

Wapping High School Statutory Consultation

The Wapping and Shadwell Secondary Education Trust

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1 Introduction

Wapping High School will be a new 11-16 secondary school opening in September 2012.

Wapping High School aims to be an outstanding school, raising aspirations, broadening horizons, and ensuring better outcomes for all its students. This new Free School will build upon the diverse background of every student, offering a truly personalised curriculum to engage learning and develop inquisitive minds.

Wapping High School will operate an extended school day to enable all its students to participate in a range of exciting and stimulating enrichment activities.

The opening of the school will create between 50 - 60 new jobs in addition to training positions for teachers and other staff.

This document is being circulated to relevant parties as required by the Academies Act 2010.

2 Time-line for the consultation and how to respond

2.1 Key dates

Monday 26th March 2012 - Open Public Consultation

Wednesday 18th April 2012 - Public Consultation Meeting

Friday 4th May 2012 - Close Public Consultation

Friday 13th May 2012 - Publish Public Consultation

2.2 Ways to respond

People wishing to participate in the consultation should either complete the online questionnaire by visiting www.wappinghigh.org/consultation or complete the questionnaire at the end of this document and return it to:

consultation@wappinghigh.org

or

Wapping & Shadwell Secondary Education Trust,
Unit 10, Tower Bridge Business Centre,
46-48 East Smithfield,
London,
E1W 1AW

For further assistance please call 07863 050518 or 07916 612673.

3 The Academies Act 2010 & Public Consultation

An important step in opening the school is the signing of a Funding Agreement. This is the contract between the school's Trust and the Secretary of State for Education – it outlines how the school must operate in certain areas, the obligations placed upon it by the Government, and key Guidelines and Codes it must adhere to, amongst other things.

Section 10 of the Academies Act 2010 requires the Trustees to carry out a consultation before the Funding Agreement can be completed:

“Section 10 Consultation: additional schools.

(1) Before entering into Academy arrangements with the Secretary of State in relation to an additional school, a person must consult such persons as the person thinks appropriate.

(2) The consultation must be on the question of whether the arrangements should be entered into.”

This document outlines key questions that the Trust thinks people should consider, the process by which people can respond, and what will happen to responses.

4 Actions arising from the consultation

All responses received will be read and considered by the Trustees, and will be documented in the summary of the consultation. This will be submitted to the Secretary of State in order to allow him to consider it as he draws up the Funding Agreement for the school. A summary of the findings will be published at a later date on the school's official website at www.wappinghigh.org. The Trust will notify interested parties of the publication via the school's website, email list and social networks.

5 Areas for consultation

In order to set up a Free School, the Free School Trust enters into a Funding Agreement with the Secretary of State for Education. This is a contract that details key aspects of the Trust's responsibilities and how the school must function, such as how it abides by the Admissions Code and SEN Code of Conduct. It also outlines the circumstances in which the Secretary of State can intervene should the school's performance be considered unacceptable.

More information about this, and a model Funding Agreement, can be found here:

<http://www.education.gov.uk/schools/leadership/typesofschools/freeschools/a0074737/free-schools-model-funding-agreement>

Taking into consideration the information contained within this document and that found on the school's website (www.wappinghigh.org) about its general plans for the school, the Trustees invite people to respond to these questions (a questionnaire is provided on page 10):

Question 1: Should the Trustees enter into a Funding Agreement with the Secretary of State for Education in order to open Wapping High School?

Question 2: Do you agree with the Admissions Policy for Wapping High School?

Question 3: Do you agree that a Free School is needed in this area of Tower Hamlets?

Question 4: Are there any other comments you wish the trustees to take into consideration at this time?

