

The school will be given a distinct brand identity within the established Oasis Brand. This brand will be used across a range of deliverables including stationery, website, signage, uniform and prospectuses etc.

## **7) Consultation period – June-July 2017 (dates tbc)**

### **Agree FAQs and ‘Lines to take’**

A set of FAQs and ‘Lines to take’ have been prepared which are specific to Oasis Academy South Bristol but which also answer FAQs on Free Schools in general.

## **Website**

Stakeholders will be able to complete the consultation questionnaire online through a link to Survey Monkey from the Oasis Academy South Bristol website

## **Consultation Booklet**

A Consultation leaflet will be produced with a tear-off questionnaire, returnable to a Freepost address with a print run of 2,000 copies. The print run will allow us to reach all appropriate outlets in the area.

The booklet will be distributed to a wide range of stakeholders. The leaflet will also be available on the website as a downloadable PDF, ensuring that it is accessible to all. The booklet will be translated into the most commonly-spoken languages and available as a downloadable PDF from the Oasis Academy South Bristol website.

## **Covering letter/email to stakeholders**

Other than where the leaflet will be given out in person or via a community venue, we will use covering letters and e-mails with the consultation leaflets. These will be tailored to the recipient but will follow broadly similar lines and include a strong call to action so that stakeholders feel actively invited to take part in the consultation.

## **8) Stakeholders**

A number of sites are currently under consideration by OCL and the EFA.

Stakeholders have been identified as:

- a) Parents of children who have applied/ will apply for places in Year 7 in 2018
- b) Prospective parents and carers for future years.
- c) Prospective staff
- d) Local residents
- e) Local councillors - Councillor Barry Clark- Labour, Councillor Harriet Clough-Liberal Democrat, Councillor Tim Kent Liberal Democrat
- f) Karin Smyth MP (Labour)
- g) Members of the Planning Committee
- h) Local primary and secondary schools
- i) Local business community
- j) Local media and bloggers

- k) Oasis Academy South Bristol Facebook Group
- l) Oasis Academies and Oasis Centre Staff
- m) Department for Education
- n) Bristol City Council
- o) Other Oasis Academies

## OASIS ACADEMY SOUTH BRISTOL

### MARKETING ACTIVITY IN PRE-OPENING PHASE

Engagement type	Date	Who was this aimed at?	What was/ is expected impact?	What actions were taken forward?
Media Release announcing that OA South Bristol has moved into pre-opening		All Stakeholders	Stakeholders made aware that new school has been approved by the DfE	
Group e-mail to all parents/ carers and wider community members to inform them about the Free School moving into the pre-opening process		Supporters of the Free School proposal and prospective parents/ carers	Any persons that have already pledged support to be kept informed of progress	
Local MP, Mayor, and local councillors forward informed by letter and e-mail that the school is moving into the pre-opening phase		Local MP  Local Councillors	Positive e-mails in response	
E-mail to partners who supported the Free School bid advising that school is moving into pre-opening phase		Local Business Partners	Positive e-mails in response	Follow-up meeting dates set
Announcement of Free School Bid approval by DfE in Academies Bulletin		Oasis Academy Staff and Principals	Positive support for the project	
Regular updating of social media feeds		All Twitter followers and Facebook Friends	Positive support for the project	



Admissions Meeting at Local Primary Schools		Y4 and Y5 parents at Drew Primary School	Positive support for the project	Further meetings planned
Video clip recording of Steve Chalke's / Matt Butler's vision for OA South Bristol		All stakeholders	Video clip to be uploaded to website and used at all Open Evenings and Consultation Meetings	
Letter to local primary and secondary headteachers inviting them to October and November consultation meetings	TBC	Primary and Secondary Headteachers LBN CYPS contacts	dialogue	
<b>Engagement type</b>	<b>Date</b>	<b>Who was this aimed at?</b>	<b>What was/ is expected impact?</b>	<b>What actions were taken forward?</b>
Open Evening Poster 1 on display		Prospective Parents and Carers	Positive support for the project	
Launch of "Oasis Academy South Bristol News" Edition 1		All Stakeholders		
E-mail to OA South Bristol Group List re: visit to OA John Williams Open Evening Dates		All Stakeholders	Parents to sign up to visit our existing academies	
Flyers for Open Evenings delivered to local primary schools and to Bristol One Stop Shop and other services		Prospective Parents and Carers	Positive support for the project and admissions secured.	

