



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

- 1. 'School 21 Sugar House'**
- 2. 'School 21 Campus'**



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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 type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
<b>Section A:</b> Applicant details	✓	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	✓	<input type="checkbox"/>
<b>Section C:</b> Education vision	✓	<input type="checkbox"/>
<b>Section D:</b> Education plan	✓	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	✓	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	✓	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	✓	<input type="checkbox"/>
<b>Section H:</b> Premises	✓	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	✓	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	✓	<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 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 you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: <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:  a copy of Section A (tab 1 of the Excel template); and  copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and  a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days	<input type="checkbox"/>	<input type="checkbox"/>

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?		
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(See guidance for dates and deadlines)

## 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**

#### **3.1 Proposal:**

**School 21 is a heavily over-subscribed, all-through free school in East London that has been graded as outstanding in all categories by Ofsted. We plan to set up two new all-through schools nearby to meet the huge demand from local parents in what is the fastest growing ward in London. Our plan is to open one in September 2018 and one in September 2019.**

The first we will refer to as 'School 21 Sugar House' and will be an all-through 4-18 school. We have identified a site and a delivery partner for the primary phase of the school that will form part of a new mixed use development on a site being regenerated in the Lower Lea Valley, approximately 1.5km from School 21. We are seeking a site for the secondary phase of the school and then would link the two into a 4-18 all-through pathway. We are planning for this school to open in September 2019.

The second will also be an all-through school, referred to throughout as 'School 21 Campus'. It will be a continuation of the ethos, values and practice of School 21 – extending our track record of high-achieving, innovative education in order to provide young people in another area of the borough access to high quality education that sets them up for success in the twenty-first century. We are looking for a site close to

our existing school. We are planning for this school to open in September 2018.

### 3.2 Summary of the Trust

School 21 has been a multi-academy trust since its inception in 2012, and the school was graded 'Outstanding' in all categories by Ofsted in June 2014.

The trust was [REDACTED] and represents a teacher-led movement to provide an innovative school in an area of high deprivation.

[REDACTED] r since it was founded in 2012. He is a [REDACTED]

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[REDACTED]  
[REDACTED]

School 21 was [REDACTED] as the first step in a journey to influence the system. We have established a strong local reputation since we opened in 2012, and we believe now is the time for us to apply this experience to the new challenge of opening additional innovative schools in the local area.

### 3.3 Rationale:

Our rationale for the creation of two new all-through schools in Newham is based on three key reasons – a growing need for places in Newham, local authority support, and the imperative for high quality education institutions that innovate with rigour.



*(i) A projected shortfall in places within an identified locality and across Newham as a whole*

Data provided by Newham Council and projections for future school places created by the GLA describe a projected shortfall in primary and secondary places in Newham. Once full, the addition of the proposed two all-through schools would add an additional 2250 school places in the borough of Newham.

In addition, we have identified a site for the primary phase of "School 21 Sugar House", located within the ward of Stratford and New Town. According to GLA research this is the ward with the largest projected increase in demand for primary places across the whole of London, where demand is due to grow by 1,700 places over the decade. This coincides with thousands of new homes being built in the immediate vicinity i.e. within 400m from the proposed site as illustrated on 'Walking Distance' drawing (see Appendix A). This is in addition to further residential developments taking place in the Queen Elizabeth Olympic Park around Hackney Wick, Chobham Farm, East Village and The International Quarter. The latest figures from Newham Council predict another 10,000 homes.

For more information on the projected demand for places in Newham, refer to section E1.

*(ii) Local authority support for additional schools run by School 21*

The [REDACTED], has supported School 21, agreeing to provide the site for the school in 2012 and supporting our approach to education.

[REDACTED] had a meeting with [REDACTED] [REDACTED] in July 2016 in which they supported the creation of new schools run by School 21 MAT and said they would help to make it happen.

*(iii) High quality education and a need for innovation*

The third part of our argument for the creation of 'School 21 Sugar House' and 'School 21 Campus' is based on the track record of School 21 and its ability to innovate with rigour in all things that it undertakes.

In June 2014, School 21 was graded 'outstanding' in all categories. The inspection

team's comments reinforce the judgement that we are a school of exceptional quality and disciplined innovation:

*"pupils achieve remarkable standards of work and demonstrated knowledge and skills at levels beyond those expected for their age group."*

*"A well-researched, innovative and creative way of organising subjects promotes outstanding learning"*

*"Excellent teaching across the school and in every subject allows all groups of pupils to achieve equally well."*

*"The school's leaders and governors are meticulous in making sure that all pupils have an equal chance to succeed. They make no excuses for any achievement or teaching that falls short of their high expectations."*

From our first year of operation in 2012, we have been oversubscribed, and in September 2016 we reached our highest levels of parental demand, with 278 applications for the 75 places available in Reception and 772 applications for the 75 places available in year 7. We contend that the level of parental demand which School 21 is attracting is not just about attainment, but a perception that what our school has to offer is distinctive and of the highest quality.

The School 21 approach to education is distinctive and innovative. Our explicit focus on core character attributes and our strength in four overarching approaches to teaching and learning: literacy, well-being, oracy, and project-based learning, which are embedded across the curriculum, mark us out as one of the few schools in the country who can claim to be 'innovating with rigour'.

School 21 was set up in recognition of the fact that getting good qualifications is no longer enough, and we have single-mindedly applied ourselves to creating a whole school model that prepares all of our students for success in the twenty first century. This pursuit of extraordinary student outcomes, and the focus on enquiry, reinvention and innovation in the methods used to achieve them, are what single out School 21 as a MAT well-placed to open these two new schools.

### **3.4 Vision for the schools:**

Our trust is united in a belief that the great schools of the 21<sup>st</sup> century are different from the great schools of the 20<sup>th</sup> century. With a world changing at bewildering speed, schools will need to be more flexible organisations, providing students with a

range of tools that will allow them to succeed.

There are many problems with the current system, some of which our schools attempt, in a local context, to address:

- An artificial transition at 11 with students often making too little progress in years 5, 6, 7 and 8
- Too little focus on the character of students: their resilience, motivation, self-discipline, creativity
- An assessment system that measures one narrow set of skills -the ability to take written exams – and not the range of student talents and abilities
- A pedagogy that takes too little account of neuroscience and so teaches in ways we know leads to less effective learning
- Too few state school children from inner cities, particularly those on free school meals, go to top universities.

Our vision is to create two outstanding, new, all-through schools that radically raise outcomes for young people in the area, become beacons of innovation within the education system, and which engage productively with their community.

The vision of the trust has always been to create schools that deliver excellence in all that they do and to offer inner city students an education that truly sets them up for happiness and success in life. We passionately believe in the balanced development of 'Head, Heart, and Hand', and our schools employ ambitious and advanced pedagogy that supports this kind of flourishing.

Our vision for both 'School 21 Sugar House' and 'School 21 Campus' is to extend this formula for student success, and to create powerful community assets that are a driver for good in the local area.

Our core values are integrity and humanity. Integrity means being true to your word. Humanity means being kind and looking out for each other. At School 21, these values mean a lot to us.

Our schools provide rich learning experiences that allow every student to master skills, develop passions and reach heights they did not imagine possible. Engagement with the local community is built-in to our pedagogical model, and our school is a vibrant hub of community and industry engagement, with over 500 parents visiting the school in the past 12 months for our termly exhibitions, not to mention the hundreds of visits we get each year from educators and employers who want to see our school in action or represent one of our long term collaborative

partnerships with external organisations.

Developing solid foundational knowledge in literacy and numeracy is at the core of our approach to primary education. The morning at School 21 Primary is carefully structured to allow substantial time working on language acquisition through phonics, guided reading, and storytelling approaches to reading and writing. All students follow a mastery-based mathematics programme and benefit from extensive subject specialist teaching in science, music, physical education, ICT and Spanish.

As a trust, we recognise that acquiring ‘the basics’ is no longer enough. A successful student has self-discipline, excellent behaviour, self-belief, resilience, kindness, creativity and the ability to think critically. These values must be taught explicitly.

The linchpin of our success at School 21 consists of three overarching approaches to teaching and learning: well-being, oracy, and project-based learning, which are embedded across the curriculum. We have also demonstrated a strong focus on the development of English Language, with our aim that each child graduating is an *avid reader, fluent writer and confident speaker*.

We propose to maintain these historic strengths of our teaching and learning practice within these two new all-through schools and thereby improve academic achievement, personal growth, and higher education and employment destinations for a larger number of students across this part of London.

### **Partnership working:**

The vision for ‘School 21 Sugar House’ builds on this community-centred approach. The primary school site (referred to as Sugar House throughout this document) is located on an emerging mixed-use development (previously known as Strand East), off [REDACTED], which will include around 1200 homes, creative workspaces, offices, parks, plus other supporting services and amenities. The development at Sugar House Lane is an initiative by Vastint UK BV, who are part of the Vastint Group, an international real estate organisation with over 25 years’ experience. They have been active in the United Kingdom since 2010. Vastint UK B.V. develops and invests in property across the UK. The development at Sugar House lane is being developed according to their ethos outlined below:

*“We aim to positively contribute to communities in areas where we choose to invest – physically, socially, economically and environmentally. We want our projects to be places that lift people’s spirits when they come home, arrive at work or choose to visit. Places that have a human scale and urban grain; that respect their history and context; that complement neighbouring areas and connect in to them.”* (Vastint BV;

see [www.vastint.eu](http://www.vastint.eu) for more information).

School 21 have recently been selected by Vastint as their preferred partner for the delivery and operation of Sugar House Primary, which they intend to build on the Sugar House site. Designs for the school have already been commissioned (from RAW Architects, in line with DfE regulations) and for which full planning permission has been granted by the Local Planning Authority (London Legacy Development Corporation). The school is due to complete in spring 2019, to enable a September 2019 opening of the school. Vastint and School 21 share a vision for this school as being at the heart of the community and a catalyst for inclusion and cohesion across, and beyond the development. We will work together to ensure high levels of engagement between the school, the local residents (with and without children), local businesses and community organisations and the estate management team on site.

*“The school is at the heart of the community as we see it, and not just for the families with children at the school. It will be the principle indoor community space for the wider neighbourhood. We envisage people living or working here being able to use the sports hall and meeting rooms on the ground floor of the school and possibly the roof terrace games area. We want the school Head and its caretaker, in particular, to see themselves as part of the community, not just the school and to work with our estate management team to make this happen”,* according to Vastint’s [REDACTED]

### **3.5 Vision for the MAT:**

Since our inception in 2012, School 21 has held MAT status, with the intention that when our first school reached maturity we would be expecting to open further schools. Currently School 21 only has a single all-through school as part of its MAT.

We are strong believers in the all-through model of schooling, and we are seeing the benefits of it first-hand within School 21. It is on this basis that we are proposing to expand our family of all-through schools to three. We propose that these schools will reach full capacity in 2024 and 2025.

Our vision of a thriving MAT is one where our schools are actively engaged in a process of improvement, collaboration and collective innovation – all in pursuit of creating better long term outcomes for the young people and communities we serve.

Central to our conception of a thriving MAT is close geographical proximity between schools. This proximity affords us opportunities for levels of collaboration, professional development and resource sharing that are far more difficult within a more distributed model. By concentrating our schools within one local area, we

expect to increase our effectiveness in the following ways:

- opportunities for students to collaborate and share in fantastic learning experiences from schools across the MAT. For all age groups this might involve collaborative curriculum projects, joint excursions, or use of facilities that are specific to one of our schools. For older students this could also mean being able to study courses/qualifications across more than one site.
- opportunities for collective professional development between teachers and support staff from across the family of schools, intensive mentoring of teachers by our most experienced school leaders, and the creation of collaborative projects/units of work on a cross-school basis.

Regularity of interaction between the staff of School 21 and our two new schools creates better conditions for the transfer of teaching and learning practice with high-fidelity, which in turn raises the probability that these schools will be as successful as School 21.

## 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.

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A key aspect of the School 21 model is that we are a small all-through school, and on this basis, the two new schools we are proposing are smaller than the typical size.