6 Distribution

This document is being distributed by email to interested parties:

1. LBTH Primary Schools (Headteachers)
2. LBTH Primary Schools (Chairs of Governors)
3. LBTH Secondary Schools (Headteachers)
4. LBTH Secondary Schools (Chairs of Governors)
5. Subscribers to the Wapping High School email newsletter and support group
6. Parents who have applied to the school

An advertisement in East End Advertiser or East End Life will detail the following:

1. Notice of Consultation (including dates)
2. Notice of Public Meeting
3. Address of Website with Questionnaire

7 The Wapping and Shadwell Secondary Education Trust (WSSET)

The Wapping and Shadwell Secondary Education Trust (WSSET) is a not-for-profit organisation run by parents and local residents who are determined to improve the education of local children. The Trust was originally set up by a group of parents with the specific intention of campaigning for a new school for Wapping, Shadwell and Limehouse. The group has been actively campaigning since 2009 and founded the Trust in October 2010. The campaign is supported by more than 500 families representing over 700 children. We are also supported by Jim Fitzpatrick MP, London Assembly Member John Biggs and Dame Helen Mirren.

Paul Guénault has been appointed Principal Designate (similar to Headteacher) of Wapping High School and will take up the post on April 16th. He came through an arduous and demanding recruitment process which had a record-breaking 39 applications for the post..

In October 2011, the Department for Education (DfE) approved our application to open a Free School. The Trust is now working with the DfE to get the school ready for opening in September 2012. Following the successful opening of the Free School, the Trust will continue to run the charity that oversees the school, and will govern it with the support of additional Governors

The Directors of the Trust are all local parents or residents and have significant expertise in school governance, project management, IT, resource management and decision-making methods.

8 Site

Wapping High School will be situated at 153 Commercial Road, London, E1 2DA, a short walk from the centre of Wapping. This substantial five-storey building will now be completely renovated and modernised to provide an outstanding educational space. As this work will take some time, we will use temporary accommodation for the first two terms. The use of the building is subject to planning permission being granted for change of use.

9 General outline of the Admissions Policy

Wapping & Shadwell Secondary Education Trust applied to open a new school to meet a recognised need in an area known as the South Wapping Priority Zone. Children from this area are currently disadvantaged due to a limited choice of nearby secondary schools. It is the intention of the Trust to implement an admissions policy that will give priority to the community it was set up to serve. The Trust, however, expects that there will be spaces for families from outside the South Wapping Priority Zone and encourages all families to apply regardless of where they live.

Summary of over-subscription policy for 2012 applications

In the event of over-subscription applications will be prioritised as follows:

1. Children with a statement of special educational needs (SEN).
2. Children 'looked-after' by Tower Hamlets Local Authority.
3. Children with exceptional medical or social reasons to attend Wapping High School.
4. Children who live in the South Wapping priority zone referenced by distance*.
5. Other children referenced by distance*.

Please note that from 2013 first-born and siblings rules will also be applied.

South Wapping Priority Zone:

South of Cable Street and Royal Mint Street, West of Butcher Row, North of the River Thames, East of Mansell Street

*Distance will be defined as the shortest walking route to 22 Wapping Lane, E1W 2RL (the centre of the South Wapping Priority Admissions Zone).

To read the full admissions policy visit www.wappinghigh.org/admissions

To request a paper version call 07916612673 or email admissions@wappinghigh.org

10 Aims and objectives of the Trust

10.1 Learning

Ethos & Values

Wapping High School will promote an inclusive ethos, in which diversity of need and ability is acknowledged and nurtured. Every aspect of school life will be guided by a strong ethical code,

which encourages social awareness to help students understand and meet with confidence the challenges of a diverse and changing society and the world of work. This will be achieved by establishing a Learning Pathway for each student.

Wapping High School will be small and have a strong sense of school community. Students will be divided into 'houses' to encourage interaction across the school. Teachers will know all their students individually. Families will form part of the school community and be fully involved with their children's education. Outcome-focused home-school contracts will be made both with students and parents & carers.

Wapping High School will ensure that children are safe, healthy, contribute positively to their whole community, and are set up to achieve economic and academic well-being in adult life. Importantly, all students must enjoy attending school.