Consultation Meetings with Primary and Secondary Headteachers		Primary and Secondary Headteachers LBN CYPS		
Information Evening for Prospective applicants for post of Principal Designate.		Prospective applicants for post of Principal Designate.	Attract potential candidates to Oasis Community Learning posts	
Advertisements through TES		Prospective applicants for post of Principal Designate.		
Parents' Information Booklet v1		Prospective Parents and carers	Positive support for the project	
September and October Open Evenings advertised in local media:		All Stakeholders		
Facebook Advert Live on 1 <sup>st</sup> September		Whole community	Positive support for the project	

Engagement type	Date	Who was this aimed at?	What was/is expected impact?	What actions were taken forward?
OASB Open Evening at a local venue		Prospective Parents and Carers	<p>Oasis Academy South Bristol</p> <p>Information given to parents</p> <p>Positive support for the project</p> <p>Applications for School Invited</p> <p>Parents' questions raised on the evening turned into a FAQ section for the website.</p> <p>Individual parents' questions answered.</p>	
Open Evening Poster 2 on display		Prospective Parents and Carers		
Visit for Prospective OASB parents to Oasis Academy		Prospective OASB Parents	Positive support for the project	

John Williams and Oasis Academy Brightstowe				
Press Release issued for new Assistant Principal Designate Appointment		All Stakeholders		
Announcement re: Principal Designate Appointment in Academies Bulletin		Academy staff and Principals	Positive support for the project Congratulations	
Media/ Marketing around School Site updates		All Stakeholders		
Statement issued about submission of Planning Application	TBC	All Stakeholders		
Half Term Fun Day	TBC	Prospective Applicants	Students learn more about Oasis Parents meet the Oasis Hub Youth Team	

Engagement type	Date	Who was this aimed at?	What was/is expected impact?	What actions were taken forward?
Christmas Cards and Oasis Academy South Bristol News Edition 2 to all applicants		All Applicants		
Holiday Fun Day for Applicants		All Applicants		

Principal Designate to visit local primary schools		Local Primary Headteachers and Y6 parents		
Recruitment Campaign for Teaching and Support Staff	January 2018	Prospective Staff		
Principal Designate to make appointments with the local business community to engage their support	January 2018 onwards	Local Employers		
Friends of Oasis Academy South Bristol Steering Group	Monthly dates from Jan 2017	All Parents of Applicants		
Marketing around AC Appointments	Sep 2017	All Stakeholders		
Media Advertising Around National Offer Day to include flyers and press advertising.	28.2.2018 1.3.2018	Y6 Parents and Pupils		
1:1 Meetings with Principal Designate	Wk 11 <sup>th</sup> and 25 <sup>th</sup> February 2018	All Applicants		
National Offer Day – Offer Letter E-mail and Pack. To include Oasis Academy South Bristol Edition 3	28.2.2018 1.3.2018	All Applicants		
Staff Recruitment Evening for All Positions	TBC	Prospective Staff		
Principal Designate Surgeries	TBC	Applicants holding an offer of a place		
Media/ Marketing activity when Funding Agreement secured	TBC	All Stakeholders		
Media/ Marketing around RFO Meeting/ Pre-Opening OFSTED	TBC	All Stakeholders		

Tours of prospective school site by Principal Designate for parents and wider community	TBC	All stakeholders		
Student Induction Event including OASB News Edition 3	TBC	Students who have accepted places.		
Attendance at meetings organised by others, either as members of the public or invited speakers		Whole community / all stakeholders.	Provision of information on the school generally, and collection of feedback	
<b>Engagement type</b>	<b>Date</b>	<b>Who was this aimed at?</b>	<b>What was/is expected impact?</b>	
Academy Opening Ceremony	September 2018	Parents, students of pupils and other supporters in the community	Successful launch of the school	
Whole School Photograph	September 2018	Parents, students of pupils and other supporters in the community	Historical significance	
On-going contact with Local Councillors' via email		Local Councillors	They are supportive.	
Twitter Feed @OasisSouthBristol		All Stakeholders	Positive support for the project	