A small 4-18 school has several advantages:

- Personalised support and guidance for every student including weekly planning meetings
- No child getting lost or coasting
- A sense of community
- An end to the upheaval at 11
- The chance to establish good behaviour, routines and the basics at a young age
- The chance to get specialist teaching e.g. in English, Maths and Science and embed high standards early on
- High quality subject specialisms e.g. science, maths, art, drama, languages, music throughout the school
- The chance to build good partnerships with parents throughout a child's time at the school

We have demonstrated that we are able to offer a broad and balanced curriculum within an institution of this size.

**'School 21 Sugar House' (max capacity = 1050):**

We are proposing that 'School 21 Sugar House' has a capacity of 1050. The Sugar House site and proposed complex of buildings (to be used for the primary phase of the school) has a proposed 2 form entry capacity. For the secondary phase of the school we are matching the capacity of our existing school (and exceeding that of the average Studio School) by increasing our capacity to 80 per year (3 form entry). The sixth form would expand up to 150 students per year group.

The table below provides an indicative picture of how student numbers would build up over time. In regard to the primary phase located on the Sugar House site, it should be noted that how we will scale up student numbers will depend upon the completion rate of the new housing development and the ages of those young people that move into the area. The figures provided describe a full capacity intake at Reception in 2019 and a half capacity intake at Year 3 in 2019, scaling up to full school capacity by 2025.

However, if there was higher than expected demand for places in years 1, 2 and 3 in 2019, we would explore whether we could create a single form entry for each of these year groups starting in 2019 and build up to a 2 form entry year-on-year. This eventuality has not been modelled in the table below, but would equate to a faster method of filling the primary phase of the school, with an additional 50 places from 2019.

**Fig 1. Projected student numbers at School 21 Sugar House**

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024	2025
Reception			50	50	50	50	50	50	50
Year 1				50	50	50	50	50	50
Year 2					50	50	50	50	50
Year 3			25	25	25	50	50	50	50
Year 4				25	25	25	50	50	50



Year 5					25	25	25	50	50
Year 6						25	25	25	50
Year 7			80	80	80	80	80	80	80
Year 8				80	80	80	80	80	80
Year 9					80	80	80	80	80
Year 10						80	80	80	80
Year 11							80	80	80
Year 12			150	150	150	150	150	150	150
Year 13				150	150	150	150	150	150
Totals			305	610	665	895	1000	1025	1050

**'School 21 Campus' (max capacity = 1380):**

We are proposing that 'School 21 Campus' has a capacity of 1380. This is a three-form entry in all year groups and a sixth form of 150 per year.

**Fig 2. Projected student numbers at School 21 Campus**

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception		90	90	90	90	90	90	90
Year 1			90	90	90	90	90	90
Year 2				90	90	90	90	90
Year 3					90	90	90	90
Year 4						90	90	90
Year 5							90	90
Year 6								90

Year 7		90	90	90	90	90	90	90
Year 8			90	90	90	90	90	90
Year 9				90	90	90	90	90
Year 10					90	90	90	90
Year 11						90	90	90
Year 12							150	150
Year 13								150
Totals		180	360	540	720	900	1140	1380

## 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.

#### **School Day at School 21:**

Year Group	School Hours
Reception-Year 8	8:30am-3:30pm (lunch time and 2:00-3:30pm on Friday is used for enrichment)

<b>Year 9</b>	8:30am-3:30pm, Extended day on Thursday 8:30am-4:20pm
<b>Year 10-11</b>	8:30am-3:30pm (Mon, Wed, Fri), Extended day on Tues & Thursday 8:30am-4:20pm
<b>Year 12-13</b>	9:20am-5:20pm

**Fig 3. Curriculum Summary, School 21**

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
<b>Reception</b>			Hours are for the end of the year (they gradually increase through the terms as children grow in age and maturity)
Phonics	2.5	M	
Maths	3.75	M	
Structured play (other areas of ELG - emphasis on literacy, numeracy and oracy)	16.35	M	
PE	2	M	
Spanish	0.8	M	
Music	0.8	M	
<b>Years 1-2</b>			
Phonics/SPAG/Handwriting	2.5	M	Phonics in Year 1 and SPAG in Year 2.
Literacy (storytelling and writing)	5	M	
Maths mastery	5	M	

PE	2	M	
Spanish	0.8	M	
Music	0.8	M	
Oracy/Philosophy for Children	4	M	
PBL (other NC subjects)	6	M	
<b>Year 4-6</b>			
SPAG/Handwriting	2.5	M	
Literacy (storytelling)	5	M	
Maths mastery	5	M	
PE	2	M	
Spanish	0.8	M	
Music	0.8	M	
Oracy/Philosophy for Children	5	M	
PBL (other NC subjects)	5	M	

<b>Subject/other activity</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
<b>Year 7-9</b>			
Coaching (developing oracy, well-being, leadership, character)	150mins	M	
Maths	250 mins	M	
English	300 mins	M	
Humanities & cross-curricular projects	200-250 mins	M	
Spanish	150 mins	M	

Art	100 mins	M	
PE	100 mins	M	
Music	100 mins	M	
Drama	100 mins	M	
Enrichment	100 mins	V	
<b>Year 10-11</b>			
Coaching	150 mins	M	
English	300 mins	M	
Maths	250-300 mins	M	
Humanities	200 mins	M	
Science	300 mins	M	
GCSE option 1	200 mins	M	
GCSE option 2	200 mins	M	
PE	100 mins	M	
Work Placements	180 mins	M	Year 10 and shorter version in Year 11
Independent study	50 mins	M	
<b>Year 12-13</b>			
Most students will study 3 A-levels from the following: English Literature, English Language, History, Geography, Economics, Business/Enterprise (A Level/BTEC), Psychology, Sociology, Government and Politics, Spanish, Maths, Further Maths, Biology, Physics, Chemistry, Computing, PE, Art, Photography, Drama, D&T, Creative Digital Media	3 X 6 = 18h	M	

Production (BTEC), Music, Music Technology.			
Coaching	3h	M	Students in small groups, led by a teacher through a personalised wellbeing programme
Extended Project Qualification	Up to 4h	M	To be completed in y12 and first term of y13.
Work placement	Up to 4h	M	One afternoon per week for all students who are not studying 4 A-levels.
Community based learning	Up to 4h	M	

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**

**Curriculum Overview:**

The curriculum at 'School 21 Sugar House' and 'School 21 Campus' will largely match what is offered at School 21. We offer a broad and balanced curriculum through a typical range of subjects at the primary, secondary and sixth form phases. In addition to this, the school has developed recognised expertise in the teaching and learning practices of coaching, mastery based teaching, oracy, project based learning, and work-based learning. These ensure that our students are deeply engaged in their learning and that they have the knowledge, skills and character traits that enable successful progression into the best post-18 opportunities (be these university or high quality apprenticeships) and, crucially, the ability to thrive in 21<sup>st</sup> century society.

See below for a brief summary of the School 21 curricular model.

**Pupil Characteristics:**

The characteristics of our current school population at School 21 are as follows:

**Fig 4. Pupil characteristics at School 21**

2016/17	School 21 (primary)	School 21 (secondary)
FSM	14.1%	26.4%
Pupil Premium	29.4%	68.7%
SEN status	8.5%	18.9%

The primary phase of 'School 21 Sugar House' is due to be located approximately 1.3km from School 21 and thus the pupil populations are likely to be similar.

We have not located a suitable site for the secondary phase of 'School 21 Sugar House' or 'School 21 Campus' at this stage (although we have highlighted four potential areas, included as an appendix to Section H), and thus our initial planning is based upon the average pupil characteristics across Newham as a whole.

**Fig 5. Pupil characteristics at School 21 compared to local authority average**

2016/17	Primary (Newham)	Secondary (Newham)	School 21 (primary)	School 21 (secondary)
FSM	17.8%	25.7%	14.1%	26.4%
Pupil Premium	Not available	Not available	29.4%	68.7%
SEN status	13.6%	15.3%	8.5%	18.9%

The pupil data provided for Newham as a whole is largely representative of the pupil characteristics that we see within School 21, although a small upturn in the relative population of students for whom English is an additional language is likely within our new schools.

## **Brief summary of School 21 Curriculum Model:**

*English Language is at the core of everything we do.*

The founders of School 21 have spent their lives immersed in English Language in different forms from speech-writing, book writing, politics or theatre. We are dedicated to ensuring all pupils develop an extraordinary facility with words and become avid readers, fluent writers and confident speakers. This is done through rigorous programmes:

- synthetic phonics using 'Read Write Inc'
- a storytelling programme
- dedicated grammar punctuation and spelling lessons
- guided and reciprocal reading to deepen understanding and comprehension
- writing workshops
- an oracy curriculum
- elevation of speaking to the same level as reading and writing through teachers trained in the dialogic classroom methods
- all pupils doing TEd talks/Ignite speeches

### *Primary phase:*

A focus on the sound acquisition of foundational knowledge in literacy, numeracy and oracy ensures that all students are making strong progress across the board. Subject specialist lessons are embedded from Reception onwards so that students develop the skills and knowledge of the disciplines that frame the curriculum within the secondary phase. Afternoons are used for cross-curricular project based learning, where students apply their knowledge to solve real-world problems (often working in teams). Projects culminate in presentations of learning which are made to authentic audiences of parents, businesses and community members.

### *Secondary phase:*

In addition to a broad and balanced suite of traditional subject courses (within KS3 and GCSE), teaching and learning at School 21 is typified by the following features:

- **English Language specialism.** An intense focus on English Language skills so that all children become avid readers, fluent writers and confident speakers
- **Rigorous teaching of subject disciplines: English, Maths, Science, Spanish, Humanities, Music, Art and Drama**



- **High quality talk in each and every lesson.** We use Harkness discussions, Philosophy for Children and other talk protocols in all lessons to ensure students are developing the four dimensions of our oracy framework (physical, cognitive, linguistic, social-emotional).
- **Project based Learning.** Through timetabled projects lessons and embedded throughout the curriculum, our students work individually and in groups on rigorous, cross-curricular projects. Building on international best practice, great projects all include:
  - A driving enquiry question: an intriguing starting point or essential question that gets students wondering, exploring, discovering. This will lead to subsidiary questions that students may wish to pursue.
  - A grounding text: this could be a novel, a play, a poem, a piece of art or music. Something to stimulate deep, immersive learning
  - Multiple drafts: beautiful work is the result of multiple drafts and critiquing from peers and teachers that help a student to reach new heights
  - A meaningful end product with real world value: projects with a tangible link beyond the realm of the classroom
  - Rigorous assessment: a combination of formative and summative assessment designed to improve the quality of teaching and learning and make valid, reliable judgements about student progress.
  - An exhibition: a student must be accountable for their work to a wider audience than just their teacher or their class
- **Authentic Assessment.** All students create portfolios of high quality work and present the products of their learning to parents, community members and external experts.
- **Focus on key character traits.** Our six attributes for success in the 21<sup>st</sup> century (expertise, professionalism, spark, eloquence, grit, craftsmanship) are embedded across the school, including within our wellbeing programme and school-wide assessment system.
- **Real world learning.** Through project based learning, service learning and work placements our students learn to operate in complex professional environments.

**Distinctive features of primary phase of "School 21 Sugar House":**

The location of primary phase of "School 21 Sugar House" presents particular opportunities that are relevant to the curricular design.

As explained in Section C, this site and our partnership with Vastint, the developer of the site, provides an unusual and important opportunity to enrich the curriculum and learning experiences of our students. The opportunity to partner with local organisations, particularly through project based learning and service learning, will be an exciting focus for us, and an opportunity to continue our enquiry into how to maintain high academic standards while engaging with the outside world. Of particular interest will be the opportunity to engage with the creative industries that Vastint are targeting for the first phase of the development. Seven new and refurbished buildings, in close proximity to the Sugar House school site, are to be completed and let prior to the opening of the school. In addition, being located on such a large development site will also enable the school to benefit from links with contractors on the site and Vastint's staff, giving learning opportunities in terms of both construction and establishing a new neighbourhood.