Aims & objectives

The principal outcomes of Wapping High School will be to:

- encourage students to develop inquiring minds with a life-long love of learning;
- raise aspirations from both students and staff;
- demand high expectations and high attainment from both students and staff;
- provide all students with the qualifications for a sound economic future;
- produce confident, polite and socially responsible young adults;
- create a school which is environmentally sustainable and financially secure;
- strengthen community cohesion by being a keystone within the local community.
-

This will be achieved by:

- recognising that high-quality teachers are the school's principal asset, who will be supported, rewarded and motivated;
- offering a Personalised Learning programme which offers both academic and vocational learning pathways;
- requiring the students to participate in a self-assessed exploration of civics, society and ethics as part of their co-curricular studies;
- embracing the role of parents as part of the school's life-blood and culture through the use of home-school contracts and the innovative use of technology to enhance communication and participation;
- providing an accessible resource for education within the wider community;
- taking advantage of our location between the City of London and Docklands, to foster deep and ongoing links between the banking sector, media and universities.

Core-curriculum

Wapping High School will provide a balanced curriculum that meets the needs of students in a rapidly-changing world. It will follow guidance from the DfE. The curriculum will be designed to follow a Personalised Learning approach, providing flexibility to meet the needs of all students. Students are expected to attain 5 or more GCSEs (or equivalents), with the more able students taking up to 12 should they wish to. Both academic and vocational educational pathways will be highly valued and the opportunity to attain BTEC qualifications will be offered where appropriate. Many subjects will be offered outside the normal curriculum as part of the enrichment programme.

Specialisms

Wapping High School's specialism will be 'Enterprise and Innovation'. The specialism will link core curriculum subjects such as English, Science, Maths, Humanities and Languages, and place them in a real-world context. Enterprise and innovation will build self-confidence and teach the skills required to self-motivate, experiment and to develop new products and services and bring them to market. Guest mentors from outside businesses, industries and public life will be invited to participate with projects and activities throughout the school.

Key stage 3

At key stage 3, all students will follow the National Curriculum. Core subjects, including English, Maths, Science and Modern Foreign Languages, will be taught as individual subjects. Other subjects, including Humanities, Design and Technology, Performing Arts, Music and Art, will be taught as thematic courses. These courses will develop skills in critical and creative thinking, problem-solving and communication.

Key stage 4

At key stage 4 the curriculum will be subject focused, leading to GCSE and BTEC examinations. All students will attain a qualification in Maths, English, Science, History and a Modern Foreign Language.

Enrichment

Fundamental to the underlying ethos of Wapping High School is the understanding that the education of young people cannot simply be restricted to the teaching of traditional academic subjects. Wapping High School will offer a diverse and engaging enrichment programme that will stimulate and motivate students and draw out hidden talent.

Courses followed by all students

These will raise the students' awareness of the global society in which they live and the responsibilities that they have within it. The courses given for this purpose will include: Religious Education, Citizenship and Personal Social Health and Economic Education. Students will be encouraged to participate in a self-assessed study of the spiritual and moral questions that face their futures. Additionally, students will participate in courses aimed at improving their ability to learn and communicate. For example, the skills taught will include: critical thinking, leadership, debating, touch typing, money management and presentation delivery.

Activities chosen by the student

For one hour of every day, from Monday to Thursday, all students will participate in an enrichment activity. The activity will take the form of a club or society with an emphasis on participation and enjoyment. During the school's first year of operation in 2012 sixteen activities will be offered with a choice of four activities per day. Examples of possible enrichment courses are:

School Newspaper, Football Team, Debating Society, Advanced Maths Club, Choir, Gardening Club, Performing Arts Club, Art Club, Polo.

Off-site and enrichment activities

Wapping High School will endeavour to offer a wide range of off-site and enrichment activities, including residential trips, that are accessible to as many students as possible. Clear policy and training will be provided to staff for all such activities in order that they are sufficiently competent to deal appropriately with any medical and social needs arising from students' participation.