			Followers increasing daily	
Facebook Page Oasis South Bristol	On-going	All Stakeholders	Positive support for the project  "Likes" increasing daily	

<b>Engagement with local businesses and community Groups</b>				
<b>Engagement type</b>	<b>Date</b>	<b>Who was this aimed at?</b>	<b>What was the impact?</b>	<b>What actions were taken forward?</b>
Meeting with local groups to be identified		Developing links		

# **OASIS ACADEMY SOUTH BRISTOL PLANNED CONSULTATION**

## **Consultation objectives**

- To ensure that all identified stakeholders are informed about the proposal to open Oasis Academy South Bristol
- To ensure that all consultation materials have a clear call to action which ask the stakeholder to respond.
- To communicate the benefits of responding.
- To secure support for the school by reinforcing the distinct extra parental choice the School will offer.
- To identify and map all relevant stakeholders and influencers to the project.
- To ensure all stakeholders have the opportunity to receive information about the proposal for the new School.
- To offer all stakeholders a range of opportunities to feed back their views.
- To pre-empt, contain and counteract any negative perceptions and myths.
- To reassure stakeholders that the introduction of the School will have a positive impact on students in South Bristol and beyond.



## OASIS ACADEMY SOUTH BRISTOL PLANNED CONSULTATION

Consultation/engagement type	Date	Who is this aimed at?	What is the intended outcome?	Comments
Community consultation	TBC	Whole community / all stakeholders	Provision of information on the school generally, and particularly the site location, and collection of feedback	To comprise website booklet, both with feedback options.
Consultation Booklet launched	TBC	All Stakeholders	Provision of information on the school generally, and particularly the site location, and collection of feedback  Support for the new school	
Survey Monkey Consultation Questionnaire Launched	TBC	All Stakeholders	Provision of information on the school generally, and particularly the site location, and collection of feedback	

			Support for the new school	
Poster for Public Consultation meetings		Whole community / all stakeholders	Good attendance at meetings in order to hear all viewpoints	
Letter to local residents re: Planning Meetings		Local residents	Good attendance at meetings in order to hear all viewpoints	
<b>Consultation/engagement type</b>	<b>Date</b>	<b>Who is this aimed at?</b>	<b>What is the intended outcome?</b>	<b>Comments</b>
Lobby planning committee members	TBC	Planning Committee	Support for the planning application	
Encourage letters in support of the planning application	TBC	All supporters of the school	Letters of support submitted to the planners	
<ul style="list-style-type: none"> <li>Karin Smyth MP (Labour)</li> </ul>	TBC	Email / Telephone contact from Steve Chalke	Private letter of invitation to the consultations	
<ul style="list-style-type: none"> <li>Local councillors -  ██████████  ██████████  ██████████  ██████████  ██████████</li> </ul>	TBC	Contact from LG/ ██████████	Invitation to the Consultation Meetings	

## Self-assessment form for independent schools

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

<b>Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position</b>		<b>Your self-assessed Ofsted grade (1-4)</b>	<b>Required position - risks, actions plan (including priorities identified) and timescales</b>
<b>Overall Position</b>	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
<b>Achievement of pupils at your school</b>	[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. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve 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. please delete this guidance before submitting this form]		

<p><b>Quality of teaching in your school</b></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><b>Behaviour and safety of pupils</b></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>		
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<p><b>Quality of leadership in, and management of, your school</b></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>		
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<p><b>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.</b></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><b>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.</b></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><b>1. The roles and responsibilities of the directors/ trustees</b></p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> <li>• company directors and charity trustees;</li> <li>• accounting officer</li> </ul> <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><b>2. Structure of the board</b></p>	<p>Accountability system</p> <p>Structure of decision making</p>	

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



Department  
for Education

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