We will embrace the opportunity to work with Vastint to create a strong sense of community centred around the school in a new neighbourhood that is seeking to establish its identity.

### **Consistent approach to teaching and learning**

Fundamental to any successful school are a strong set of policies, routines and systems that aid the smooth and effective functioning of the school and support the vision of great teaching and learning. The core systems of School 21 will be carried across to 'School 21 Sugar House' and 'School 21 Campus' in order to ensure this consistency of approach. Ensuring quality is about having strong and constantly improving processes for the induction of teachers and support staff, professional development, management, coaching and mentoring of staff.

The key systems that are crucial to the School 21 model and will ensure that there is a consistent approach across the three schools are as follows:

- classroom expectations
- professionalism system
- assessment and data
- observations, learning walks and monitoring
- marking and feedback
- homework
- coaching

For each of these systems we describe a 'design principle' which captures the essence of our approach, a policy summary, and a set of tools and processes which are used every day by our teachers and support staff. These systems will be carried

across to the two new schools, but of course, a system is only as good as how it is used, and therefore School 21 puts a strong emphasis on quality adult learning and a culture of enquiry, collaboration and high challenge to ensure that teaching and learning stays at a consistently high quality.

**(i) Seeding new schools with School 21 teachers:**

We believe that in order to recreate the distinctive culture and practice of School 21, it is necessary to appoint a critical mass of experienced teachers from our current school. Out of our first year cohort of teaching staff (16 at 'School 21 Sugar House' and 10 at 'School 21 Campus') we expect to appoint around 25% of these teachers from School 21, and the remainder will join us via our regular recruitment process. There is no substitute for lived experience when looking to recreate something genuinely different from the status quo, and therefore, these teachers will have important roles as both leaders of key practice areas and, more informally, as representatives of the School 21 ethos, values and culture.

**(ii) Induction:**

Induction begins with an introduction for new staff during the final week in July. The aim of this day is to introduce our staff to the vision of the school and the core practices that make us successful. It is a chance for our staff to begin to form the relationships with each other that will support them during the year, and to give them all the information they need to prepare for the academic year to come.

The academic year begins with a week of induction for all staff (new and existing). For new starters there is a programme of immersive training in the core teaching and learning practices of the school (mastery teaching, dialogic classroom, the coaching programme, reading culture, phonics, project based learning), led by teachers who have mastered these approaches. In opening 'School 21 Sugar House' and 'School 21 Campus', we would conduct our induction programme at School 21, with the aim of immersing our new teachers and staff in the practice and culture of the school. A buddying system will also ensure that new teachers and staff have at least one person from School 21 they can go to for support, reassurance or advice (in addition to their formalised department team and line manager).

**(iii) Continuing professional development:**

Continuing Professional Development is taken extremely seriously at School 21, and we expect this to continue at 'School 21 Sugar House' and 'School 21 Campus'. As an illustration of this, every year we publish a research journal that collects the action research that our teachers have undertaken during the year.

Our principles for what counts as great CPD are as follows:

- **Research and evidence based:** teachers in communities of practice conducting research
- **Blended:** effective teacher learning combines immersive experience, practical application, robust dialogue and engagement with research.
- **Project based:** modules, with clear enquiry questions and products to be shared.
- **Outcome rather than input focused.**
- **Professional sharing:** all teachers should take responsibility for collating, presenting and disseminating and all teachers will produce a peer reviewed Professional Portfolio. This is how we develop a strong community of practice.
- **Every teacher a teacher trainer:** our greatest strength is our common experience & practice.
- **Differentiated:** teachers are at different stages of development in different aspects of pedagogy.

Our CPD programme involves four pathways: for NQT & ITT teachers; for those new to School 21; for current School 21 staff who are confident in some areas of practice and developing in others; and for current staff who are confident in most areas and are interested in developing toward expert in a key area and informing the school's teaching and learning direction.

We offer CPD modules at two levels:

- introductory level which is a hybrid of taught and classroom based action research approaches
- higher level: delivered through an independent or group-based action research approach

This system has been specifically designed to account for the nature of our growing organisation, with a high number of new teachers and support staff each year, and is therefore well-suited to being used within 'School 21 Sugar House' and 'School 21 Campus'.

**(iv) Performance management:**

The School 21 performance framework consists of two core components:

- (i) A series of 21st century teacher skills and support through training and coaching
- (ii) A series of personal attributes you are expected to demonstrate in all your work

**Fig 6. Annual Performance Management Cycle**

What?	When?
1. Review of last year's performance and recommendation for pay progression to be approved by headteacher and governors	By end of first half-term
2. Goals set for coming year based on reflection on C21st teacher skills and personal attributes	By end of first half-term
3. Professional Learning Plan agreed for the year	By end of first half-term
4. Mid-year review and reflection (at this point concerns about people not on track to meet targets should be passed to heads of school)	By spring holidays

As part of performance management conversations, agreement is reached and targets are set by discussing the evidence of a teacher's progression along the following dimensions:

- Quality of teaching
- Innovation and research
- Coaching and collaborating
- Leading and building capacity
- Personal attributes

The main forms of evidence that feed into performance management conversations are as follows:

- Evidence from Professional Portfolio of growth and achievements during the year
- Progress of classes measured by data

- Progress of pupils in coaching group/small groups/classrooms measured by PASS surveys, professionalism points, attendance
- Impact observations
- Review of personal attributes
- A 360 survey from colleagues
- A survey of students

**(v) Systems for monitoring the quality of teaching:**

Our approach to monitoring is that the majority of feedback on teaching and learning should be formative, and therefore peer-led. We have developed a monitoring system that sits alongside our regular practice development routines including regular impact observations (based on the lesson study method and conducted by the line manager and a peer), learning walks, book looks, and student voice reflections.

Quality assurance is achieved as teachers regularly bring their practice dilemmas to groups of experienced teachers through structured ‘tuning protocols’. This ensures that the most ambitious and innovative areas of our pedagogy, such as our project based learning, are peer critiqued (at least three times before they are delivered) and that, school-wide, our practice is in a state of constant evolution and improvement.

**Our approach to monitoring and developing the quality of teaching is described below as a series of ‘design principles’ (which summarises the essence of our policies) and a set of teacher standards which is the structure we use for performance management of all teaching staff.**

**Design Principles:**

- **Challenging, formative and enquiring:** Reviewing learning and teaching challenges teachers to improve their craft, shapes support and CPD programmes and informs an understanding of ‘best’ and ‘next’ practice at School 21
- **Learning focused:** Effective review takes into account a range of evidence (planning documents, pupil voice, student outcomes, teacher inputs, books) but retains a primary focus on **the impact the teacher is having on student learning**
- **Personalised:** Reviewing teaching and learning is responsive to the experiences and competences of the teacher and is shaped accordingly
- **Transparent:** Transparency is the default when sharing information from teaching and learning reviews
- **Protocolled:** Reviewing learning and teaching benefits from clear parameters
- **Multi-dimensional:** External or internal practitioners with strong experience and expertise provide effective challenge alongside more collaborative and peer-led

approaches<sup>1</sup>.

- **Earthed in a shared understanding of great craft:** Effective review is Informed by a collective and often emerging view about what makes great teaching
- **Feedback for growth:** All feedback given as part of learning reviews is designed for growth not censure and informed by the best evidence of what constitutes is effective feedback.<sup>2</sup>

### **School 21 Teaching standards (developed for 2016/17 academic year)**

Effective review is shaped by an emerging understanding of what makes brilliant teaching at School 21. Set-out below are a draft set of standards based on previous inputs. These are useful prompts for when providing feedback.

#### **1. Professional attributes**

- A **growth mindset** and high expectations for self and young people
- A belief in **Inclusion** and finding a way to unlock the potential of all
- A **Craftsman**, with high standards and high expectations who is constantly learning and seeking out ways to improve
- A **Pioneer** with intellectual curiosity and a willingness to take risks and try new approaches
- A person of **Integrity and Humanity**
- A **Multiplier** who loves to collaborate and build the strengths of others

#### **2. Subject knowledge**

- Have a secure knowledge of the relevant subject(s) disciplines** - including **big concepts and ideas** - and curriculum areas, foster and maintain pupils' interest and scholarship in the subject, and address misunderstandings
- To have a secure knowledge particularly when teaching younger children of how **reading, writing and mathematical** skills are acquired and how they develop
- Is teaching a curriculum that contains powerful **knowledge** and **skills (including cultural capital)**, as part of a wider curriculum 'through-line'

#### **3. Craft knowledge**

- A repertoire of practice that is flexible to the context, the pupils, the subject matter
- Create a **community of learners** by fostering a safe, developmental environment

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<sup>1</sup> 'Successful teacher observations are primarily used as a formative process – framed as a development tool creating reflective and self-directed teacher learners as opposed to a high stakes evaluation or appraisal. However, while observation is effective when undertaken as a collaborative and collegial exercise among peers, the literature also emphasises the need for challenge in the process – involving, to some extent, principals or external experts. Levels of reliability that are acceptable for low-stakes purposes can be achieved by the use of high-quality observation protocols. These include using observers who have been specifically trained – with ongoing quality assurance, and pooling the results of observations by multiple observers of multiple lessons.' <http://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14.pdf> p.3

<sup>2</sup> <https://dragoseverson.files.wordpress.com/2014/12/2014-tell-me-so-i-can-hear.pdf>

where pupils grow through taking risks and challenge

- C. The ability to **plan a coherent sequence of lessons/project** that are engaging, challenging, combine knowledge and its application with skills practice and build to a robust output.
- D. Motivate pupils with strategies that create **excitement, immersion and engagement** and **deal swiftly and effectively with a range of challenging behaviours**
- E. Use reliable and valid **formative and summative assessment** to help pupils make rapid progress
- F. Use **feedback** - both oral and written - to help pupils know how to improve
- G. **Rich questioning** is planned in advance and extends thinking

#### **4. Knowledge of a range of pedagogies**

- A. **Literacy** - the development of language including high quality reading and writing, the robust teaching of vocabulary, grammar and spelling. In early years the robust teaching of phonics and reading fluency.
- B. **Oracy** - the development of a dialogic classroom in which students learn a toolkit of strategies for improving their physical, cognitive, linguistic and social/emotional strands of speech.
- C. **Well-being** - skilled use of strategies so students are able to develop their identity and confidence, a sense of belonging, a growth mindset and an ability to exercise control over emotions.
- D. **Project based learning**. Developing a range of strategies so that students get used to working in teams to solve problems and craft beautiful work of value to an authentic audience.
- E. **Integration of new technology**. Using technology to transform learning by understanding the powerful ways in which it can be used to develop deeper learning.

#### **5. Knowledge of how children learn**

- A. Demonstrate an **awareness of the physical, social and intellectual development of children**, (neuroscience and psychology) and know how to adapt teaching to support pupils' education at different stages of development
- B. Have a clear **understanding of the varied needs of all pupils**, including those with special educational needs; those from high starting points; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **(vi) Leadership development:**

A dedicated programme for developing leaders to lead our new schools or become part of the leadership teams. The programme involves:

- workshops



- case studies
- sessions from world class business leaders, entrepreneurs, educationalists
- teams taking on leadership challenges and reflecting on them.
- wide reading on the subject
- visits and experiences in workplaces in and outside of education

These sessions focus on 3 strands:

- Process
- People
- Content

**(vii) School-to-school collaboration:**

Regular and ongoing collaboration between our schools is fundamental to achieving consistent, high quality teaching across the multi academy trust. We expect to have teachers taking part in cross-school action research projects and to collaborate on departmental basis. At regular points during the year, including a proportion of training days, we will bring the staff of all three schools together for training and co-planning.

In addition the School 21 Trust will prepare an Annual Improvement Plan for the each school to outline their expectations and to hold the schools to account. As part of the support provided by the School 21 Trust, the Executive Headteacher will spend at least a day a week in each of the schools - more in the first year. All SLT from each School 21 Academy will support each of the other academies with the lesson observation programme. Senior leaders would be involved in the observation of staff in other academies, which standardises performance measures across the MAT. Benchmarks and data are collected centrally by the Trust and feedback provided to the SLT of academies over actions that might be needed. This applies to academic performance, teaching observations and financial issues.

**(viii) Governance:**

Strong governance structures and processes are a crucial part of holding a school to account, to leveraging additional expertise, and to ensuring that high quality teaching and learning is the foremost focus of the school. Please refer to section F2 for more detailed information about our governance plans for both schools and the multi

academy trust as a whole.

## 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

We propose to implement the same system for assessment, tracking and target setting across the three schools. This is part of the case for consistency of approach made in section D1. The reality, of course, is that School 21's system of assessment is not static. Year on year we make improvements, we pilot new approaches and then evaluate whether they have been successful. This will continue to happen during the period between making this free school application and the opening date of the two new schools.

For illustrative purposes, the below table is a summary of our assessment system for the coming academic year (2016-17).

**Fig 7. Schedule of assessment 2016-17**

	Methodology	Frequency	Data input	Target
<i>Reception</i>	Teacher assessment against EYFS framework. Inference against standards gathered by observation (written and filmed) and moderation	Data inputted once every half-term	EYFS points - aiming to reach Good Level of Development	85% GLD by the end of the Year
<i>Year 1/2 - Phonics</i>	Teacher assessment and summative checks	Half-termly in Year 1	Pass/not pass	85% (100% by the end of Year

				2)
<i>Years 1 and 2 - Reading, Writing and Maths</i>	Students tracked against KS1 test criteria (weaved into Year 1 and 2 curriculum) and wider national curriculum objectives. Teacher judgement with one external test in Year 1 and 2 in Year 2.	Data inputted once every half-term	<ul style="list-style-type: none"> <li>● P-Levels where appropriate and ipsative assessment (i.e. records of student work)</li> <li>● Working Below</li> <li>● Working towards expected standard</li> <li>● Working at expected standard</li> <li>● Working at greater depth</li> </ul>	95% working at expected standards; 30% working at greater depth
<i>Years 2 - 4 - Reading, Writing and Maths (cyclical skill subjects)</i>	<ul style="list-style-type: none"> <li>● Pilot 'Comparative Judgement' with writing</li> <li>● Teacher judgement three times a year based on progress against curriculum objectives for the year group and referenced against student products</li> <li>● External testing once a year linked to end of KS2 assessment</li> <li>● Moderation each term to judge progress</li> </ul>	Once a term plus one summative test linked to KS2 assessment	<ul style="list-style-type: none"> <li>● P-Levels where appropriate and ipsative assessment (i.e. records of student work)</li> <li>● Working Below</li> <li>● Working towards expected standard</li> <li>● Working at expected standard</li> <li>● Working at greater depth</li> </ul>	95% working at expected standards; 30% working at greater depth
<i>Years 7-8: Reading, Writing, Maths, Science, History, Spanish</i>	<ul style="list-style-type: none"> <li>● Construct referenced where appropriate</li> <li>● Criterion referenced where appropriate (linked to GCSE criteria)</li> <li>● Progress measured via reference to flightpath and linked to baseline</li> </ul>	Once a term	<ul style="list-style-type: none"> <li>● P-Levels where appropriate and ipsative assessment (i.e. records of student work)</li> <li>● Working Below</li> <li>● Working towards expected standard</li> <li>● Working at expected standard</li> <li>● Working at greater depth</li> </ul>	95% at expected standards by the end of the Year; 30% working at greater depth
<i>Years 7-9: Reading</i>	Standardised test	Once a term	Reading ages/regression analysis	95% at chronological

Age				reading age by the end of Year 9
Years 7-9: <i>PE, Drama, Art, Music</i>	Criterion referenced	Once a term	<ul style="list-style-type: none"> <li>● Working Below</li> <li>● Working towards expected standard</li> <li>● Working at expected standard</li> <li>● Working at greater depth</li> </ul>	95% at expected standards by the end of the Year; 30% working at greater depth
Years 9-11: <i>English, Maths, Spanish, History, Science</i>	Criterion referenced (via GCSE 9-1)	Once a term in Year 9, 6 times a year in Years 10 and 11	9-1; progress tracked against flightpath	90% 5+ in English and Maths  +1 Progress
Years 10 - 11: <i>Options subjects</i>	Criterion referenced (via GCSE 9-1)	6 times a year	9-1/pass/merit/distinction	Attainment 8 6+

All of the school's data is analysed and shared on our bespoke platform, 'The Source', which has been developed by our Head of New Technology and Assessment (who is an experienced software developer). We will build on this platform's functionality over time, and extend it to these two new schools such that we are able to collect, analyse and act upon fine-level and aggregate-level data at the level of the school and the multi-academy trust.

**Consistency in approach:**

Current responsibility for assessment and target setting lies with the Headteacher of School 21. He is supported by the Head of GCSE attainment and the Head of Technology & Assessment. Heads of department coordinate and manage the collection of data within subject lessons, and coaches ensure that other data (such as character traits including professionalism and grit) are collected accurately, analysed and discussed, and then acted upon (resulting in specialised interventions where appropriate).

Systems, processes and practices of assessment and target setting are one of the key focus areas of our induction for all new staff. Heads of department work closely with their teachers throughout the year to unify and quality assure collection of data and the approach to assessment across their department.

As part of the expansion of our MAT to three schools, we plan to appoint to a Head of Assessment post who will have trust-wide responsibilities for supporting the development of effective teaching practice around assessment and the establishment of new or additional processes to ensure that high quality data is being collected and acted upon in aid of rapid and sustained student progress. We plan to appoint to this position an academic year in advance of the opening of these two new schools, such that routines and systems are well-established in advance of the new schools opening.

There will be high levels of partnership working between senior leaders and department heads in this area, and it will be the role of the Head of Assessment to convene a regular cross-school working group to oversee the Trust's ongoing development of this practice.

### **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:

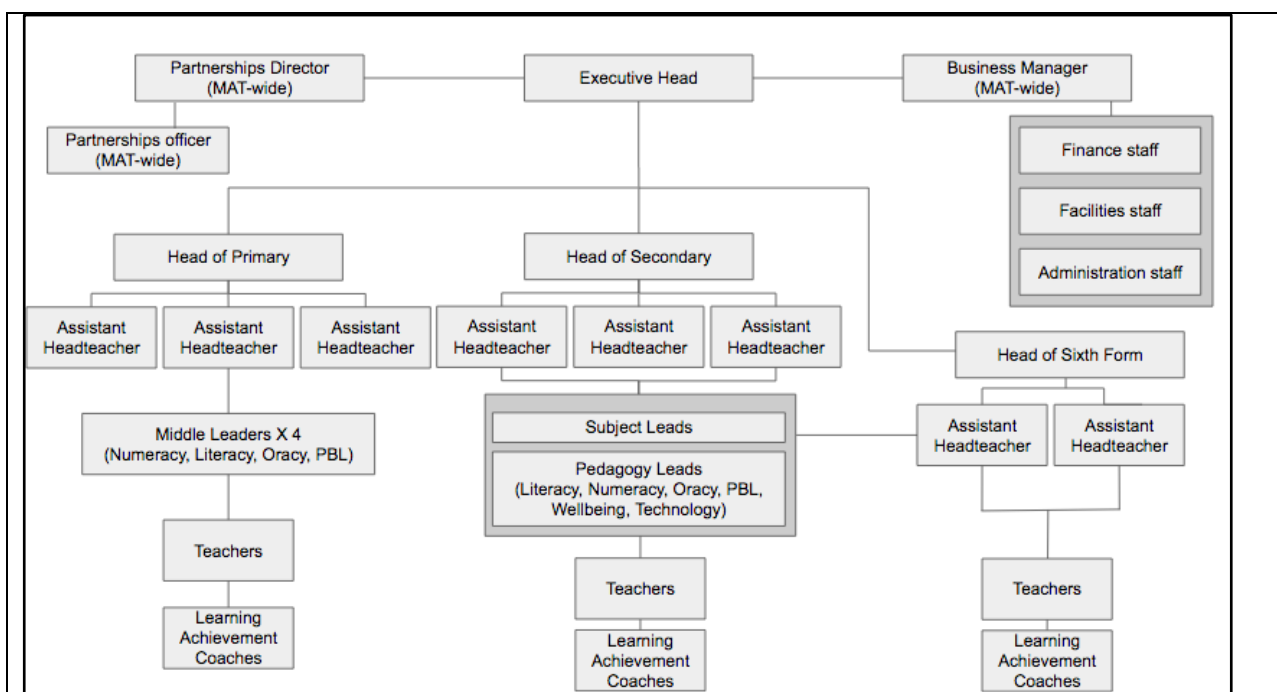
use space provided below; and

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**

The diagram below is an outline of the staffing structure and lines of accountability currently in place at School 21, which we plan to replicate at 'School 21 Sugar House' and 'School 21 Campus'.

#### **Fig 8: Governance Structure within School 21**



We plan to build towards this same structure at ‘School 21 Sugar House’ and ‘School 21 Campus’. The staff build-up tables below shows how we expect to phase these appointments over time.

**Fig 9. Staff build-up at School 21 Sugar House:**

School 21 Sugar House	2019	2020	2019	2020	2021	2022	2023
Students: Primary age (Reception - Year 6)	75	150	225	275	300	325	350
Students: Secondary age (Year 7 - 11)	80	160	240	320	400	400	400
Students: Sixth Form	150	300	300	300	300	300	300
<b>Total</b>	305	610	765	895	1000	1025	1050
Head of Primary	1	1	1	1	1	1	1
Head of Secondary	1	1	1	1	1	1	1

Head of Sixth Form	1	1	1	1	1	1	1
Assistant Head (primary)	1	2	3	3	3	3	3
Teachers (primary)	3	6	9	11	12	13	14
Student Achievement Coaches (primary)	2	4	6	8	8	8	8
Assistant Head (secondary)	1	2	3	3	3	3	3
Subject Leads (secondary teachers)	4	6	10	10	10	10	10
Teachers (secondary)	2	6	8	14	20	20	20
Student Achievement Coaches (secondary)	2	4	6	8	10	10	10
Assistant Head (sixth form)	1	2	2	2	2	2	2
Teachers (sixth form)	9	15	15	15	15	15	15
SENCO	1	1	1	1	1	1	1
Business Manager	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Finance Staff	0.25	0.5	1	1	1	1	1
Premises Support Staff	1	2	3	3	3	3	3
Admin. staff	0.5	1	1.5	2	2	2	2
Science Technicians		0.5	1	1	1	1	1
Art/Media Technician		0.5	0.5	0.5	0.5	0.5	0.5

**Fig 10. Staff build-up table School 21 Campus**

School 21 Campus	2018	2019	2020	2021	2022	2023	2024
Students: Primary age (Reception - Year 6)	90	180	270	360	450	540	630
Students: Secondary age (Year 7 - 11)	90	180	270	360	450	450	450
Students: Sixth Form	-	-	-	-	-	150	300
<b>Total</b>	180	360	540	720	900	1140	1380

Head of Primary	1	1	1	1	1	1	1
Head of Secondary	1	1	1	1	1	1	1
Head of Sixth Form	-	-	-	-	-	1	1
Assistant Head (primary)	1	2	3	3	3	3	3
Teachers (primary)	3	6	9	12	15	18	21
Student Achievement Coaches (primary)	2	4	6	8	8	8	8
Assistant Head (secondary)	1	2	3	3	3	3	3
Subject Leads (secondary teachers)	4	6	10	10	10	10	10
Teachers (secondary)	3	7	9	15	21	21	21
Student Achievement Coaches (secondary)	2	4	6	8	10	10	10
Assistant Head (sixth form)	-	-	-	-	-	1	2
Teachers (sixth form)	-	-	-	-	-	9	15
SENCO	1	1	1	1	1	1	1
Business Manager	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Finance Staff	0.25	0.5	1	1	1	1	1
Premises Support Staff	1	2	3	3	3	3	3
Admin. staff	0.5	1	1.5	2	2	2	2
Science Technicians		0.5	1	1	1	1	1
Art/Media Technician		0.5	0.5	0.5	0.5	0.5	0.5

It is vital to our model that some of the existing staff will be part of the team to set up the new schools. Some of our more experienced staff are undergoing a bespoke leadership programme that we have developed with Ed Fidoe which builds on best practice from the worlds of education and business. Our aim is that we will be able to develop our potential leaders to a point where they can take on roles in the new schools and model to staff the different approaches of School 21. We will continue to develop and refine our



recruitment processes in order to replace those positions vacated at School 21.