Length of day

The academic year will start in September and be divided into three terms. In order to attain the high standards and achievements expected at Wapping High School, the students will have an extended school day allowing 34 hours of learning per week and 1224 hours of learning per school year. By extending the school day, students who remain at Wapping High for the full 5 years will receive the equivalent of an additional year's worth of education.

The daily structure will be designed to facilitate each child's Personalised Learning Pathway. In order to fully deliver a personalised model, flexibility in timetabling will be required. Teaching may take place in fixed subject sessions or on a thematic basis in which several disciplines are taught in one session. The timetable will incorporate trips and other specific activities. Occasionally, an enrichment activity will last for longer than one hour. Participation in these longer activities will be voluntary.

A breakfast club and after-school club will be offered to extend the school day from 07:45 to 18:00. A holiday club will run during the school holiday to support working parents. A charge will be made for all of the out-of-school care provision.

10.2 Teaching Methods

Personalised Learning Pathway

Wapping High aims to know every student as an individual, where their interests lie and what motivates them. This is key to their success and happiness, and to the success of the school. The delivery of Personalised Learning will be fundamental to the ethos of Wapping High School, and will support and challenge using the following means:

- each student will develop a personalised curriculum, based on elements of both the core curriculum and the enrichment programme;
- additional provision will be available to support students with exceptional needs;
- students will be guided along Learning Pathways by their House Tutor;
- each student will be expected to make informed decisions about their education that maximise their chances of enjoyment and success;
- students will have a personal journal to help organise themselves. The school will make use of modern web technology to make communicating, managing homework, extended learning, feedback and parental participation, easy and effective;
- parents and carers will be treated as partners in their child's learning;
- staff will be encouraged to reflect on their practice and share successful strategies and methods.

Provision for students at extremes of ability

Use of a Personalised Learning methodology has been specifically chosen for its ability to cater for children with very different learning needs. Teachers will be trained to diversify their lesson plans to provide challenging and stimulating activities that stretch students at all levels. Students with additional learning needs will be directly catered for through the school's nurture groups and SEN provision.

In addition, there will be a Gifted and Talented register. Students who are gifted and/or talented will be identified via a wide range of ways: teacher observation, parent nomination, peer nomination, self nomination, check-lists of characteristics – generic and subject-specific, standardised test results, National Curriculum Optional Tasks results, early identification, late bloomers, underachievers, IQ tests, World Class Tests.

The gifted and talented students will work closely with their House Tutors and teachers to develop their Learning Pathway. Each department will have its own methods to provide students with opportunities to work at the best of their abilities, either by setting (in Maths), fast tracking, working with older pupils, or independent study. Heads of Department will be expected to work together to provide opportunities for collaboration between Gifted and Talented students.

SEN Provision

The personalised learning programmes employed at Wapping High School will be tailored to the abilities of each student. It is recognised that some students will require additional support for some or all of their learning. This support will be deployed both within the nurture groups and with the mainstream provision. A dedicated SEN Department will be established, led by an SEN Co-ordinator. The Principal will have responsibility for ensuring that all SEN-related policies and practices adhere to the SEN Code of Practice.

On starting at Wapping High School, all students will be assessed in their literacy and numeracy skills. In addition, the personalised learning methodology employed at Wapping High School will enable individual subject-based assessments to identify particular strengths and areas of difficulty. This will inform target setting and help identify students with additional support needs.

Statements of SEN

A number of students at Wapping High School may require the guidance of a Statement of Special Educational Needs. Staff at Wapping High School will work with the families of these students to assist in explaining the implications of the Statement. Where the statement indicates additional support, the school will endeavour to appoint appropriate staff either prior to the student starting at Wapping High School or within one half term of the statement's issue, as appropriate.