**Contingency plans:**

If it were the case that the school needed to operate with a reduced number of students or a reduced total income, there are several measures we would take in order to ensure the viability of the school and a sufficient curriculum.

For illustration purposes, if income were reduced to 70% of originally planned levels, we would maintain our overall vision and staffing structure and find the savings by making a series of small adjustments that will reduce our greatest expenditure, staff salaries. In this example, we would respond in the following ways:

1. *Reduction in the number of teachers.* The major cost for schools is salaries, therefore reductions here will quickly make large overall savings. The relatively small size of the two new schools we are proposing makes us flexible in this regard. During the first year of School 21, we operated with 6 secondary school teachers and units of 14 students. If we applied the same structure within these two new schools, then a 30% reduction in students would correspond to appointing two fewer teachers per year. During the first two years of operation, this would involve individual secondary teachers instructing more than one subject, so we would need to be mindful about this during recruitment and in terms of the training and support provided to teachers. Within the primary school, a 30% reduction in the number of students would mean we would operate just two classes per year group (and therefore two teachers rather than three). This would result in a small increase in class size, from 25 to 26.
2. *Appointing more junior teachers.* For finer changes, where we are recruiting externally for teachers and teaching assistants, we would seek to employ marginally less experienced teachers as this would allow us to make some savings in terms of salaries and associated costs.
3. *Using external organisations to provide PE & Enrichment.* This would allow us to postpone recruiting a dedicated PE/sports teacher.
4. *Flexibility from larger MAT budget.* In the short term, the MAT of three schools will provide us with a larger total budget and therefore more flexibility to ensure that the school is viable within the first couple of years of operation. Either through staff sharing or through cross-subsidisation we would ensure that each school is

offering a broad and balanced curriculum.

together, these measures would allow us to flex and respond to an unexpected reduction in budget without significant impact on the quality of education experienced by our students.

## **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**

As a school in one of the most diverse and fast-growing boroughs of London, diversity and inclusion are central to our vision of a healthy school.

Our core values are integrity and humanity. Integrity means being true to your word. Humanity means being kind and looking out for each other. At School 21, these values mean a lot to us.

We have a diverse population with Stratford being one of the most faith and multi ethnic areas in the country. There is no one main religion but our two biggest groups are Christian and Muslim. Our main ethnicities are: Asian, African-Caribbean, African/African British, White European.

#### **Practical considerations allowing students to practice their faith:**

Dietary requirements: Our canteen provides a broad range of healthy options for students to choose from. All meat is Halal and alternative meals are prepared for any students whose religion (or dietary requirements) mean that the main options are not suitable. We are sensitive to our students needs for prayer, taking religious holidays and wearing

headscarves.

### **Safeguarding:**

Our safeguarding policy has been drawn up in accordance with Working Together to Safeguard Children 2013, the London Child Protection Procedures 2010 and Newham Safeguarding Children Board's procedures.

All staff and governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the emotional, social, physical and moral development of the individual child. Through its emphasis on prevention and early intervention, this policy aims to minimise the risks of children being abused as well as promote their health and development.

Our full safeguarding policy is available [here](#).

### **Prevent Duty:**

School 21 is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs and both pupils/students and adults have the right to speak freely and voice their opinions.

Our safeguarding policy defines 'Extremism' as:

- views and actions that promote: 1) violence against others 2) hatred towards others 3) undermining the rights of others.
- 'Radicalisation' refers to the process by which a person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. All four themes have established structures and protocols at School 21, and there are two designated members of staff (one focused on primary, one on secondary), whose responsibility is to ensure that this duty is adhered to across the school. This would be replicated in the new schools.

As with managing other safeguarding risks, staff are alert to changes in children's

behaviour which could indicate they may be in need of help or protection. If staff have a concern they follow established safeguarding procedures and local protocols for multi-agency liaison with police and children's social care.

### **Building cohesive communities:**

As is the case with School 21, all schools within the School 21 MAT will be focal points of celebration and collaboration within the local community.

#### Home visits:

Our aim is to build a partnership with parents that lasts from when children arrive in Reception to when they leave at 18. Home visits take place before the children enter the Reception class (or before they join the school if joining another year group). This allows a positive relationship to be built and communication channel opened with families before the children start at the school.

#### Events:

Our schools hold regular celebration events which are extremely well-attended by parents; whether these are to see their children perform in the 'Battle of the Bands' competition, to watch their children present the fruits of their Real World Learning Project to a panel of employers in Canary Wharf, or to attend the annual Summer Fair, parents and families are encouraged to play an active role in their student's learning and personal growth.

#### Exhibitions of learning:

The exhibitions at School 21 are exciting and moving experiences. At the end of every term the school becomes an exhibition space and every year group presents their work. The whole school is buzzing with activity. Parents, community partners, creative organisations, are there to see the craftsmanship of our students: an immersive candle lit play on the Second World War in the Sports Hall (a history and drama collaboration), a Great Fire of London street to walk down, live cooking demonstrations from a new cookbook (combining maths and literacy skills), a room filled with mathematical curiosities, an uplifting music/science production using circuits and water bottles. These are just some of the things you might see at a typical Exhibition evening.

#### Consultations:

Our parents are our partners and our greatest advocates. As a result, we regularly hold events to get their views and advice on the direction of the school and any plans we have for new programmes/institutions. Our sixth form, due to open in September 2017, was the

focus of our most recent of these events: with students and parents working in groups to critique our plans and ideas and sharing their thoughts on what kind of institution the community needs.

As a further illustration, below are some of the ways that our primary parents get involved in the life of the school:

- Participating in our community service activities
- Getting involved in parent literacy activities with their child
- Joining in with our winter fairs, concerts and other annual events
- Attending our celebration assemblies each term
- Accompanying school trips
- Patrolling after school to ensure safety of all of our children
- Attending parent meetings
- Inviting us to your homes for home visits
- Joining our PTA
- Becoming a member of our Parent Council
- Becoming a parent governor

*Assemblies, coaching & the well being curriculum:*

Assemblies and coaching time at School 21 are the primary mechanisms used to promote personal, social, health and economic (PSHE) and spiritual, moral, social and cultural (SMSC) learning. Religious studies is woven into the coaching curriculum.

Ofsted commented in 2014 that “Pupils’ spiritual, moral, social and cultural development is outstanding. Well-organised assemblies and thoroughly planned coaching sessions help pupils to acquire the resilience, confidence and social skills needed for their future lives.”

*Primary phase:*

Within the primary school we have designated coaching time every week in addition to daily assemblies. Class ‘circles’ are used to explore important topics, be these issues of identity, current affairs, or spirituality, and these sessions are facilitated using the Philosophy for Children approach (up to 4 hours per week).

*Secondary phase:*

We have six coaching groups in each year of the school. Each group is made up of 12 students and one teacher. Within the secondary school, our students have three hours per week of coaching time: they work together before and after school on large-scale projects,

as well as having conversations about pastoral issues. We have also developed a 5 year coaching curriculum (with specific areas of focus for each year) which is designed to have a genuine impact on the character, wellbeing and moral development of our students.

The coaching curriculum at School 21 has six strands:

- Wellbeing (including faith and religious studies)
- Oracy (speaking skills)
- Literacy
- PSHCE (personal, social, health, citizenship and economic education) / SRE (sex and relationships education).
- Events & Leadership
- Careers

The wellbeing and PSHCE/SRE strands are particularly relevant to our approach to inclusivity. Through the wellbeing strand, students reflect on themselves as individuals, they explore character traits that may be useful to their personal development, and they explore intra-personal issues such as bullying and altruism. Through the PSHCE/SRE strand, students explore a wide range of issues, from bullying, healthy lifestyles, and kindness in year 7 to human rights, radicalisation and faith in year 8.

As an illustrative example, below is a summary of the y7 coaching programme for this year.

### 11. Year 7 Coaching Curriculum Summary (2016-17)

Year	Well-being	Oracy	Literacy	PSHCE/ SRE	Events/ Leading	Careers
<b>Y7 Term 1: Transition to Secondary</b>						
<b>7 Autumn 1</b> -Strengths -Kindness -Learning  - Professionalism -Grit	My qualities and values.  <b>The School attributes and values</b>  <b>Getting in the zone.</b>  Coaching 'crew'	<b>Baseline Oracy assessment</b>	Wonder  Library visits and 'book reviews'  <b>Develop a reading culture</b>	<b>Transition to secondary.</b>		

-Self Control	<b>Kindness</b> (deposits / withdrawals)  Archetypes and playing the right card.	Precepts training - different talk for different environments		Kindness, friendship.  Being kinder than necessary. Studying the novel: "Wonder"	Half moon theatre (or similar)	
<b>Product?</b>	<ol style="list-style-type: none"> <li>1. Book Review presented to coaching group by each pupil.</li> <li>2. <b>Naming Ceremony (end of October)</b></li> <li>3. 6 Attributes and 2 Values Passport presented in coaching.</li> </ol>					
<b>Well-being inspiration</b>	<ul style="list-style-type: none"> <li>• [REDACTED]. <ul style="list-style-type: none"> <li>o How to build relationships based in moral principles which bring out the best in you.</li> </ul> </li> <li>• [REDACTED] <ul style="list-style-type: none"> <li>o What we can do to teach positive behaviour traits in school.</li> </ul> </li> <li>• [REDACTED] <ul style="list-style-type: none"> <li>o New boy in school</li> </ul> </li> </ul>					

Y7 Term 2: Finding my voice						
<b>7 Spring foci</b> -Self Control -Optimism  -Humanity -Integrity -Eloquence -Spark	Dealing with conflict and improving patience.  Growth mindsets.  Grit and Staying in the Zone.  <b>Bullying/ oppression and the impact of words on others.</b>	<b>Precepts Speech</b>	Book Reviews continued.	Appreciating others, bullying, integrity, peer pressure.  Being a bystander (link to Law)		Speakers Programme building up to Ignite.
-Eloquence -Spark - Craftsmanship	Reflections on journey so far in preparation for E-Portfolio.	<b>Passion Ignite first draft written and critiqued.</b>			Passion Ignite	

<b>Product?</b>	<b>1) Precepts Ignite and first draft of Passion Ignite.</b> <b>2) E-portfolio evening 23rd March</b> <b>3) Second round of book reviews.</b>
<b>Well-being inspiration</b>	<ul style="list-style-type: none"> <li>• [REDACTED] <ul style="list-style-type: none"> <li>○ The damage of a fixed mindset</li> </ul> </li> <li>• [REDACTED] <ul style="list-style-type: none"> <li>○ How to replace emotional decisions with practical decision making</li> <li>○ How picturing a future outcome can motivate good choices</li> </ul> </li> <li>• [REDACTED] <ul style="list-style-type: none"> <li>○ Why it's important to show kindness to those around you</li> <li>○ How practicing patience will make you a happier person</li> </ul> </li> </ul>

**Y7 Term 3: The World I live in**

<b>7 Summer</b> -Self Control -Learning -Mindfulness Giving	<b>Organisation and time management. How to study / revise.</b>	<b>Passion Ignite</b>	Book Reviews continued.	Balanced lifestyle - healthy eating, hobbies and studying.		
- Professionalism -Craftsmanship -Expertise	<b>Reflection on Y7 around 6 attributes and 2 core values for E-portfolio.</b>	E-Portfolio presentations designed and delivered.			Reward trips	

<b>Product?</b>	<b>1) Passion Ignite Speech 24th May</b> <b>2) Promotions for Sports Day and Healthy Living campaign.</b> <b>3) E-Portfolio day 14th July</b>
<b>Well-being inspiration</b>	<ul style="list-style-type: none"> <li>• [REDACTED] <ul style="list-style-type: none"> <li>○ How to speak, listen and act in a way which draws people to you.</li> </ul> </li> <li>• [REDACTED] <ul style="list-style-type: none"> <li>○ Why multi-tasking doesn't work.</li> </ul> </li> </ul>



## 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

*From Rationale:*

Our rationale for the creation of two new all-through schools in Newham is based on three overarching reasons:

- (i) *A projected shortfall in places within an identified locality and possible new school site, and across Newham as a whole.*
- (ii) *Local authority support for new schools run by School 21.*
- (iii) *The clear imperative for high quality schools that ‘innovate with rigour’.*

We will examine each of these in the space below.

-----

- (i) *A projected shortfall in places within an identified locality and possible new school site, and across Newham as a whole.*

Demand for places in Newham:

Newham is a unique place with a unique population - it is the youngest place in

England and Wales and one of the most diverse places in the UK. Approximately 37% of the people living in Newham are aged under 25 and 70% of the population come from Black, Asian and Minority Ethnic groups. Newham also has one of the highest birth rates in the country. This, together with people choosing to live in Newham, has led to a steady increase in the borough's population in recent years to around 270,000.

Data compiled by the GLA describes a projected shortfall in primary and secondary places in Newham, and particularly in the ward we are situated in 'Stratford and New Town'. Once both schools are full in 2025, the addition of the proposed two all-through schools would add an additional 2250 school places across primary, secondary and sixth form.

**Fig 12: Projected demand for state-funded school places in Newham 2014/15 to 2024/25: GLA Hybrid model 1<sup>3</sup>**

	2014/15 - 2019/20	2014/15 - 2024/25	Notes
Demand for primary places in Newham	2091	4164	Second highest local authority in London
Demand for secondary places in Newham	1503	3268	

**Fig 13: Projected demand for state-funded school places in Newham 2014/15 to 2024/25: GLA Hybrid model 1**

	Demand for primary places in Stratford & New Town	Demand for secondary places in Stratford & New Town
2014/15	1856	2163
2015/16	1965	2185
2016/17	2100	2219
2017/18	2241	2268
2018/19	2375	2328

<sup>3</sup> Source: GLA, pan-London demand for school places project (2015)

2019/20	2546	2397
2020/21	2712	2474
2021/22	2910	2562
2022/23	3111	2659
2023/24	3319	2766
2024/25	3537	2870
Change in demand (+/-)	+ 1681	+ 707

There are a number of new housing developments underway in areas surrounding the Queen Elizabeth Olympic Park, many of which will fall into the catchment area of 'School 21 Sugar House' and may be in the catchment area of 'School 21 Campus' depending on the preferred site. Newham Council's 'Local Plan' states that they are planning to build 37,500 more homes in the borough between 2011 and 2027.

Looking at a tighter geographical vicinity, the area surrounding the site of School 21 and also the Sugar House Lane site is known as 'Stratford & West Ham'. This area is identified as one of two 'areas of opportunity' in Newham's [2012 'Core Strategy'](#), meaning that it is an area of significant planned residential and commercial development, with over 19,700 new homes in the currently process of being built and due to be fully operational by 2027.

Demand in area surrounding possible site for primary phase of "School 21 Sugar House":

In addition to demand in the local area, we have identified a possible site, known as the [REDACTED], which is our preferred location of the primary phase of "School 21 Sugar House". This site is located within the [REDACTED]. According to GLA research<sup>4</sup> this is the ward with the largest projected increase in demand for primary places across the whole of London, where demand is due to grow by 1,700 places over the decade. This coincides with thousands of new homes being built in the various new residential developments in this part of the borough.

The attached drawing (Appendix A) demonstrates new homes in the likely catchment area of [REDACTED] showing almost 4000 homes that are

<sup>4</sup> [GLA pan-London demand for school places project](#)

either under development or for which planning permission has been granted. Even with a conservative estimate of 30% of these new units being let/bought by families with school age children, a total of over 950 families makes a compelling case for the need for places in this specific locality.

Information obtained from Vastint, the developers of the mixed use development at Sugar House Lane, indicates that the approximate phasing of the completion of new homes within Strand East is as follows:

2018 (late) – 170 homes

2019 - 460 homes (630 total)

2020 – 200 homes (830 total)

2021 – 270 homes (1100 total)

2022 – 100 homes (1200 total)

[Note: 40% of all homes are family homes i.e. 3 bed plus.]

Assuming that 40% of these new homes are inhabited by families with at least one school-age child, this would give a total of 480 places in this development alone.

*(ii) Local authority support for new schools run by School 21.*

The [REDACTED], has supported School 21, agreeing to provide the site for the school in 2012 and supporting our approach to education.

[REDACTED] had a meeting with [REDACTED] in July 2016 in which they supported the creation of new schools run by School 21 MAT and said they would help to make it happen.

*Demonstrating parental demand:*

School 21 is heavily oversubscribed, has achieved an ‘outstanding in all categories’ Ofsted result, and has a growing reputation across London. Section E2 provides more detailed information on how we are supplying evidence of parental demand and our plans for engagement with parents and community members over time.

*(iii) The clear imperative for high quality schools that ‘innovate with rigour’*

Our rationale for the creation of 'School 21 Sugar House' and 'School 21 Campus' is also based on the track record of School 21 and its ability to innovate with rigour in all things that it undertakes.

In June 2014, School 21 was graded ‘outstanding’ in all areas. The inspection team’s comments reinforce the judgement that we are a school of exceptional quality and disciplined innovation:

*“pupils achieve remarkable standards of work and demonstrated knowledge and skills at levels beyond those expected for their age group.”*

*"A well-researched, innovative and creative way of organising subjects promotes outstanding learning”*

*"Excellent teaching across the school and in every subject allows all groups of pupils to achieve equally well."*

*“The school’s leaders and governors are meticulous in making sure that all pupils have an equal chance to succeed. They make no excuses for any achievement or teaching that falls short of their high expectations.”*

From our first year of operation in 2012, we have been oversubscribed, and in September 2016 we reached our highest levels of parental demand, with 278 applications for the 75 places available in Reception and 772 applications for the 75 places available in year 7. We contend that the level of parental demand which School 21 is attracting is not just about achievement, but a perception that what our school has to offer is distinctive and of the highest quality.

The School 21 approach to education is distinctive and innovative. Our explicit focus on core character attributes and our strength in three overarching approaches to teaching and learning: well-being, oracy, and project-based learning, which are embedded across the curriculum, mark us out as one of the few schools in the country who can claim to be ‘innovating with rigour’.

Our emphasis on whole-child development and our extensive professional networks have allowed us to embed opportunities which go above and beyond what is conventionally possible within a mainstream state school. All of our students benefit from mentoring, work experience and partnerships with leading figures in industry, the arts, education and politics – often with transformative effects on their academic

and personal development.

The innovative work of the school and our teachers is not limited to the work happening in our own classrooms. The oracy curriculum that we have developed in partnership with Cambridge University has been recognised as both innovative and high potential following an Education Endowment Foundation funded pilot in 2014. Following this, funding has been extended to a larger scale trial, delivering a training package for 12 other schools.

We expect that both 'School 21 Sugar House' and 'School 21 Campus' will build upon the strengths and new approaches that have been developed at School 21 over the past five years – and the core of our approach will be consistent with the School 21 model. However, we also plan for each school to develop their own areas of expertise over time –thus adding to the levels of innovation within the MAT as a whole. For example, 'School 21 Sugar House' will maximise the opportunities from being based within a vibrant new 'live, work and play' development. The secondary section of this school will both build upon our current strengths and develop an expertise around two crucial skills for success in the twenty first century: design thinking and entrepreneurialism. Further developing our toolkit of pedagogical approaches, this school will offer additional qualifications in the areas of design and business, in response to a high demand we have noticed within students for high quality pathways into creative careers.

The evidence base on the outcomes students of today need to thrive in adult life is increasingly clear. Several studies have shown that the kinds of jobs that will be maintained into the future in developed economies are those that are high on creative and/or social intelligence<sup>5</sup>. Similarly, looking at the current jobs market, the CBI has consistently found that the most important factors to employers are character traits and aptitudes for work<sup>6</sup>. Our six key attributes: professionalism, expertise, grit, spark, eloquence, and craftsmanship are deeply embedded across the school and are based on the growing literature around the importance of character education as well as international best practice.

School 21 was set up in recognition of the fact that getting good qualifications is no longer enough, and we have single-mindedly applied ourselves to creating a whole school model that prepares all of our students for success in the twenty first century.

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<sup>5</sup> [http://www.oxfordmartin.ox.ac.uk/downloads/academic/The\\_Future\\_of\\_Employment.pdf](http://www.oxfordmartin.ox.ac.uk/downloads/academic/The_Future_of_Employment.pdf)

<sup>6</sup> <http://www.cbi.org.uk/business-issues/education-and-skills/education-and-skills-survey/charts-from-the-education-and-skills-survey/>

This pursuit of extraordinary student outcomes, and the focus on enquiry, reinvention and innovation in the methods used to achieve them, are what single out School 21 as the MAT best-placed to open these two new schools.

**Post-16 Education:**

Both schools that we are seeking to open are expected to have a sixth form phase. 'School 21 Sugar House' is expected to open its sixth form in its first year of operation, in 2019 (with 150 places per year). We are intending that 'School 21 Campus' will open its sixth form in 2023, once our inaugural intake have reached year 12.

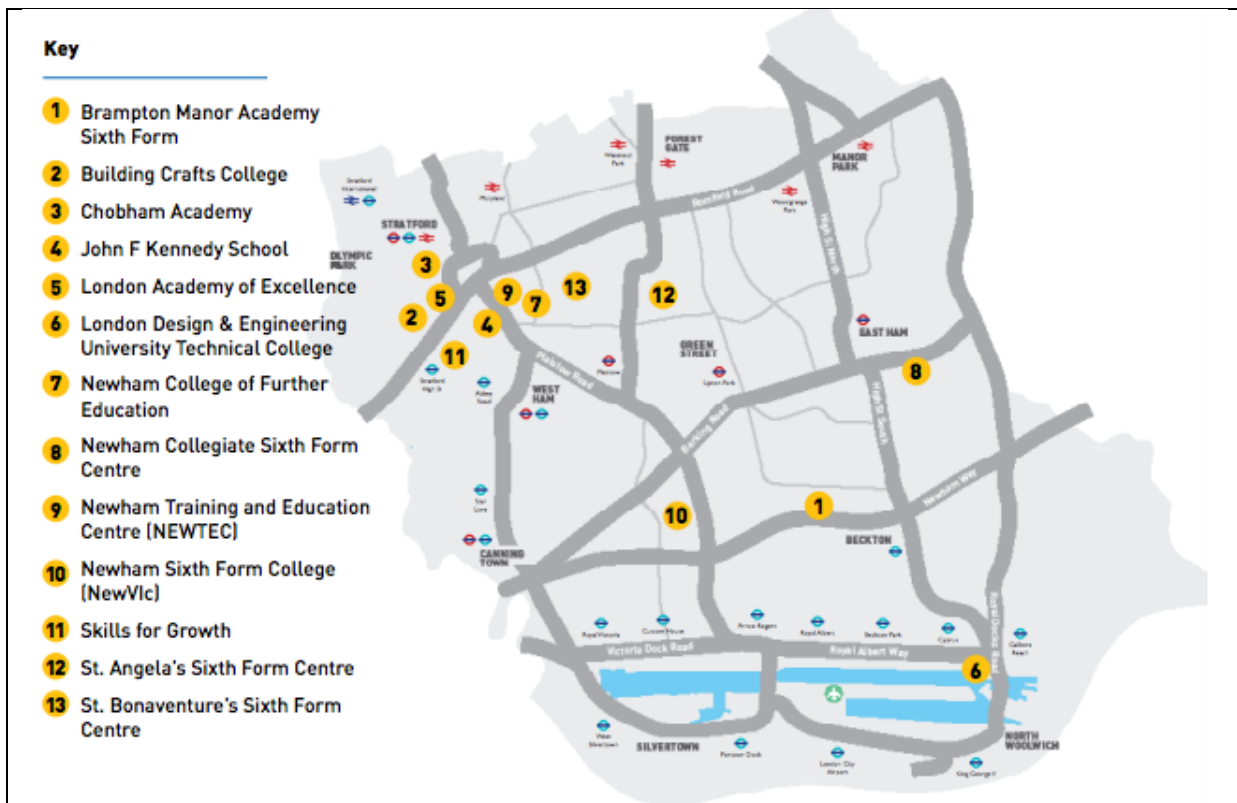
Therefore, in terms of post-16 student places, our proposal is to increase the number of places available in Newham according to the table below:

**Fig 14. Proposed expansion of sixth form places across the School 21 MAT**

Number of sixth form students	2017	2018	2019	2020	2021	2022	2023	2024
School 21	100	200	200	200	200	200	200	200
'School 21 Sugar House'			150	300	300	300	300	300
'School 21 Campus'							150	300
TOTAL	100	200	350	500	500	500	650	800

As of September 2015, Newham provided a total of 6240 places for sixth form students (not including apprenticeships and traineeships). This is considerably more than neighbouring borough Hackney (4696 places), but fewer than Redbridge (7100 places). The vast majority of places locally are provided by the two large dedicated post-16 providers, Newham College of Further Education (1879 places, rated “good”) and Newham Sixth Form College (2576 places, rated “good”).

**Fig 15. The geographical distribution of sixth form provision in Newham**



**Post-16 educational outcomes in Newham:**

In terms of attainment, post-16 students in Newham perform at about the level of the London average, although markedly lower than the average for England as a whole when looking at A-level qualifications (which is the mainstay of what will be provided by School 21). This is not a dramatic case of underachievement within the borough, but it does indicate room for improvement, especially within sixth form provision for those studying A-level qualifications.

**Fig 16. A comparison of post-16 educational outcomes**

Region	Average Points Score (per student)	Percentage of students achieving at least 2 substantial level 3 qualifications	Percentage of students achieving 3 A*-A grades or better at A level or Applied single/double award A level	Percentage of students achieving grades AAB or better at A level or Applied single/double award A level <sup>7</sup>
England	717.8	91.4	11.7	19.2
London	694.0	92.1	9.2	15.9



Newham	672.6	92.4	8.5	15.4
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(Source: DfE A level and other level 3 results (revised): 2014/15)

The overarching case for School 21 expanding its provision for post-16 learners is that we will provide outstanding quality of teaching and student outcomes within small school-based sixth forms, offering predominantly A-level qualifications, something which is key to the educational outcomes of young people in Newham.

The School 21 sixth form, *Six 21*, which will open its doors to its first students in September 2017, will be genuinely innovative with all students benefitting from the following:

- A choice of a broad range of high quality A-level courses, taught by outstanding teachers using the most advanced and rigorous teaching techniques.
- Lectures and masterclasses from university professors and industry experts.
- Incredible opportunities for internships, work placements and mentoring from an extensive range of partner organisations.
- A coaching programme designed around wellbeing and leadership development.
- Service learning, community projects and campaigns that build students' ability to make a difference in the world.
- Trips, challenges and residentials that help them grow as a person.
- Independent research projects, with all students studying the Extended Project Qualification.
- Project based learning, with a focus on solving real world problems.
- Opportunities to be entrepreneurial, launching start-up businesses or offering their services as a freelancer.

This is an offer that cannot be matched locally - a high quality and balanced offer for ambitious students who want to succeed and grow academically and as people, leveraging the historic strengths of School 21 and the extensive networks we have built up over the past 5 years.

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

Our rationale for the establishment of these two new schools is based primarily on three of the six criteria suggested by the DfE; a need for more school places, local authority support, and an outstanding innovative provider wanting to expand. On this basis, we recognise that evidence of current parental demand is not the core driver of this bid. This should be more understandable in the context of not having identified preferred sites for 'School 21 Campus', or the secondary phase of 'School 21 Sugar House' at this stage. We are aware that in a place as diverse and densely populated as Newham, it will be necessary to do in-depth work with potential parents and community in a precise and closely targeted way, as findings a mile from each other might yield quite different intelligence.

It is on this basis that our submission for this section is primarily focused on describing a credible strategy for engagement with parents and local community, rather than extensive findings completed in advance of this bid.

*Evidence that the schools will be popular and will fill to capacity:*

**School 21 has been oversubscribed since 2012, the year that we opened.** For the September 2016 intake, there were 278 applications for the 75 places available in Reception and 772 applications for the 75 places available in year 7.

**We are strongly supported by the local authority and by a wide range of local partners.** In section E1, we provided evidence that Newham Council are strong supporters of this application - they see the quality of what we do, and will continue to support us as we expand our MAT within the borough. In addition to this, the

school has an ever-expanding network of local and national organisations who are strong supporters of our work and frequent collaborators with our staff and students. Our local partners include Newham Chamber of Commerce, Building Crafts College, Bow Arts, Stratford East Theatre, West Ham Foundation and London City Airport and our national partners include Salesforce, KPMG, and King's College London.

In addition to this, School 21 are publicly supported by Vastint and the Strand East development in the creation of the primary school of 'School 21 Sugar House' on the Sugar House Lane site.

**Engagement with local parents.** Our plans for engagement with local parents can be divided into immediate actions and those that we would target more specifically once we have secured a site for each school.

Our immediate action will be to write to all of the families who applied to the school over the past five years and were not offered a place. In this letter we will outline our vision for the new schools and ask whether they support its creation, and if so, whether they would choose a School 21 school as their first choice option for their child. A copy of this letter is attached in Appendix C. We will collate the responses, and if we are invited to interview, we will be happy to discuss the findings with the free schools department.

Once we have identified sites for the schools, we will be able to do a greater amount of focused canvassing and information gathering with parents, families and young people in the immediate vicinity (in the case of the Sugar House Lane site, we will be able to begin this engagement in the next few months). We would expect to focus our efforts within a ½ mile radius of the identified sites as this is the approximate catchment area for the majority of our current students at School 21.

The key activities that we will undertake over the next 6-12 months are as follows:

- Use the School 21 website, social media, leaflets and a door-to-door campaign to reach out to prospective parents and local residents.
- We will speak at the secondary & primary schools head teacher association at their next meeting.
- We will establish a website for the schools with an online survey so parents can register their interest and for us to gather feedback from the local community.
- We will run a series of public meetings: at schools, community and faith groups and residential associations, in order to spread the word about the

schools and to gather feedback and critique on our plans as they are developing.

## 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

Fig 17. Table showing skills and experience of key individuals

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)
████ ████	London	Yes	████████████████████ ████████████████████  ████████████████████ ████████████████████ ██████	████████████████████ ████████████████████  ████████████████████ ████████████████████  ████████████████████ ████████████████████  ████████████████████ ████████████████████	15 hours

	London	Yes			7.5 hours
	London	Yes			7.5 hours
	London	Yes			35 hours
	London	Yes			7.5 hours



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

### CEO, pre-opening team and future central team: skills and capabilities

The [REDACTED] approved by the MAT board, will be [REDACTED] [REDACTED] School 21's creation, including building community demand from scratch, overseeing a [REDACTED] building renovation and recruiting outstanding teachers to an entirely new project. [REDACTED] therefore also has a deep understanding of the Newham context and an extensive network of contacts across national & local government, local business and other community leaders.

### Pre-opening team

The pre-opening team, [REDACTED] (30%), will also contain [REDACTED] (100%), [REDACTED], 20%), [REDACTED], 20%), [REDACTED], 20%). All CVs are included in this application.

Both [REDACTED], specifically leading the [REDACTED] of School 21. [REDACTED], achieving full enrolments each year and an Outstanding Ofsted. [REDACTED] team will be possible as he transitions to his [REDACTED], will step up as Whole School Head Teacher to create the capacity for [REDACTED] to take the time required to set up the new schools.

[REDACTED].

The pre-opening team has deep education expertise. [REDACTED] [REDACTED], who has also worked in the education arm of the [REDACTED]. [REDACTED] has worked previously as a [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]



The team has a track record of directly relevant project management, both in terms of the nature of the project (creating a new school) and the location/context (Newham, a socio-economically disadvantaged, ethnically diverse area of regeneration).

Finally, the team also has extensive experience of marketing, communications and community engagement. School 21 opened to a fully subscribed register and has been oversubscribed every year since. The School has avoided any local controversy or disputes with other schools/the council, and engages with several hundred members of the community every term at the school exhibition evenings. In addition the students of School 21 take part in 'Real World Learning Projects', which involve over 30 local employers. These [REDACTED], a member of the pre-opening team.

### **How the pre-opening team will work**

The pre-opening team is already assembled in a single office on the School 21 premises in [REDACTED], London, and this will continue, certainly until School 21 is at full capacity in 2018/19, when the team may need to find new premises. Although not all the members are allocated 100% on the new schools projects this arrangement will create an effective team, allowing real time communication, urgent matters to be dealt with immediately and also the ability to flex during busier and quieter times. [REDACTED], as the full time member, will work across multiple work streams, directed by [REDACTED]. Other members will support [REDACTED] on specific elements (e.g., [REDACTED]).

### **Working with Vastint to establish School 21 Sugar House:**

We intend that Vastint will project manage the construction of the primary building for School 21 Sugar House on their site. They have already commissioned design for this school which received full planning permission in March 2016. This has been designed in the context of the wider masterplan and outline planning permission (2012) and neighbouring buildings and uses. So in terms of the pre-opening project, Vastint's [REDACTED] who has overseen the design of the school to date, will play a key role in taking the school building through the technical design and construction process. [REDACTED] has been with Vastint for two years, and is the project manager for all non-residential elements of the project at Sugar House Lane; he has considerable experience as a project manager on a range of construction schemes over the last 8 years, including commercial office blocks, refurbishments, hotels and student accommodation. [REDACTED] will continue to lead the team, with the addition of an executive architect, through detailed design, procurement and construction so that the original vision is maintained and the school will complement the surrounding creative industries quarter (which [REDACTED] is also overseeing) and the residential

buildings that abut the school site to the south.

■■■■ will work in close collaboration with staff from School 21, who will have a representative on the Project Team for the construction of the school, which will meet regularly (likely to be fortnightly).

In addition to construction, Vastint's ■■■■ will assist the pre-opening project on local community and resident liaison. ■■■■ has been with Vastint for over 5 years, working on the development at Sugar House Lane and has established relationships with many of the local community organisations, as well as local residents. She has worked in east London for over 20 years and has a background in ■■■■. She will also work internally with marketing team for the new homes, to ensure the school timing, ethos and vision for the school is shared with prospective buyers, to help raise awareness of the school and to inform the most appropriate initial intake strategy.

### Recruiting excellent headteachers

Our starting point for recruiting the best possible Headteachers for the two new schools is that they should be home grown. But we will have a process that opens the field to external candidates as well to ensure we get the best possible candidate.

All our research suggests that Headteachers who are steeped in our approaches to the curriculum and pedagogy are most likely to be successful. To this end we have a sophisticated programme of growing our own leaders.

To recruit the headteachers are process will involve:

Advertising a year before opening to benchmark external candidates. We will use the usual routes (TES etc) but also use headhunters to find the most suitable candidates.

Our advertising materials and recruitment packs are superb and the feedback from previous recruits has helped us refine them.

Our selection process is rigorous and involves:

1. Judging candidates against our 4 key attributes:

- Pioneer – a track record of innovation and impact within education
- Craftsman – an impressive thinker and teaching and learning practitioner
- Multiplier – someone expert at building teams and growing others
- A person with integrity and humanity – someone driven by a strong sense of values and mission.

2. Long-listing – telephone interviews or face to face interviews with a long list of candidates to explain the role and expectations and to help reduce to a short list.

3. Rigorous assessment day with shortlisted candidates (the panel will involve the founders of the school, trustees and also outside experts such as [REDACTED]

[REDACTED]). Our process will involve:

- Teaching
- Taking assemblies
- Leading an SLT meeting
- Drawing up a plan
- Giving a talk to staff/governors
- Analysing data and suggesting interventions
- Coaching members of staff

4. Induction and strategic planning begins at least 9 months before opening.

**Support from [REDACTED]:**

We have had regular contact with [REDACTED] over the past six months, and he has said that he supports our bids and welcomes applications from outstanding education providers such as School 21.

## F1 (b) Skills gap analysis

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

complete the table below; and

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

### Skills Gap Analysis

Skills/experience	Where is the gap?	How and when do you plan to fill the
-------------------	-------------------	--------------------------------------

<b>missing</b>	i.e. pre-opening team, trustees, local governing body	<b>gap</b>
Building construction project management	Pre-opening team	[redacted] but would still expect to bolster the team with strong, specialised project management experience in the event of another major build project.
New School Head Teachers	New Schools	Examined in section F1. School leadership would be expected to come from School 21's existing teacher/leadership body where explicit focus and investment is already being put on leadership development.

**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.

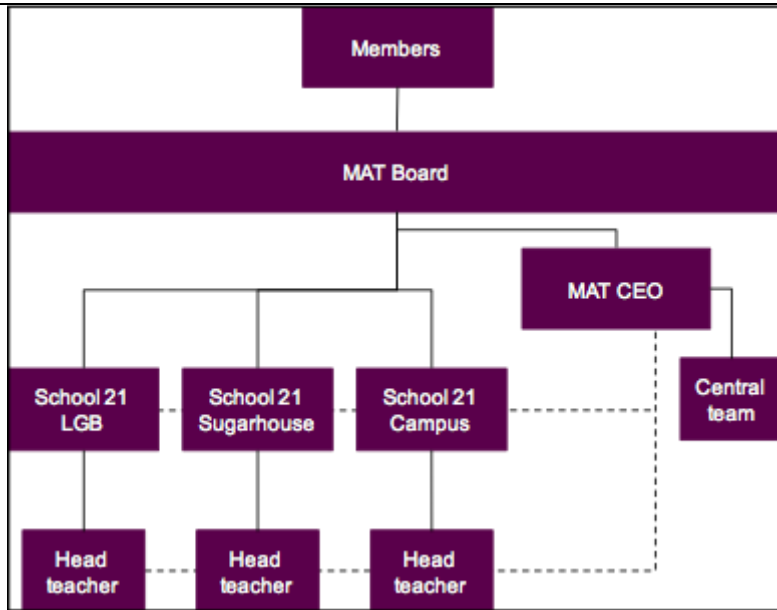
**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

School 21's funding agreement established it as a MAT in 2012. To date the MAT has shared the name of our first, and currently only, school. For the purposes of clarity, we shall refer to the MAT as the School 21 MAT, and the existing school as School 21.

Until late 2015, School 21 MAT has had a single governing body, focused solely on [redacted], our first school, the organisational chart is outlined below.

**Fig 18. The current governance structure**





The transition to our new governance structure (Fig 20) is already underway.

**Members:** In 2012 the DfE agreed to our governance structure which included three [REDACTED]. However, in recognition that the Department policy has now changed its guidance we will be adding two additional members, [REDACTED]. Both individuals are already [REDACTED] and their CVs are included within this proposal.

**MAT board:** The members have already appointed five members of the MAT board, and have nominated a further five. This will become the legal entity with overall responsible for all schools. The five nominees have all agreed to become trustees and indeed have already convened as a preliminary board twice, in October 2015 and February 2016, to support the strategic decision to open two new all-through schools. The group will continue to meet at four to six monthly intervals as required. A finance committee will be formed at the next MAT meeting, with [REDACTED] [REDACTED]). We expect one or two other committees to be formed, potentially including a Leadership Development committee, a Fundraising committee and an Infrastructure committee.

Details of the individuals in this group are below, in Fig 21. The Directors who are already appointed and for whom we include full CVs and declarations are highlighted in grey. The MAT board will be agreeing new appointments, targeting any existing skills gaps. Examples of areas where the MAT board could be strengthened further:

- Architecture or construction

- Additional fundraising capacity
- Additional technology expertise

**Fig 21. School 21 Trust MAT Board (already nominated and agreed)**

MAT Trustee		Current organisation/role	Professional experience
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]

As illustrated in Fig 20 School 21's current governing body will become its local governing body. Each of the new schools will have a local governing body. The MAT board and the local governing body will agree a 'Schedule of Delegation', similar in nature to this example at the Step Academy Trust.

<http://www.stepacademytrust.org/wp-content/uploads/2015/10/STEP-Scheme-of-Delegation-October-2015.pdf>

At a high level it is proposed that the responsibilities will be apportioned as illustrated in Fig 22, below.

**Fig 22. Proposed division of responsibilities in future governance structure**

	<b>Responsibilities</b>
<b>Members</b>	Appointing/removing MAT board members (see M&As for details)
<b>MAT board</b>	Appointing/removing MAT board members (see M&As for details)
	Agreeing and monitoring adherence to a MAT budget
	Ensuring financial probity, including monitoring for control failures, irregularities and fraud
	Appointing and performance managing the MAT CEO
	Appointing and performance managing the LGB chairs
	Approving the appointment of LGB members, recommended by LGB chair and CEO
	Approving the appointment/removal of Head Teachers, recommended by CEO and LGBs
	Approving the MAT strategic direction
	Monitoring school outcomes
<b>CEO</b>	Developing and leading the implementation of the MAT strategy
	Leading the central team and any shared services across schools
	Leading the creation of new schools
	Recommending, jointly with LGB, the appointment/removal of Head Teachers
	Supporting the LGBs and Head Teachers to ensure outstanding school performance
<b>Central Team</b>	Delivering shared services across schools
	Project managing new school creation e.g., building, community engagement, recruitment
	Ensuring talent developed across the school network
<b>Local Governing Bodies</b>	Delegated responsibilities to include:
	Detailed monitoring of financial activity
	Detailed oversight and scrutiny of student achievement
	Key personnel issues, major contracts, admissions numbers, student issues
	Recommending, jointly with CEO, the appointment/removal of Head Teachers







## 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

A key aspect of the School 21 model is that we are a small all-through school, and on this basis, the two new schools we are proposing are smaller than the typical size.

A small 4-18 school has several advantages:

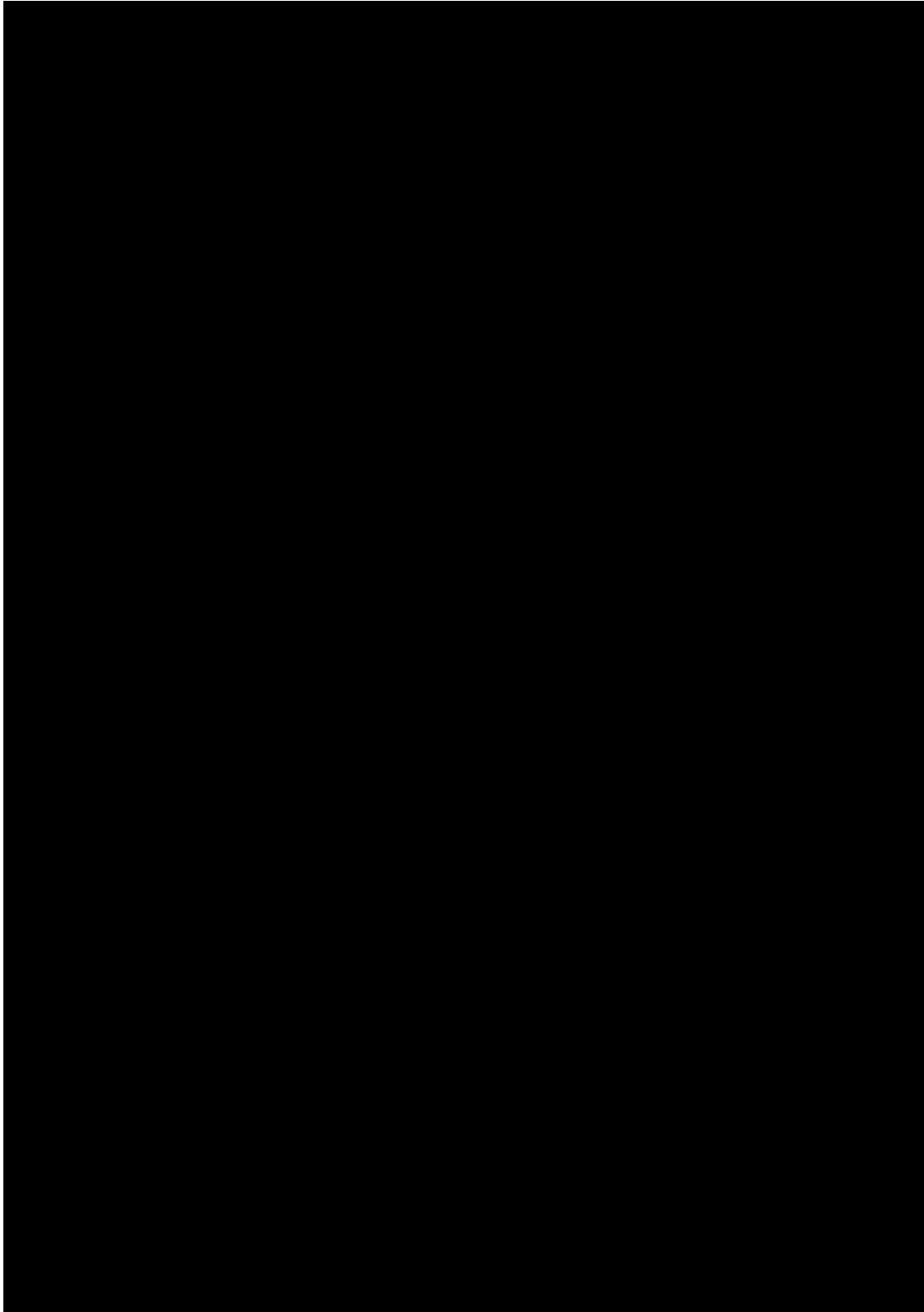
- Personalised support and guidance for every student including weekly planning meetings
- No child getting lost or coasting
- A sense of community
- An end to the upheaval at 11
- The chance to establish good behaviour, routines and the basics at a young age
- The chance to get specialist teaching e.g. in English, Maths and Science and embed high standards early on
- The chance to build good partnerships with parents throughout a child's time at the school

We have shown that we are able to create a financially viable institution with outstanding teaching and student outcomes at a smaller scale than typically recommended by the DfE. It is for this reason that we are seeking to replicate our current operating model within these two new schools.



## Annexes

Appendix A: Map of residential developments in progress of with planning permission within 500m radius of Sugar House Lane site.



**Appendix B: Letter prepared for engagement with local families who applied but were unable to obtain a place at School 21.**

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

Dear Sir/Madam,

I am writing to you today because at some point over the last five years, you have applied for your son or daughter to attend School 21, and unfortunately we were not able to offer you a place as we have been highly oversubscribed. I wanted to inform you personally that we are in the process of applying to the Department of Education to open two new schools in the area, due to open in 2018 and 2019.

Both schools are planned to be 'all-through schools', offering places for students from age 4-18, and in most respects will be like School 21. The exact location of these schools is still to be agreed and we are working closely with the Department to find suitable sites.

As you may know, School 21 was graded 'outstanding' in all categories by Ofsted in 2014, and we have developed a reputation as one of the most innovative schools in the country. In these new schools, we will be continuing our focus on high quality teaching, the development of excellent spoken and written English, and the creation of beautiful student work.

As part of the application process, we are asked to engage with potential parents of these new schools, in order to understand the levels of interest for the schools and to gather valuable feedback.

With this in mind, I'd like to ask you to fill out the short questionnaire below. Your time and effort in sharing your views is hugely appreciated.

Yours Sincerely,

[REDACTED]  
[REDACTED]

*School 21*





Department  
for Education

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