Week by week, monitoring and assessment of the progress of a student with a statement will occur in accordance with the Personalised Learning framework. In accordance with the SEN Code of Practice, an annual review will take place for students with statements. Parents, carers and other parties involved in supporting the student's educational progress will be invited to provide evidence or comment. Every effort will be made to include parents and carers in meetings.

ICT

ICT will be deployed across the whole school at every level, from Teaching Methods, Assessment, Parental Involvement and Timetabling to individual subjects. It will be integral to delivering the desired outcomes for the individual and the school as a whole.

Assessment

Pupil development and achievement are the core purpose of Wapping High School. Alongside academic achievement and attainment, the teaching and learning of practical, vocational, entrepreneurial, artistic, sporting and social skills will also be highly valued as will good behaviour. A thirst for knowledge and a life-long love of learning will grow and thrive in the school. Students will be encouraged to progress at their own pace while constantly striving to extend their own abilities. Continual assessment and feedback will be an everyday process, and will ensure that students are on the correct Learning Pathway and have mobility to move within ability levels. Shared targets and time-lines will help inform students' decisions. This is integral to Personalised Learning and will be used by both students and their teachers.

10.3 Support

Code of Conduct

The Wapping High School code of conduct will be clearly visible within the school. The code of conduct will be kept deliberately simple and clearly describe how mutual respect is to be demonstrated for the whole school community, its immediate environment and facilities, and the school's neighbours and partners.

This code of conduct, covering bullying, racism, sexism and interpersonal behaviour, will underpin the culture of the school. Teachers and students will support and follow this. It is recognised that disruptive and bad behaviour is one of the key elements to under-achievement and exclusion. The school will enforce a zero-tolerance approach to bad or disruptive behaviour both in and out of the classroom. Mentoring and interventions will be the school's primary response to unacceptable behaviour.

Behaviour and Attendance

Wapping High School believes that a student that is motivated, encouraged and made to feel worthwhile will choose to learn, and as a consequence behave well. The school will support students to become socially responsible, polite and caring young adults, who value the lives of others and the environment in which they live. All staff, not just teachers, will be trained to manage students' behaviour. Good behaviour and attendance are a direct outcome of positive attitudes to learning.

Attitudes to learning

The purpose of the Attitudes to Learning policy is to achieve the following aims and objectives:

- to ensure all students achieve their full potential;
- to achieve local and national renown for the integrity, honesty, strength and intelligence of the students;
- to develop best practice;
- to ensure consistent practice;

Emotional and health issues will be carefully resolved and further social education provided as required. Just as students will not be punished for making errors in their classwork, neither will the school rely solely on punishment for bad behaviour. Instead, interventions, mentoring, and working with students to look for ways to solve problems and improve their behaviour will be used. All staff will be trained to promote good behaviour and seek to reward positive achievements. Positive contributions to the school community, whether they be by staff or students, will be widely featured in assemblies on notice boards, in newsletters and on the website.

As a community-focused school we will endeavour not to exclude students. Every student should have a strong sense of belonging. Our staff will provide very clear guidance for our students and their families. Interventions for bad behaviour will be actioned promptly and consistently.

11 Wapping High School Statutory Consultation Questionnaire

Could you complete this questionnaire on-line? It is easy, just visit www.wappinghigh.org/consultation

Alternatively, please email your response to consultation@wappinghigh.org or send it to:

The Wapping and Shadwell Secondary Education Trust
Unit 110, 46-48 East Smithfield
London
E1W 1AW

Question 1: Should the Trustees enter into a Funding Agreement with the Secretary of State for Education in order to open Wapping High School?

Yes / No

Question 2: Do you agree with the Admissions Policy for Wapping High School?

Yes / No

Question 3: Do you agree that a free school is needed in this area of Tower Hamlets?

Yes / No

Question 4: Are there any other comments you wish the trustees to take into consideration at this time?

Yes / No

Comments:

Personal Contact Details (not compulsory). Please give your name, email address and a contact number should you wish for a member of the trust to contact you regarding this consultation.

Name:

Email:

Telephone: